

## Powell River School District Sustainability Newsletter

## Green Glance

## Holly Arntzen to Visit Powell River Elementary Schools

If you could name only two things that singer/songwriter Holly Arntzen is passionate about, they would probably be music and her love of the natural world. As it happens, the two seem to be intricately entwined as Holly continues on a life-long mission to educate and change the hearts of people about our environment and the future of our little blue planet.

The Sustainable Schools Committee is proud to be sponsoring an educational music series featuring Holly's inspiring music. Holly will be performing at Powell River elementary schools this October.

Surviving as an "environmental" singer for the past twenty five years has not been easy, but coming from pioneering stock and a sea-faring family, always ready to tackle issues that seem insurmountable to others, Holly's determination to bring the

message of environmental sustainability to the world is unwavering. Working in collaboration for many years with her late husband and producer, Stephen Foster, and today with a group of talented musicians and artists, she creates songs of innocence that carry a much deeper relevance.

Holly, together with Stephen, created the Artist Response Team (ART) which has developed in-school music programs throughout Canada, working with thousands of children, parents and teachers alike, to help them learn songs about ecological issues, sing them in concerts and record them for CDs and radio shows. ART has now produced provincially recommended and award-winning educational resources in the form of educator's handbooks (Cycle of Life/Recycle and Salish Sea) that contain music, art and science, and assist schools in teach-

ing about the issues while meeting their prescribed learning outcomes.

During her professional career, Holly has shared the stage with Stan Rogers, Herbie Hancock, Dan Hill, Paul Horn, Bruce Cockburn, Sarah McLachlan, Paul Hyde, Doug Bennett, David Sinclair, Fred Penner, and many more. She has recorded a vast catalogue of CDs, the latest being "March of the Spirit Bear."

Holly is living proof that education can make a difference; the students she works with learn incredible amounts about nature, and are prepared to make sound decisions about the environment in ways that will affect their world positively all of their lives. What a great contribution to Canadian culture and the world at large!

For more information about Holly please visit [www.hollyarntzen.ca](http://www.hollyarntzen.ca)

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## The New Grief Point: Green Design in the Works By Scott Fisher

The Powell River School District, Sustainable Schools Committee (SSC) is playing a role in developing the building plans for the new school to replace Grief Point. The Grief Point Planning Committee has been accepting input into the design of the new school from school district staff, parents and students. The SSC say that as an opportunity to put forward some ideas. Provincial regulations require that all new buildings be built to the LEAD (Leadership in Energy and Environmental Design) Gold Standard. This requirement means that the school will need to collect an allotted number of points in the construction of the new building to achieve Gold status. Credits are awarded for features such as: water efficient landscaping, water use reduction, recycled content, optimized energy performance, construction waste management, use of renewable energy and ventilation to name a few.

The SSC saw this as an opportunity to demonstrate educator's duty to the next generation. It is a chance to demonstrate that we truly care about the future well-being of children and the planet. The SSC suggested the use of renewable heat source and the district is looking into the feasibility of using geothermal heat to the new site. Other SSC suggestions were outdoor classroom space, living or green roof, grey water reclamation, life cost analysis, and use of recycled materials. Members of the planning committee also toured some of the newer, lower mainland schools to see some of the design and sustainability features incorporated there.

All of these ideas have been incorporated into the building and design specifications that are about to be awarded to those teams for initial design. The best plan will be chosen and a building contrast awarded. Hopefully a design will, last for a long time, lower the carbon footprint of the school and district, and model creativity and conscience through a new school.

## GREEN GLANCE

SD 47 Powell River

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**School District #47  
SUSTAINABILITY  
&  
ECO-EDUCATION**



# Get Outside! Rain, Rain, Rain: A Lesson Plan that Welcomes the Rain

By Jenna Adema

*Rain! Rain! Go away! Come again some other day!*

Here in School District #47 teachers are often looking for ways to bring the learning outside. Teachers seek out lesson plans for their perfect outing with the class. However, when thinking of taking students outside, these “perfect” activities require “perfect” sunny weather. Well it is good to have a plan for those days when the rain just won’t go away, a weather pattern typical for this coast. This is an art activity to go in combination with a weather unit. I have written it up for younger elementary (K-3), but can easily be adapted depending on what the content and curriculum. This lesson was adapted from Raindrop Splatter in David Suzuki’s book “Looking at Weather.”

Ongoing Weather Unit activities to include:

Daily Weather observations, daily rain fall, and history

Water Cycle (cloud & rain formation)

Wind patterns & Micro climates

Materials:

Board or cardboard to put paintings on  
11' X 17' sheets of white paper

Paint brushes

Tempera Paint

Crayons

Ruler

A Rain Story (Story depends on age group: the first three can be read with any age group, even high school students)

The Hero Twins and The Swallower of Clouds (From the Zuni First Nations . Printed in Keepers of The Earth Series. Bruchac & Caduto. Fulcrum Inc. 1997)

Koluscap and the Water Monster (From the Mic Mac & Maliseet NS First Nations. Printed in Keepers of The Earth Series. Bruchac & Caduto. Fulcrum Inc. 1997)

Cloud with a Chance of Meat balls

Oh Say ,Can You Say What’s the Weather Today

Mink Marries Cloud (Sliammon First Nations. Printed in Sliammon Life, Sliammon Lands. Kennedy & Bouchard. Talonbooks. 1983)

Oh Say ,Can You Say What’s the Weather Today

Process:

Prep the page (this may be done either before or after the story). Place page vertical, Draw ruler lines in pencil lightly. Make enough lines that students will be able to write their summary- no more than half the page. Have them

Read Students an age appropriate story on rain. Discuss the process of rain fall/cloud formation (water cycle). Ask the students to tell you what happened in the story and write a summary paragraph or sentence. This stage can be adapted to all levels depending on the story read. For younger students, help them compile their ideas and formulate a sentence; have them transcribe from the board with a crayon (must be water resistant). Older students, make their own summary of an age appropriate length.

Have them paint a picture from their favorite part of the story. The only requirement is that it must contain either clouds or rain. The crayon summary may be painted over as it is water resistant and will remain clearly visible. Advise students to make the summary the ground, so it doesn’t get too distracting.

Place on a board and set aside to dry. Wait for a rainy day (while waiting, you can try out all your “perfect” weather lessons)

Take the dry painting and board out on a rainy day and hold it up fairly level above their heads (they love this part), or alternatively lay them on the ground (not as fun). Bring them in once droplets have made their mark, not too long or the splatters won’t be as dramatic.

## Invitation to Grade 7 Students: Powell River’s 50 Mile Diet

By Isabel Loveluck

As a small farmer concerned about sustainable practices, I am interested in involving more young people in activities that promote local eating. I am looking for a few seventh grade students who would be willing to become involved with helping to promote this year’s Powell River 50 Mile Diet. These students would be the first year in what will hopefully be a group that works to educate and encourage their peers to learn about more sustainable (and healthy) eating practices. The plan is to meet once or twice over the summer to work on ideas, and then to put in place these ideas during the time the program runs.

Please forward the names of interested students to me including their contact information (preferably e-mail) so that I can invite them to join the group. I will be coordinating this effort with David Parkinson and the committee that has formed to promote the PR 50M Diet.

## Sustainable Schools Best Practices Guide: A Resource for Teachers

This Sustainable School Best Practice Guide is provided by the Ministry of Education, Green Schools Initiative to help all K-12 schools take actions that support reduction of greenhouse gas emissions and encourage the wise use of resources such as water and energy. It is designed to help school communities address issues related to environmental sustainability. It outlines some environmental best practices for schools in the areas of energy, waste, water, school grounds and transportation. Download this resource at <http://www.bced.gov.bc.ca/greenschools/sustbestpractice.htm>



## James Thompson Goes Back in Time to Save Energy: Kickin' it Old School By Tawnie Gaudreau

To launch our Destination Conservation program at James Thomson, we held a fun day that we called "Kickin' it Old School Day". It was decided by our D.C. Team to have a day at school where we would try to get back to the olden days when they didn't use so much power and energy on a daily basis. Our team decided to make this a school wide event to promote awareness about energy conservation. All of the teachers in the school tried to get back to textbooks and use chalkboards rather than paper. Many teachers used recycled paper and we worked hard to not use any technology that day. We even had some children that dressed like they were at school in the olden days. While everyone had fun, we also learned that we need to preserve our environment and that we all need to make an effort to reduce our carbon footprint.



## One Person's Trash is Another Person's Treasure

With the summer just around the corner, many of us are gazing at our spring cleaning piles marveling at the collateral waste accumulated over the years. In these moments, I am plagued by guilt considering that my choices have amounted to mountains of trash that often die a slow death in the landfills of our world. So is there another way to deal with this pile of junk? The answer is yes! After all, one person's trash is another person's treasure! If you haven't entered into the world of Freecycle, picture a dumpster diver's dream! Old growth recycled lumber, good-as-new mattresses, bricks, pianos, and comfy pajamas! It can all be yours for less than a penny through Freecycle.

Freecycle a grassroots and entirely nonprofit movement of people who are giving (& getting) stuff for free in their own towns. It's all about reuse and keeping good stuff out of landfills. Each local group is moderated by a local volunteer (them's good people). Membership is free. To sign up, find Powell River by entering it into the search box above or by clicking on "Browse Groups" above the search box. Have fun!

## Salmon Go Wild in Ms. Schmunk's Class

By Division 6, Edgehill Elementary School

This year our class has been actively involved in the Salmon Enhancement Program. Our class received 52 tiny, orange Coho eggs on January 22, 2010. We watched our eggs turn into alevins and then live off of their yolk sacs. Once they had absorbed their yolk sacs, they became swim up fry. This happened during Spring Break. We fed our fry weekly and kept the water temperature at about 6 degrees Celsius. When it was time to release them into their natural habitat, we lost 2 fry that went into shock and didn't like being transferred! On Friday, April 23, 2010 we sadly said "goodbye" to our 50 fry and released them at Lang Creek.

We have learned the importance of stream care...this is what we learned:

- Don't litter in a stream (*Cameron*)
- Don't cut down trees near streams (*Mya*)
- Don't walk or drive ATV's through streams (*Jaymes, Kaitlyn*)
- Don't pollute streams with chemicals (*Willemijn, Carter, Anuk*)
- Don't throw logs into a stream or plastics (*Shayla*)

We also learned that the survival rate for salmon is only 5% that make it back to their home stream to spawn. This was very upsetting

Our class would like to thank Mrs. Dianne Sanford and Mr. John Phillipot for making this experience possible! We really enjoyed learning about the life cycle of the salmon and about environmental awareness!



**School District 47  
Sustainability &  
Eco-Education**



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**Native Plant Garden  
at Brooks Secondary**

Thanks to the initiative and vision of Monty Drake at Brooks Secondary, a Native Plant garden has been planted at the entry way of Brooks. This collaborative effort was funded by the Sustainable Schools Committee and involved the Students for Employability at Brooks Secondary. Students in this program planted all the native plants themselves in consultation with their teacher Lauren Cross. A special thanks to students Emmerson Adams and Ed Bryson. Some of the species planted include sword ferns, Oregon grape, arica, and salal. Over time, this garden will be nurtured and tended by students in pre-employment program. As it matures, there are hopes the garden will not only function as a meaningful, hands-on learning project, but also as an educational and interpretive garden. Kudos to CUPE and Brooks staff for their support and Monty Drake for making this possible! The garden is looking greener each day!

**Summer Professional Development Opportunities Related to Sustainability and Environmental Education**

**July 5-9 Vancouver, BC. Environmental Learning Across the Curriculum.** This one-week intensive credit course is part of the Faculty of Education's summer institutes at UBC. The institute format is designed to bring in-service and pre-service teachers together to share and develop ideas for integrating environmental learning across the curriculum. In addition to providing daily experiential learning activities on and off campus, the course will focus on how different curricular disciplines offer important lessons that speak to the four strands of the BC Ministry of Education curriculum maps for environmental education (complexity, aesthetics, responsibility, and ethics) and the three dimensions of the United Nations mandate of Education for Sustainable Development (society, the environment, and the economy). For details, visit [eplt.educ@ubc.ca](mailto:eplt.educ@ubc.ca) or <mailto:eplt.educ@ubc.ca>. Registration deadline: Wednesday, June 2.

**July 21, 2010 Seattle, WA: Facing the Future.** Are you a middle school or high school teacher interested in introducing your students to climate change issues? You are invited to join the Zoo's education staff and Facing the Future at Point Defiance Zoo & Aquarium on Wednesday July 21, 2010 for a FREE workshop. Zoo admission and Washington State clock hours also included at no cost.

\* Participate in hands-on activities from Facing the Future's Climate Change: Connection and Solutions, an interdisciplinary, self-contained two-week unit aligned with national education standards that lays the foundation for understanding some of the forces behind climate change and its connections to numerous social, economic, and environmental factors.

\* Learn about opportunities for engaging your students in their own schools and communities with service learning and action projects like the Cool School Challenge.

\* Hear from zoo staff about polar bears, how climate change is affecting their survival, what the zoo is doing to support polar bears, and how you and your students can help.

\* Collaborate with other educators and leave with new connections to support your teaching and new tools for engaging your students.

To learn more about attending, please see the attached flyer and application, or visit: <http://www.pdza.org/page.php?id=279> or <http://www.facingthefuture.org>



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*Supporting students in reinventing their world!*