

**GRADE 7  
LAKERIDGE SCHOOL  
RYAN LYNCHUK**

Our grade seven students at Lakeridge elementary school researched and made an action plan on the effects of greenhouse gases produced by transportation. The class saw the need in our community to stop cars from idling while picking up and dropping off their children. We started our action plan by surveying how many cars are idling outside of our school and for what duration of time. We then made informational pamphlets describing the effects of idling vehicles and what our goal as a class was to limit carbon emissions. We also hung idle free street signs in those areas. After the students finished educating the community they surveyed once again to ensure parents entered the school instead of waiting in their vehicles. These efforts helped make Lakeridge a cleaner and healthier community.

**GRADE 7  
ST. PETER SCHOOL  
SHERRY JASPAR**

Our grade seven class formed five inquiry groups who chose to focus their projects primarily around increasing recycling and energy conservation within the school. More specifically, they worked to reduce the amount of paper and plastic sandwich bags being thrown in the garbage as well as to reduce the amount of energy waste from leaving lights turned on and computers running in the school. Students campaigned school-wide to educate and create change in both teacher and student's behavior. Target behaviors included having students turn off at least one set of lights when working in classrooms, turning off all lights when rooms were unoccupied, changing lamps to LED bulb, putting all computers into 'sleep' mode when not in use, recycling paper and plastic sandwich bags. Ways in which SASF students worked to reduce greenhouse gases was by developing a game to teach and reinforce proper recycling practices, organizing a paper and plastic bag recycling collection program, making recyclable paper readily available for teachers to make one sided copies, reintroducing St. Peter Pride initiative from last year's SASF projects, organizing and holding a contest between classes to reduce the amount of lights used on a daily basis, education for students and community members through write ups in the school newsletters, as well as a student-made infomercial. In conclusion, there were many valuable initiatives created by our grade seven class at St. Peter School. It is our hope that these initiatives will create long term behavioral changes in our school community.

**GRADE 6  
CASWELL SCHOOL  
CHRISTINE YUN**

Students at Caswell School began the year considering the relationship between individual carbon footprint and climate change. As part of the SASF project, students worked in small groups to identify and research environmental issues associated with climate change using the inquiry process. Student groups explored waste, non-renewable energy, light pollution, air pollution, biodiversity and animals at risk, and their impact on the environment.

Although students embarked on a broad spectrum of issues, the classroom also had opportunities to attend workshops with local experts and field trips around these issues and consider ways that society may lead more sustainable lifestyles. Through their learning, students identified ways to address environmental concerns including energy reduction and conservation (turning off lights, lowering the furnace, unplugging the appliances and electronics, using alternative forms of transportation), and upcycling. Students also challenged themselves by proposing more complex, long term action plans including energy reduction through energy efficient lighting and appliances, home retrofits, and tiny homes.

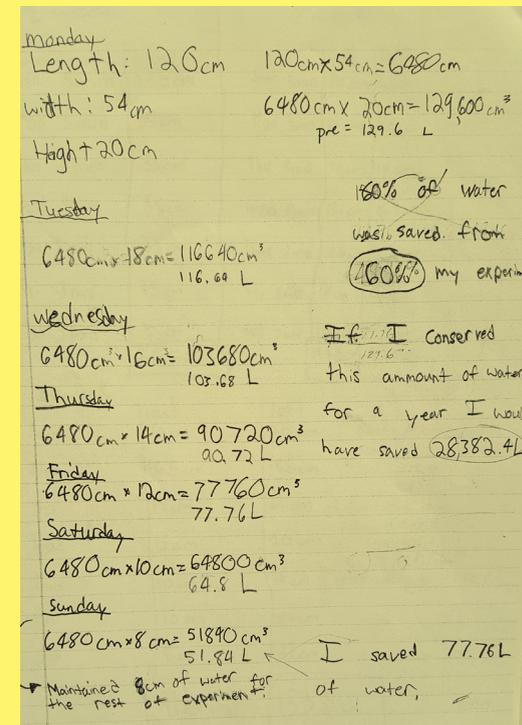
Their work was shared with their school community in the hopes of educating and persuading others to engage in more sustainable ways of being. The classroom is also embarking on a long term legacy project that will not only beautify the school but educate the community about our responsibility to take care of the environment. The class plans to unveil a fence art installation around the theme, **We Are All Connected**. Aspects of this legacy project will be on display including bat boxes and artwork which will eventually appear on the grounds of the school in June 2016.



The Student Action for a Sustainable Future program involves Grades 5 to 8 students from the Public and Catholic school systems in projects that reduce classroom, school, and household greenhouse gas emissions. Each project results in positive sustainability benefits in the areas of water, waste, food, transportation, biodiversity or energy.

The year-end showcase provides an opportunity for students to tell their environmental success stories, highlight the results of their projects, and demonstrate what's possible in terms of sustainable action.

**For more information, please visit [Saskatoon.ca/StudentAction](http://Saskatoon.ca/StudentAction).**



# STUDENT ACTION FOR A SUSTAINABLE FUTURE

YOUTH TAKING ACTION TO IMPROVE OUR ENVIRONMENT

APRIL 19<sup>TH</sup> 2016  
10:00 A.M. – 11:30 A.M.

WESTERN DEVELOPMENT MUSEUM  
SASKATOON, SK



**GRADE 5/6**  
**ÉCOLE VICTORIA SCHOOL**  
SARAH BROWN AND KELLY GIBSON

The grade 5/6 students at École Victoria School have been working on reducing the waste produced at the school. They began by looking at what types of things were going into the trash and from there made a plan on how to reduce this. The students discovered the main areas of focus needed for waste reduction at the school level were improving our recycling system, creating a compost system within our school, encouraging the use of re-usable containers in lunches and reducing the amount of disposable coffee and tea cups being used by staff members. Some of the projects included the creation of a mouse-proof compost bin for the school, rinsing stations for recyclable plastics such as yogurt containers in the lunchrooms, the creation and distribution of re-usable cloth snack bags, compost stations in the lunchrooms and a new user-friendly recycling/trash system in each lunchroom. The students have really taken ownership of these projects and are excited about making a positive change for not only themselves, but the entire school community.

**GRADE 6-8**  
**ST. ANNE SCHOOL**  
MIKE DALLAIRE AND BEV KLEIN

Through an inquiry process, both our Grade 8 and Grade 6/7 classes combined their efforts to reflect on peoples' energy and water consumption, and how it affects our environment. Students wanted to perform the study at their homes giving us a data sampling from approximately 50 houses. We began with a pre-audit where students collected time and watts of power used over a period of a few weeks. Some students chose to look at the amount of water used over the same period. Once the total kWh was calculated, students created an Action Plan; a specific action they would do to reduce the amount of energy/water the household would use. The Action Plan was followed by a post-audit so that students could compare and determine the impact they had on their energy/water consumption. Although these numbers were small, students looked at how this would change if we looked at the population of Saskatoon, Saskatchewan, and Canada. These changes were looked at in relation to the carbon footprint and how this varies in different countries. Students had an opportunity to discuss ways in which we can communicate with our community to teach people simple ways of saving energy/water. Students had an opportunity to tour Saskatoon Light and Power where they showed us the power of electricity and how difficult it is to service everyone in Saskatoon.

**GRADE 4/5**  
**PRINCESS ALEXANDRA SCHOOL**  
NANCY BARR

Food and its availability is a fundamental concern for many people around the world. The grade 4/5 classroom at Princess Alexandra Community School looked into many different aspects of the problem. Firstly, we investigated where the food we eat comes from. By using maps to measure how many kilometers our food traveled. We began to make connections and conclusions about what choices we could make when buying food that would help our environment. The students also looked around the community to see alternative places and ways they could obtain affordable and healthy foods for their families. We also began looking at ways to change our environment to improve the habitats we live in. Growing food in the classroom, developing plans for a community garden and examining alternative ways to produce food are some of the learning we equipped ourselves with to become change makers in the future.

**GRADE 8**  
**ST. PETER SCHOOL**  
JOE HITCHINGS

The grade 8 students at St. Peter School conducted five inquiry projects. In each project the students started with a big question and then developed an action to improve sustainability and reduce greenhouse gas emissions. The five inquiry projects focused on: Water—How can water be conserved in our homes? Action: Use 10 tips for water conservation to reduce water consumption at home. Energy—How can energy be saved in our school? Action: Conserve energy in school by promoting lights out in empty rooms. Bio-diversity—Do new neighborhoods in Saskatoon promote active transportation better than older neighborhoods? Action: Compare the newly developed neighborhood of the Hamptons to the older neighborhood of Dundonald in Saskatoon. Active Transportation—Can safer storage for skateboards, longboards, scooters and bikes increase the use of active transportation at St. Peter School? Action: Develop a prototype of a storage rack for skateboards, longboards, and scooters for use in classrooms to promote the use of active transportation and develop a plan for safer storage. Waste / Recycling Inquiry—What makes waste reduction and recycling programs manageable and sustainable in schools? Action: Revive aspects of the SASF initiative from 2014-15 called St. Peter Pride that have not been sustained.

**GRADE 6 SAGE**  
**SILVERSPRING SCHOOL**  
MELANIE SYDIAHA

Our grade 6 class learned about a variety of issues impacting biodiversity. Each group began with research to identify an issue they are passionate about and where people can make changes to reduce our impact on the diversity of our prairie region. Topics ranged from supporting solitary bees, "greening" the schoolyard, and reducing neonicotinoid-based pesticides in the community, to safely recycling electronics waste, reducing electricity consumption and light pollution in the school and community, and decreasing car exhaust emissions, paper waste, and plastic waste at school. Students have also learned about habitat fragmentation in their neighbourhood and around the province, and are speaking up to increase awareness about this growing problem and its consequences. Through this inquiry and action process they have become stronger advocates for the protection of biodiversity.

**GRADE 8**  
**ST. GEORGE SCHOOL**  
RYAN MCALLISTER

The grade 8 students at St. George have taken on inquiry projects that involve all the areas of water, waste, transportation, biodiversity, energy, and food. Projects include trying to reduce plastic bags usage in school lunches; reducing water usage at school by providing reusable water bottles to each student. Another group is trying to reduce student water usage at home and is trying to bring change to daily habits that waste water. There is a "no more idling" group which is studying the effects idling vehicles has on our environment. Our energy group is reducing energy use at school by limiting the amount of light bulbs being used in classrooms. Students interested in plants and nature are working at planting native and rare Saskatchewan plants in our school yard. Lastly, our food and waste group is looking at ways to reduce the amount of food that gets thrown out into the garbage and thus fills up our landfills. The group has started a vermicompost in the class and is also looking into an outdoor compost. All groups have been working hard at not only reducing greenhouse gas emissions but more importantly at trying to educate the students and families within the school at changing behaviours to live more consciously and sustainably.

**GRADE 8**  
**HUGH CAIRNS V.C. SCHOOL**  
COREY FISHER

Our class has been focusing on sustainability, what that actually means, and how we can promote and educate students/communities on it. We have watched a number of documentaries centered on sustainability in order to help shape and peak our interest. Finally, after days of discussions, a number of groups were formed in order to complete various projects/challenges. There are three groups that are focusing on energy use at home and within the school, with the final goal of drastically reducing overall energy consumption. Another group is going vegetarian in order to show how not eating meat can improve the environment. Three other groups are looking into decreasing food miles (thus reducing GHG's as well) by buying locally. In connection to decreasing food miles, one of the groups is growing their own micro-greens, two groups have purchased and are promoting the Good Food Box, and one group is also growing produce using a Tower Garden. Lastly, there is a group that is collecting data on the amount of waste our school produces, as well as how efficient the recycling program is. From this, they want to decrease waste and promote proper recycling.

**GRADE 7/8**  
**BISHOP KLEIN SCHOOL**  
CHANDREE GUDMUNDSON

The 6/7 students at Bishop Klein School began their projects by focusing on the amount of garbage our classroom was producing. Students noticed that we had a large amount of waste in our room and they wondered if this was the case throughout the school. The students collected the school garbage from an entire day and did an audit on how much waste the school was producing. From there they broke into groups and started to research how they could reduce the unnecessary waste. Two groups focused their projects on implementing composting within the school. Other groups focused on reducing the amount of plastic waste and household hazardous materials that were being thrown out instead of recycled. The students went around and did presentations in all the classrooms. They educated others on what can be recycled and what can't. They also implemented a school wide initiative to reduce the amount of food that was being wasted and encourage students to bring garbage-less lunches. The students have taken charge of the community garden and are finding ways to make it as eco-friendly as possible. They are excited to present their findings and talk about how they managed to lower their Carbon-footprints.