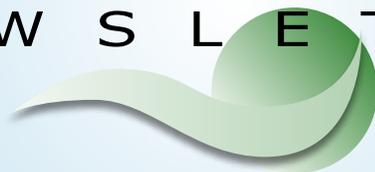


EDUCATION FOR Sustainable Development NEWSLETTER



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Sustainability: Educating for ACTION

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Our Vision

Students will become responsible decision makers, playing active roles as citizens of Canada and the world, thereby contributing to the social, environmental, and economic well-being, and equitable quality of life, for all, now and in the future.

Sustainability EDUCATING FOR ACTION

Conference—November 15–16, 2012—Canad Inns Polo Park



[http://www.facebook.com/
sustainabilityeducatingforaction?ref=hl](http://www.facebook.com/sustainabilityeducatingforaction?ref=hl)

*By Carolee Buckler
Sustainable Development Coordinator,
Manitoba Education*

The *Sustainability: Education for ACTION* conference will provide an opportunity for educators, students, non-profit organizations, businesses, and government sectors to come together to learn, share, and discover how they can collaborate to infuse sustainability into K–12 education. This conference will be held at Canad Inns Polo Park on November 15 and 16th, and is designed to connect attendees with good practices, existing resources, new ideas, actions, and approaches that advance goals to creating ecological literacy.

The conference will begin with a keynote from Thomas Homer-Dixon, who will identify the four conceptual shifts needed to achieve a “prospective mind” and how educators can help students make these shifts in order to address the challenges of sustainability. Other keynotes include Richard Louv, author of *Last Child in the Woods*, who coined the term *nature-deficit disorder*; Sheila Watt-Cloutier, former chair of the Inuit Circumpolar Council; and Stephanie Pace Marshall, founding president and president emerita of the Illinois Mathematics and Science Academy.

As Rosalyn McKeown and Victor Nolet noted in *Education for Sustainable Development in Canada and the United States*, “sustainability is far more than being green; it carries with it the concept of equity between individuals and groups as well as between generations. Sustainability is based on a host of values associated with human dignity and human rights. It also incorporates economic justice and poverty reduction.”

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A conference
for **EDUCATORS**
and the **COMMUNITY**
on issues of
Sustainability

Sustainability: Educating for ACTION (*continued*)

During its two-day span, the conference will feature engaging, hands-on workshops on a wide variety of sustainability issues, including the following:

- Managing without Growth: Slower by Design, Not Disaster
- Climate Wars
- Teaching Sustainability for the 21st Century
- Simplicity, Sustainability, and Human Rights
- In Search of Gold: LEED School Design
- Ecological Literacy and Systems Thinking
- Aboriginal Education: New Curriculum for Sustainability
- Building a Healthy and Sustainable School through Active School Travel Partnerships
- Integrating Earth Charter Sustainability Values in Education
- Green Jobs

The workshops will touch on all of the pillars of sustainability: economic, social, environmental, and cultural. This conference is intended to build upon existing sustainability initiatives and provide the impetus for new initiatives around educating for sustainability in Manitoba schools and communities. Attendees will walk away with the tools to support a better, more sustainable Manitoba.

So many positive sustainability initiatives are happening in schools and school divisions across the province. To further support these initiatives, Manitoba Education has developed new curricula, including a Sustainable Energy Program that will help prepare students for Green Jobs, as well as a new Grade 12 Social Studies course called Global Issues: Citizenship and Sustainability. The Department is also encouraging every school to have an ESD plan by 2015, and has recently formed an ESD Leadership Council to develop and implement a provincial ESD Action Plan.

Learn more about some of the exciting workshops taking place at the conference by reading the articles found in this issue of the *ESD Newsletter* or by visiting the conference website at <www.educatingforaction.ca/>. ●

Ecological Literacy and Systems Thinking

By Vanessa Timmer
Executive Director, One Earth

The upcoming *Sustainability: Education for ACTION conference* focuses on building strong ecological skills and perspectives to meet the sustainability challenge. But what does it mean in practice to be an ecological citizen and to think systemically?

Participants in the Ecological Literacy and Systems Thinking workshop at the conference will gain a better understanding of how the world works in systems—both natural and human—to build their capacity for more effective decision making in complex systems, and to explore how to integrate systems thinking and eco-literacy into their schools. This workshop enables teachers to help students recognize interconnections, patterns, and dynamics among people, events, and nature, and to begin to think systemically about how to use that knowledge to make decisions and improve their world. This workshop is also for anyone who is interested in knowledge, language, and tools for addressing our most stubborn and messy problems.

Ecological Literacy

Ecological literacy, also referred to as eco-literacy, is a term that was coined by American educator David W. Orr and physicist Fritjof Capra in the 1990s. This concept introduces into education the value of the Earth as our life-support system and of ecosystem health and well-being. It is about learning about the consequences of human interactions within natural systems. Being eco-literate empowers students with the knowledge and skills necessary for addressing environmental problems in an integrated way, and for shaping a sustainable society that does not undermine the ecosystem upon which it depends.

Systems Thinking

Systems thinking emphasizes relationships, connectedness, and context. Because a system is a set of interdependent, interrelated parts that make up a complex and unified whole, the whole system cannot be fully understood by just analyzing its parts. We can only understand a songbird by exploring both its own characteristics as well as its interactions with the watershed where it lives. Systems operate on multiple scales, with systems nested within systems. A watershed is a vibrant interplay among species ranging from a tree to the bacteria in the soil.

Systems thinking is necessary to understand on all levels the complex interdependence of ecological systems, social systems, economic systems, and other systems, as well as to understand their complex and often unpredictable dynamics. Ecologically literate students find connections in seemingly disjointed problems, perceive patterns instead of pieces, and design communities based on the interrelatedness of all life.

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Ecological Literacy and Systems Thinking (*continued*)

Why Systems Literacy and Eco-Literacy Matter

"The dialogue about sustainability is about a change in the human trajectory that will require us to rethink old assumptions and engage the large questions of the human condition that some presume to have been solved once and for all." – David W. Orr

Ecological literacy is partly aimed at triggering large-scale social change in how humans live on the planet. Teaching young people that we are part of the natural world is the basis for the shift to an ecological paradigm – a worldview that embeds humans in ecological systems rather than perceiving them as separate, and that recognizes that there are global constraints to the amount of resources we can produce, use, and waste on a finite Earth. As Fritjof Capra notes, "in the coming decades, the survival of humanity will depend on our ecological literacy – our ability to understand the basic principles of ecology and to live accordingly." This shift to an ecological paradigm is part of a transition to sustainability.

This is also about the ethics that are guiding human society, including taking responsibility for the social and

ecological impacts of our actions and activities and for their social and environmental consequences. Daniel Goleman uses the term *ecological intelligence* to highlight the need for information feedback about whether our activities are having a positive or negative impact on people and ecosystems. Ecological literacy emphasizes collaboration and partnership as a hallmark of living systems and life. The ability to associate, create links, and draw on the collective distributed intelligence of many individuals is part of eco-literacy. Ultimately, sustainability is a community practice.

Ecologically literate students are also community builders and active citizens. An ecological education occurs both within the natural environment and in the local community where students can build relationships and apply their understanding in a real-world setting. Eco-literacy and systems knowledge empower students to help create a better society and make a difference. Studies have shown that combining civic engagement and ecological literacy creates positive change through leaders who are willing to participate as citizens and engage in creating solutions. ●

Social Systems

Economic Systems

Ecological Systems

ECOLOGICAL LITERACY

Sustainable Development through a Pulled Pork Sandwich

By Sagan Morrow
Youth Outreach
Coordinator, Food Matters

Because there are 39 million meals eaten in Manitoba schools every year, the education system is an ideal place to support healthy lifestyles and learning among youth. It can provide useful tools and resources to inspire students to make lifelong behavioural changes, and to help them take action in the area of food and sustainability.

Incorporating sustainable development topics related to food, community, and the environment into the education system can help today's students become tomorrow's leaders. This can be accomplished through community-based social marketing, which has been proven to result in higher rates of behaviour change. As described at <www.cbsm.ca>, community-based social marketing incorporates the science of behaviour change into community programs, and is particularly useful for effecting changes related to sustainability. At the *Sustainability: Education for ACTION* conference at Canad Inns Polo Park on November 15 and 16th, Food Matters Manitoba will be giving a workshop on how it is currently exploring the use of community-based social marketing techniques to work with Manitobans on a community level to achieve positive behavioural changes in terms of our relationship with food.

The workshop will show how these themes overlap and relate to one another, and how the simple daily act of eating can be an accessible way to address sustainable development. The workshop is geared for teachers, administrators, and students alike, and will address the following local and sustainable issues as they relate to a pulled pork sandwich:

- Who grew the ingredients?
- How and where were the ingredients grown, harvested, and processed?
- How and where were the ingredients assembled, and who was the chef?
- Why does this information matter, from an economic, environmental, and health perspective?

As an organization, Food Matters Manitoba examines sustainability from a wide lens. This includes looking at the following topics:

- Healthy eating
- Hunger and access to food
- Agricultural and rural communities
- Buying local
- Food in the North
- Food skills and growing your own
- Food culture and celebration

In this interactive session, we will look at the entire cycle of a pulled pork sandwich from production to plate while touching on the important issues of sustainability, how food fits into sustainable development, and why food matters to people of all backgrounds. Participants will find out about some local

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Sustainable Development through a Pulled Pork Sandwich (*continued*)

farmers and chefs, how their food is grown, why eating sustainable food should be a priority, and how these issues affect all of us.

Supporting local farmers and chefs, and growing and eating sustainably produced foods, is important because it affects all of us economically, socially, environmentally, culturally, and politically. As today's youth are the future of Canada, they need to learn this information so that they can support and foster sustainable development in the home and the community. Food is a topic that brings sustainability together, and it is an avenue that we can use to facilitate activities that will positively influence sustainable development.

Food is an especially important issue when it comes to our children. In Manitoba, more than one child in five lives in poverty, and 51 percent of people who receive food from

Winnipeg Harvest are children. Youth are already seeking to make changes on this issue, with more than 600 schools and youth groups visiting Winnipeg Harvest last year and donating their time in the warehouse.

With this in mind, unpacking a pulled pork sandwich enables youth to learn about and discuss the serious issues of sustainability and food through an engaging, easy-to-understand, enjoyable interactive workshop. Through this workshop, we can begin to explore ways to change our food system and our approach to sustainability in

Manitoba. Together, we can develop healthy sustainable food changes that youth can stick with – for life!

For further information, go to <www.foodmattersmanitoba.ca/>. ●



Buying Local

Healthy Eating

Food Culture

FOOD AND SUSTAINABILITY

Bringing the Values and Principles of Sustainability into Education

By Alicia Jimenez
Earth Charter Center for Education
for Sustainable Development,
Costa Rica, 2012

It is becoming widely recognized that education plays an important role in advancing the transition to sustainable development. This is evident in the United Nations' comprehensive plan of action *Agenda 21*, which dedicated a full chapter to the role of education in promoting sustainable development.

The United Nations General Assembly, considering a proposal from the Japanese government, approved a resolution to declare 2005 to 2014 to be the Decade of Education for Sustainable Development. UNESCO was appointed as coordinating body for this decade, which aims "to integrate the principles, values and practices of sustainable development into all aspects of education and learning."

According to the UNDES International Implementation Scheme by UNESCO in 2005, education should prepare all people to confront and resolve the threats upon the sustainability of our planet.

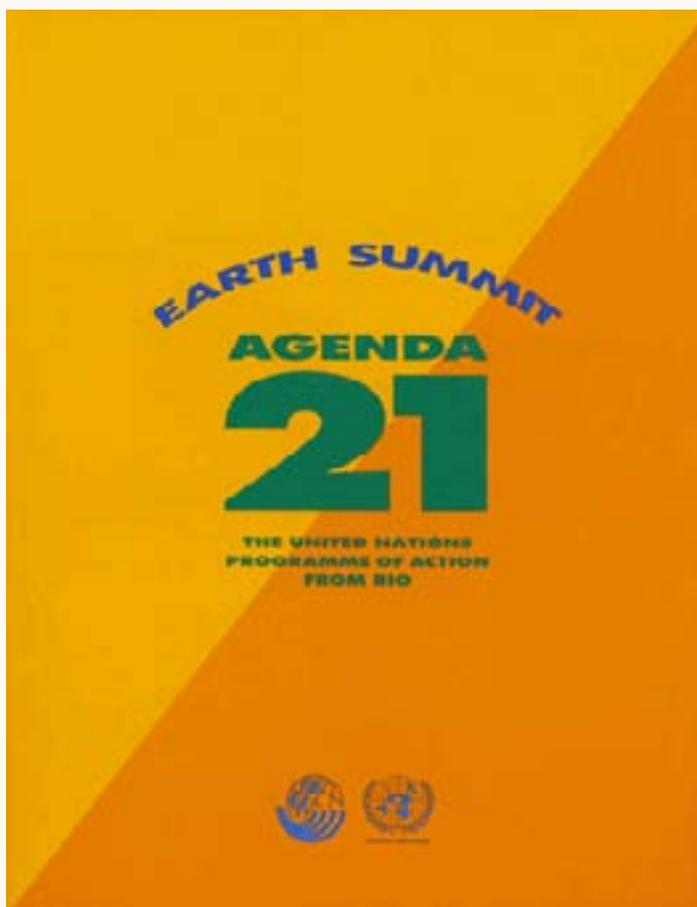
This transformative education would

- be interdisciplinary and holistic
- be participatory
- promote critical thinking
- be values-driven
- involve multiple methods
- be locally relevant

We are living in a paradox, where the most educated societies are the most unsustainable ones. David W. Orr, in his book *Earth in Mind: On Education, Environment, and the Human Prospect*, says: "the conventional wisdom holds that all education is good, and the more of it one has, the better...the truth is that without significant precautions, education can equip people merely to be more effective vandals of the Earth." In this sense, our societies will be able to move towards more sustainable ways

of living when the values that motivate people's actions and behaviour begin to reflect the principles that promote more sustainable ways of living. But people cannot be forced to change their values, nor should values be imposed; that is why education is key in assisting people to re-examine their value systems and to encourage them to adopt more ethical behaviour. The Earth Charter Centre for ESD will be presenting on this very topic at the *Sustainability: Education for ACTION* conference at Canad Inns Polo Park on November 15 and 16th.

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Bringing the Values and Principles of Sustainability into Education (*continued*)



The [Earth Charter](#) plays an important role for educators. It is a declaration of ethical principles for sustainability. In 2003, UNESCO declared the Earth Charter as “an important ethical framework for sustainable development” and encouraged member states to use this declaration in their ESD processes. There are different aspects that make the Earth Charter very relevant for educators. It was developed through the most participatory process ever associated with an international declaration. The Earth Charter contains the ideas and aspirations of people representing all regions of the world, as well as all major religions and sectors.

The Earth Charter encompasses the complexity of the concept of sustainable development. In this sense, it helps to explore the links and inter-relationships among the various dimensions of sustainability. The Earth Charter includes a preamble that lays down the challenges of today, and then presents 16 principles and 61 sub-principles that address all dimensions of sustainability. It finishes with an inspirational call to action that promotes caring and a new sense of universal responsibility.

Finally, the Earth Charter is a useful tool that helps to integrate ethics into education. The Earth Charter contains general ethical principles, not rules to be followed. Its principles can help guide the decision-making process, especially during instances where there is conflict between interests and ethical principles.

The following are educational goals that the Earth Charter can fulfill:

1. Raising awareness and understanding of critical global problems
2. Promoting individuals’ ethical development
3. Inspiring a spirit of collaboration, cooperation, and action
4. Encouraging a bio-sensitive outlook
5. Applying values and principles
6. Facilitating an understanding of the relationship among the Earth Charter, public policy, and international law
7. Assisting educational institutions and systems in reorienting their teaching and operations towards sustainable ways of living

The Earth Charter has been used in different ways. For example, the Paulo Freire Institute in Brazil used it as the basis for an eco-pedagogy that seeks to recover the relationship between humans and nature, and rekindle respectful and caring relations with ourselves and with other humans. Experience-based learning, which is promoted by the Earth Charter, is an important characteristic of ESD processes. For example, the *Earth Scouts* is a program where kids earn a badge when they learn a principle of the Earth Charter and effectively put it into practice in ways that they define. The aim is to encourage kids to move from understanding to envisioning solutions.

There are many other examples of how education is being transformed to include the values and skills that will help us in the necessary transition towards more sustainable societies. The Earth Charter global network and the EC Center for Education for Sustainable Development aim to support this transformation process, helping to examine the values that guide our actions, and promote those needed changes that will allow everyone to participate in building more sustainable, just, and peaceful societies. ●

Actions You Take Now Can Transform the Future

By Anne MacDiarmid and Jenna Forslund
Learning Support and Technology Unit,
Manitoba Education

Each year since 2009, Manitoba Education has encouraged provincially funded Kindergarten to Grade 12 schools to apply for the [Eco-Globe Schools recognition program](#). This program is intended to acknowledge Manitoba schools' commitment to integrating education for sustainable development (ESD) in a whole-school approach.

Schools that apply for recognition are assigned one of three levels: **awareness**, **action**, or **transformation**. Schools investigate the questions and criteria that are related to each level, work towards them as the year progresses, and gradually progress through the three levels. Submissions for recognitions are due on May 15th of each year.

When a school has achieved recognition, it is awarded a certificate to display with a space to collect stickers from all three levels. The Minister of Education also provides

a letter of congratulations for the school.

In addition, a partnership with the Manitoba Forestry Association was established in 2009 and trees were planted in four Forest Discovery Centres across the province on behalf of the Eco-Globe Schools recognition program.

2012 Eco-Globe Recognition Program

In 2012, thirty-two schools applied for the Eco-Globe Schools recognition program. Sixteen schools, (seven rural, nine urban) were awarded the Awareness level. Fifteen school divisions (six rural, nine urban) were recognized at the Action level. Crestview Elementary School from St. James-Assiniboia School Division was the first school to achieve the Transformation level this year, and was given a poster to highlight this accomplishment.

Awareness Level: Schools at this level have a general understanding of ESD and are promoting responsible citizenship. The school's vision and code of conduct reference ESD, environmental education, and the ethical implications of our actions. These concepts are integrated into the classroom, and there is evidence that the school community emphasizes sustainability in teaching and learning, and that students and staff are working to acquire a deeper understanding of what sustainable development encompasses. Submission criteria for the Awareness level are available at www.edu.gov.mb.ca/k12/esd/eco_globe/awareness.html.

Action Level: The Action level recognizes the school's commitment towards ongoing sustainable practices. ESD responsibilities are shared among all members of the school, and the school community is developing partnerships to promote and support ESD. There is also a commitment to considering student input when choosing school-wide ESD initiatives. Within the school, students and staff are guided by an ESD action plan. Teachers participate in ESD-related professional development, and are dedicated to using an interdisciplinary approach that infuses ESD principles into the curriculum. The entire student population is engaged in innovative projects that have a social, economic, and environmental focus. The submission criteria for the Action level are available at www.edu.gov.mb.ca/k12/esd/eco_globe/action.html.

Transformation Level: The Transformation level is defined by a school-wide commitment to sustainable practices for a minimum of two years. Programs and activities are regulated by ESD principles, include student input, and are targeted to improve global and national sustainability issues. The school has made changes to integrate ESD values into teaching practices, and school infrastructure has been remodelled to reflect the school's commitment to sustainability. The school has provided evidence of ongoing and continued growth, as suggested in its self-evaluation process and future plans for ESD. A sample plan and submission chart for the Transformation level is available at www.edu.gov.mb.ca/k12/esd/eco_globe/transformation.html.

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Actions You Take Now Can Transform the Future (*continued*)

Crestview School adopted part of its division's most recent strategic plan as a guide to promoting and internalizing social responsibility. "Students will value the concept of social justice and recognize its importance for the betterment of an ever-changing world." said Mrs. Sandra Simonson, returning principal at Crestview. She stated, "Over the past four years, a paradigm shift has happened. No longer is sustainability a separate entity. Sustainability is a way of life within every area of our school day, as well as our decision making, including staff development, student enrichment, and facility operation."

To ensure the entire staff is progressing in the same direction, professional development sessions have been offered to inspire teachers with ways in which they can

integrate the values of ESD into the provincial curriculum, and encourage students to be active members of the global community. Crestview School has warmly embraced the values and philosophy that are discussed in Dr. Catherine O'Brien's book *Sustainable Happiness*, a teacher's guide designed to highlight the consanguinity between sustainability and happiness (see <www.sustainablehappiness.ca/>). Mrs. Simonson described sustainable happiness as being part of the "culture" of Crestview School and its community. "Sustainability is not something that is 'done' at school. It is a belief and has become a way of living for our students, staff, and their families."

Allowing for "student voice and choice" is another approach Crestview School is using to create a deeper connection with students and their understanding of sustainability. All of the Kindergarten to Grade 5 teachers are encouraged to integrate current events into the

curriculum while being cognizant of students' abilities to connect with and understand the sensitive nature of some issues. A major focus has been on water stewardship and global awareness, capitalizing on school-wide enrichment activities such as the Red Cross Disaster Relief fundraiser, UNICEF participation, and Pet Rescue.

Over the last four years, Crestview

School's environment has changed to reflect its commitment to sustainable development. A schoolyard greening plan is in progress after receiving a Manitoba Education/Manitoba Hydro [ESD Grant](#). This provided a further opportunity for students to experience hands-on learning through interactions with the environment, and outdoor classroom time is also now included in the schedule. A teacher position has been

created to support ESD in the classroom, and to reach out to local partners to collaborate on promoting sustainability in the school and community.

While our planet and society are at a crossroads, it is through initiatives like the Eco-Globe Schools recognition program that students can receive the experiences and tools they need to create an enduring future for the current and following generations. As educators, we are in a powerful position to emphasize the causes and effects of our actions in order to ensure long-term sustainability. By immersing students in a learning environment that makes ESD a priority, they adopt a culture that shapes their thinking and understanding.

For questions or more information on the Eco-Globe Schools recognition program, contact Anne MacDiarmid at <anne.macdiarmid@gov.mb.ca>.

"Every day, we emphasize the connection and interdependence between the environment and our own well-being. We challenge our students and community to 'make change' and become champions in our community. Our students have had the opportunity to connect with local charities, understand the benefits of their work, and identify the connections their own efforts have in regards to sustainability."

—Mrs. Sandra Simonson,
Crestview School principal

Learning in the Great Outdoors

By Jenna Forslund
Learning Support and Technology Unit,
Manitoba Education

When we think of the traditional classroom, what often comes to mind are desks, books, and the odd motivational posters reminding our students *Knowledge is the Key!*, *Be Inspired!*, or *Stay Active!*. What some educators have forgotten is that by moving beyond the confines of the school walls and getting students outdoors, nature provides the knowledge, inspiration, and energy that our youth are missing.

On September 14–16, 2012, the Manitoba Nature Summit was held at Camp Manitou. This was an opportunity for educators to develop new ways to break down the conventions of the classroom, and to get students outside to learn, discover, and appreciate the natural world.

This was the summit's second event. The first one took place in 2010 with just 45 registrants. This year, there were 110 attendees, including early childhood educators, teachers, and landscape architects, all seeking ways to help children be happier and healthier individuals.

The conference kicked off with an inspiring speech from keynote speaker Dr. Heather Hinnam, a scientist, educator, and entrepreneur who is dedicated to helping people reunite with the outdoors. Within her presentation, Dr. Hinnam discussed the educator's role as being "the guide on the side," and stressed the importance of taking the time to reflect on our own personal experiences with nature. She also included a powerful video released by IUCN Conservation

called *Love. Not Loss*. This emphasized how it is important to create a relationship with the environment because "people protect what they fall in love with."

With this new insight, participants broke off into their chosen workshops, which included everything from *Early Morning Yoga* to a *Field Guide Scavenger Hunt* to *Making and Using Field Journals with Children*. The first session I participated in was *Get Them Hooked*, hosted by Christine Kelly, educational coordinator for the Canadian Wildlife Federation (CWF), and Carolyn Kosheluk, program manager with the Manitoba Wildlife Federation. Christine first walked us through a series of activities from CWF's newest educational resource called *Fish Ways*, which includes "Guess Who's Coming to Dinner," a game that simulates the development of a food chain in an aquatic habitat. Carolyn walked us through an introductory angling lesson, and discussed how recreational fishing can be used to teach students responsibility, patience, and problem-solving skills.

In the afternoon, I attended a "cattail mat" workshop presented by Laura Reeves, owner of Prairie Shore Botanicals. Laura showed participants how cattail stalks can be used to make sitting mats that can be used in outdoor education classrooms. I also learned that cattail pollen can be used as a starch substitute and the leaves can be made into cordage. Memories were created over the weekend as the participants enjoyed campfire songs, zip-lining, and an address from Severn Cullis-Suzuki, daughter of David Suzuki.

Overall, the Nature Summit proved that learning outdoors provides endless opportunities to connect with the environment, whether you live in downtown Winnipeg or if the forest is your backyard. If we want a sustainable future, we have to educate and show today's generation what the future could be missing.

For more information and updates on the upcoming Manitoba Nature Summit, visit www.naturesummitmb.com. ●



Building a Healthy and Sustainable School through Active School Travel Partnerships

By Jackie Avent, *Active and Safe Routes to School*

Active school travel, which involves getting kids walking or cycling while travelling to and from school, is a key means to building healthier lifelong habits—not to mention healthier communities. It also means less traffic around our schools, thereby improving safety and air quality.

We have all heard about skyrocketing childhood obesity and chronic disease rates. We've also seen increasing sedentary habits in children who will likely, in turn, become sedentary adults. The [Active Healthy Kids Canada Report Card](#) for 2012 gives Canadian children and youth mostly F's when it comes to their physical activity levels. Since we know that active children are healthy children, why aren't our kids getting the physical activity they need to create healthy minds and healthy bodies?

Since the 1960s, changes to our lifestyles have led to a steady increase in the number of children being driven to school. Our lives are busier, our streets are filled with more traffic, and our time feels more constricted. Amid the full schedules and various demands of life, children are often taken along for the ride because it often feels so much more convenient to drive. According to Active Healthy Kids Canada, "Even small amounts of physical activity (e.g., walking on a treadmill at a moderate intensity for 20 minutes) leads to higher scores on standardized academic achievement tests." Giving our children the opportunity to walk and cycle to school is a key way to incorporate this important element into our children's lives.

This is easier said than done. It takes a whole community approach to work together to make this simple thing—walking to school—happen safely. In Hanover School Division, Active and Safe Routes to School worked with



Woodlawn School as part of a national School Travel Planning pilot. Highlighting the active school commute as a focus of community development, this initiative brought multiple stakeholders together to discuss, plan, and implement solutions to barriers that prevent children from actively commuting to school. This partnership has led to some impressive results.

The School Travel Planning initiative has encouraged walking and biking through special events, and has helped to build a greater sense of community. By concentrating traffic-calming measures at the school and surrounding area, there have been almost immediate effects on the uptake of active travel (because there are so many people making short trips in the vicinity) and the promotion of lifelong healthy lifestyles.

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Building a Healthy and Sustainable School through Active School Travel Partnerships (*continued*)

In Manitoba, this created a 4 to 6 percent increase in children walking to and from school. As more improvements are made, numbers are expected to increase. Manitoba data also revealed that 19 per cent of surveyed families reduced driving for the school trip, and parents noticed a corresponding decrease in traffic congestion by 19% around participating schools. Steinbach's Woodlawn School was one of the top five schools nationally to see the greatest shift in walking to school: 12%.

Randy Dueck, Assistant Superintendent for Hanover School Division, likes what School Travel Planning has done for the children of Steinbach's Woodlawn School. He said, "School Travel Planning is a process that has helped us take a comprehensive look at improving the safety of our students as they travel to and from our schools. We have already responded with some specific improvements that include infrastructure improvements made by the city. Without the data from School Travel Planning, we would have experienced greater difficulty in achieving these improvements."

Hanover School Division saw such value in School Travel Planning that it has been expanded to the communities of Niverville and Landmark. Dueck said, "I am convinced the students in all three communities that have participated in this process are safer today than they were prior to School Travel Planning. School Travel Planning has already proven

its value in helping us to resolve some of the student traffic challenges we face."

Join staff from Active and Safe Routes to School in Manitoba, Manitoba Healthy Living, Seniors and Consumer Affairs, and representatives from Hanover School Division's School Travel Planning team at the upcoming *Sustainability: Educating for ACTION* conference in November for our session on *Building a Healthy and Sustainable School through Active School Travel Partnerships*. We'll share with you more about how your school and community can benefit from this process, and how you can get started. In the words of Enrique Peñalosa, former mayor of Bogotá, "if we can build a successful city for children, we will have a successful city for all people." It takes a whole community to get our kids to school actively and safely! ●



Tomorrow Now, Manitoba's Green Plan

By Carolee Buckler
Sustainable Development
Coordinator, Manitoba Education

In June 2012, the Manitoba government released *Tomorrow Now*, which is its "eight-year strategic plan for protecting the environment while ensuring a prosperous and environmentally conscious economy." This green plan sets out actions for the following five key priorities:

1. Good for our economy – Good for our environment
2. Changing our ways for a changing climate
3. Safeguarding our water, air, and land
4. Nurturing our living world
5. Simple individual choices – big results

Within the fifth priority "Simple individual choices – big results," the province emphasizes that all Manitobans have a role to play in ensuring that the benefits of our environment are preserved for both present and future generations. It also emphasizes the need for Manitobans to work together, lead by example, and create sustainable policies that encourage environmentally positive behaviour throughout society and the economy.

Tomorrow Now advances learning, education, civic leadership, and awareness, all of which are crucial to achieving this priority. Actions to support this change include mobilizing people and encouraging eco-learning, which includes promoting sustainable schools and ESD.



Manitoba's **GREEN** Plan

The province aims to implement this plan by

- developing an Education for Sustainability Leadership Council, which will include educational leaders and stakeholders from post-secondary institutions, school boards and trustees associations, administrators, teachers' societies, parent councils, and Manitoba Education, to advise on the development of a new three-year action plan on sustainability for formal education to guide a whole-system approach toward education for sustainability in Manitoba
- expanding the natural resource officers (NRO) in school programs, where officers share experiences and knowledge about how natural resources are conserved and protected
- encouraging a sustainability school plan in every school by 2015
- advancing technical and vocational education and training to support the transition to a green economy, including launching a guide to green jobs and sustainable careers
- promoting the introduction of ESD into teacher education
- implementing a new Grade 12 course on sustainability
- supporting schools greening their school grounds by funding to create outdoor learning environments for new school buildings
- encouraging schools, universities, and colleges to access any new funding programs from Manitoba Hydro that encourage energy and water efficiency
- ensuring new school building projects are built to green building standards

To learn more about the *Tomorrow Now Green Plan*, visit <www.gov.mb.ca/conservation/tomorrownowgreenplan/index.html>.

\$2000 ESD Grant for Schools

By Anne MacDiarmid and Jenna Forsland
Learning Support and Technology Unit,
Manitoba Education

Manitoba Education, in partnership with Manitoba Hydro, continues to offer ESD Grants so that educators may provide their students with experiential learning opportunities that contribute to the social, environmental, and economic well-being of their school and communities. These action projects provide students with the means to develop literacy in

the principles and values of sustainability.

For the 2012/2013 school year, Manitoba Education and Manitoba Hydro granted 16 schools with funds of up to \$2000 towards action projects related to ESD. Successful applicants focused on topics varying from composting and waste reduction to greening their school grounds. The schools and a summary of their action projects can be found at www.edu.gov.mb.ca/k12/esd/grant/recipients_12.html.

The following are some examples of the types of projects funded:

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Lord Nelson School (Winnipeg School Division): Phase 4 of the Outdoor Classroom project will include an Aboriginal Medicine Wheel. Aboriginal perspectives will be embedded in students' daily work as they learn the seven Aboriginal teachings. The outdoor Medicine Wheel will provide a space where classrooms can meet with Elders to discuss the role of the Medicine Wheel in Aboriginal culture and traditions.
- 
École Riverside School (Mystery Lake School Division): The "From a Seed to My Supper" project will involve building a northern garden. Students will explore the requirements of growing fruits and vegetables in the North, the design process of building the vegetable boxes, as well as the chemistry of growth. Students will learn about the environmental impact (carbon footprint) of their daily meals, as well as where the food they eat comes from. A current partnership with a Jamaican school will allow students to explore and compare the differences between countries in the ability to produce food.
- 
Alonsa School (Turtle River School Division): Concerned about the waste that they generate and wanting to reduce their environmental impact, staff and students at Alonsa School are recycling paper and plastic and composting food scraps to produce soil for their community garden. The goal is to learn about waste reduction and to model good practice to inspire and challenge the community.
- 
Maple Leaf School (River East Transcona School Division): Phase 1 of this project, which the ESD grant will support, includes building a gazebo that will house art and musical instruments, creating a hill made of earth that will provide a safe and natural play area for children, painting a number of games onto the "cement slab," planting trees, installing benches, and erecting a number of free-standing structures.

Manitoba public schools (Kindergarten to Grade 12) are encouraged to apply for funding by February 15, 2013, for projects to be completed during the 2013/2014 school year. In the 2013/2014 school year, 20 grants of up to \$2000 will be awarded for action projects, including professional development, teacher

release time, and ESD resources. For further information on 2013/2014 grant criteria and the application process, please visit www.edu.gov.mb.ca/k12/esd/grant/index.html or contact Anne MacDiarmid at anne.macdiarmid@gov.mb.ca.



The Caring for Our Watersheds

competition will be hosted once again by the Oak Hammock Marsh Interpretive Centre, with

tens of thousands of dollars

available as prizes for students and schools to implement watershed action projects. Teachers will also receive \$100 for every 20 entries!

This competition is open to students from Grades 7-12.

All they have to do is submit a proposal that addresses an environmental concern in their school and/or community, and showing how it relates to their watershed. The goal is to encourage youth to initiate a **call to action**.

The contest, as well as all projects, are funded by Agrium.

These projects, which support education for sustainable development, are experiential and can be connected to the curriculum.

For further information, go to www.caringforourwatersheds.com.

Professional ESD Learning

Manitoba Education conducts ESD sessions that provide educators with a rich collection of activities and initiatives they can adapt and use in their individual schools. These sessions are available on request throughout the school year to assist educators with their sustainable development initiatives. To request one of these sessions, contact

Anne MacDiarmid

Sustainable Development
Consultant

Telephone: 204-945-6943
or 1-800-282-8069, ext. 6943

Email: anne.macdiarmid@gov.mb.ca

We're on the Web

For information about grants, newsletters, articles, correlation charts, parent brochures, posters, resources, and contacts, please visit our website at www.edu.gov.mb.ca/k12/esd.

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Contact us!

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