GRADE 8
POPE JOHN PAUL II SCHOOL
ERIN JONES

The students in the grade 8 class chose to focus on two areas impacting environmental sustainability: water conservation and waste reduction. Through six inquiry projects investigating the question “What is the power and responsibility of the individual to make a difference in the world?” they were able to create positive change in our school community. After performing a waste audit, one group focused on implementing vermicomposting in three classrooms to reduce the food waste while a second group chose to reduce waste by educating classes regarding the importance of recycling and providing them with appropriate bins. In the area of water conservation, the other groups focused on educating classrooms about the importance of water bottle use and proper handwashing while fixing leaking hardware and using rain barrels for outdoor watering.

GRADE 6/7
ST. NICHOLAS CATHOLIC SCHOOL
TRACY BAZYŁAK

Our Grade 6/7 class at St. Nicholas Catholic School focused on educating classrooms about the importance of recycling and providing them with appropriate bins. In the area of water conservation, the other groups focused on educating classrooms about the importance of water bottle use and proper handwashing while fixing leaking hardware and using rain barrels for outdoor watering.

GRADE 5
ST. LORENZ RUÍZ CATHOLIC SCHOOL
NICOLE SYROTA

Our Grade 5 class focused our thoughts around the question, “How does our behaviour impact the environment?” From there we started to question, “How could our behaviours harm or protect our environment?” In addition to our research, we invited a number of experts into our classroom, conducted numerous interviews, as well as travelled to various sites within our city and surrounding area to learn, seek answers, and acquire guidance with our school-wide initiatives from professionals. Our class divided into seven sustainability teams based on individual interests pertaining to waste, recycling, compost, water, electricity, and the environment. Each bin was identified with an area of concern, designed a pre-audit, generated and implemented a campaign, and conducted a post-audit to assess their data to see if they were successful in changing the behaviour and if so, by how much.

Although each team took on their own direction and project initiatives, we unified our sustainability projects through the creation of a mini-greenhouse in our classroom. From our waste audit, we knew that we needed to implement vermicomposting. Next, we decided to add this compost to soil to grow vegetables and flowers in our mini-greenhouse. The water team took on the role of ensuring that sustainable practices were implemented to keep our garden moist, while the electricity team monitored the energy consumption used by the greenhouse lamps as well as incorporated the use of natural light. Overall, our environmental team has an end goal to plant these beautiful plants in gardens and pots around our school to beautify our grounds once they are fully grown.

GRADE 6/7
SILVERWOOD HEIGHTS SCHOOL
SHANTELL HOEHN

Our SASF journey started with a conversation about what sustainability is and what it looks like. We talked about the program’s six main areas of sustainability and decided to focus on waste. The students thought this was a problem in our school before we even began. We audited the school’s garbage collected from one full day and found that there was a lot of good food being wasted, compostable items were in the garbage, and there was too much recycling. We decided that a project on waste was the right way to go. We began campaigning. Specific groups were interested in interviewing supermarkets, compost, wasting good food, and another was interested in recycling. We purchased new recycling bins, five gallon pails for composting in our lunch rooms, a compost bin for our office, and some new vermicomposting “Buckets”. These buckets allow a student to share a food item they do not want or need with someone who does. We had an assembly to introduce the idea to the school and get other students on board. Our projects will be wrapped it up with a post audit to help determine our success!
Our class did a minor project and a larger main project, both focused on reducing waste. Our mini-project was based on trying to reduce vehicle emissions by doing a small scale idling campaign. This idl-free campaign went fairly well and we saw good results in our post-campaign audit. For our main project, we audited the school’s waste for a day and decided to try and reduce the amount of compost our school was sending to our landfill. With many field trips and guest speakers, we learned about sorting waste and how to compost. Then we hosted an assembly to teach the school what we had learned, started a compost bin, and built a large compost bin in the school’s courtyard. We put compost bins in each classroom so that students and staff could easily sort their waste. One group also wanted to focus on electricity usage and so did a project trying to reduce the amount of lights left on in the school.

Our class has been investigating the impact we have on the environment throughout the school year. We watched “Before the Flood” to understand the importance that sustainability has on our future. Students then branched off to a variety of projects centered on waste, electricity, and water. Students created a trash monster and made posters to encourage our school to recycle more. They replaced inefficient lights with LED lights and placed lamps in classrooms to encourage classes to save on energy. Students monitored their home use of water and developed strategies to reduce water waste. In addition to the action projects, students conducted research on how we can become less reliant on fossil fuels in Saskatchewan, created posters for the UN Global Goals contest, and investigated how a person can live a completely sustainable lifestyle. As a class we were able to work on this project in many places around Saskatoon. We took trips to Saskatoon Light & Power, Cosmopolitan Industries, the Development Museum, and after, and quickly discovered we felt happier, calmer, and more connected to the land. This project allowed students to investigate many aspects of sustainability and the importance of living a sustainable lifestyle.

We are in the process of creating body break maps which will help students learn outside in nature. We also recorded how we felt before and after, and quickly discovered we felt happier, calmer, and more connected to the land. This project allowed students to investigate many aspects of sustainability and the importance of living a sustainable lifestyle.

Students at Queen Elizabeth School focused on a number of sub-topics surrounding energy use. Areas of focus include renewable forms of energy such as solar, wind, hydro, and biomass as well as off-grid housing, sustainable transportation, and recycling. Several other groups focused on non-renewable energy sources such as oil, coal, natural gas, and nuclear energy and the impact their usage has on the environment.

To supplement our learning from the lesson plans provided on the SASF website, students also attended Brightwater, Cosmopolitan Industries, the WDM for the Smarter Science Better Buildings program, as well as trips to the city’s riverbank to photograph biotic and abiotic factors in the environment that may be impacted by humans.

The students are currently campaigning within the school to get teachers and students to turn off lights and rely on non-renewable energy sources such as oil, coal, natural gas, and nuclear energy and the impact their usage has on the environment.

Our class project revolved around the theme of sustainability as we noticed some schoolwide awareness around sustainability, even perfectly fine food being tossed. Furthermore, classrooms are being given power bars and LED lights for lamps that are often used during the day.

GRADE 6/7 BROWNELL SCHOOL EMMY McKEE Our class has been investigating the impact we have on the environment throughout the school year. We watched “Before the Flood” to understand the importance that sustainability has on our future. Students then branched off to a variety of projects centered on waste, electricity, and water. Students created a trash monster and made posters to encourage our school to recycle more. They replaced inefficient lights with LED lights and placed lamps in classrooms to encourage classes to save on energy. Students monitored their home use of water and developed strategies to reduce water waste. In addition to the action projects, students conducted research on how we can become less reliant on fossil fuels in Saskatchewan, created posters for the UN Global Goals contest, and investigated how a person can live a completely sustainable lifestyle. As a class we were able to work on this project in many places around Saskatoon. We took trips to Saskatoon Light & Power, Cosmopolitan Industries, the Development Museum, and after, and quickly discovered we felt happier, calmer, and more connected to the land. This project allowed students to investigate many aspects of sustainability and the importance of living a sustainable lifestyle.

Our class journey with sustainability began at our school’s “Santa’s Market” back in November. Students worked as a team to create sellable crafts and decorations out of things that we normally view in society as “garbage”. Our class mass produced Hawks chokers, red and green ornaments, class banners, and snow globes. The students’ sale was able to raise some extra funds to spend on their inquiry projects.

When we dove into our inquiry projects, we had a combined total of six groups, in which students worked together to answer the essential question “How can we limit our impact on the environment?” Students were able to explore and discover all types of solutions. We ended our inquiry by getting three groups that were interested in working with the conservation of energy and analyzing different energy sources. One group was interested in water waste at our school with water bottles being dumped out. Finally, the last two groups examined several classrooms’ garbage to discover the amount of recyclables, compostable items, and even perfectly fine food being tossed.

Our class has noticed some school wide awareness around their topics, but their mission isn’t over yet! This project has helped us open our eyes to some glaring concerns around sustainability at Father Vachon School and we will continue to be good role models for a sustainable future in our final years at this school.

GRADE 7/8 W.P. BATE COMMUNITY SCHOOL KRYSTY MICHALYUK Our W.P. Bate Community School’s grade 7/8 students started their journey toward a sustainable future by performing a school wide garbage audit. We found the areas our school struggled in were recycling, Styrofoam use, and compostable waste.

The students decided to research the problems associated with waste and the landfill. After learning about greenhouse gases, their contribution to climate change, and their negative impact on human health, the students created a plan to decrease school waste. They eliminated the use of Styrofoam for the school-provided lunch by helping get more reusable bowls and plates. They also assist with the dishwashing duties.

Next, the students focused on composting and built a system for the school. They created a play and PowerPoint to educate all students on composting and reminded them what can/cannot be recycled. We have high hopes our post awareness can be a reduction in our composting system. Lastly, our future plans are to use the decomposed material from the compost bins to help fertilize our school garden beds.