ECO-POINTS

|  |  |
| --- | --- |
| **Personal environmental changes**  Take minimalize some aspect of your life – journal the results for a week (ex. <https://www.pacificbabyworld.com/blogs/all/166157063-21-small-changes-you-can-make-to-become-more-eco-friendly>)  Track your electricity usage in your home for a week. The next week make some changes and journal the results  Eat more sustainably for a week – journal the results | **5-10**  **5-10**  **5-10** |
| **Personal Appreciation of the Environment**  **\*** Talk to an older person about their climate change experiences and how concern for the environment has changed over time**.** Share notes from your conversation  \*Read a teacher approved book and present a review to the class.  \* Write a poem or song about the environment.  \* Create a piece of artwork - drawing, sculpture, painting etc – relating to the environment.  \* Participate in a Sunrise Ceremony, and share your experience with the class  \*Organize an outdoor activity for at least 5 classmates out of class time – document (Earth Hour….)  \* Attend/watch a lecture or seminar related to the environment out of class & report to class/journal  \* Create a scrapbook of articles about current environmental issues  \* Take a series of photographs and create a display around a nature theme  \* Create a field guide to the flora and fauna in an area with which you are familiar  \* Organize a nature walk to share your knowledge of the plants and animals with your classmates  \*Invite a guest speaker to the class. Prep class before and debrief after  \*Share an article with the class/read and journal about an article  \* Build a model using recycled materials.  \* Review how different publications and different media handle a particular environmental issue  \* Research traditional Indigenous plant use  \*Submit pictures from an event that you attended/participated in  \*Other (student suggestions) | **5**  **10+5pr/5 pub**  **5+5rec+5pub**  **10+/-**  **5**  **5-10**  **5-20**  **5-15**  **15 +/-**  **15 +/-**  **15 +/-**  **15 +/-**  **15 +/-**  **5+5blog**  **10 +/-**  **5-10**  **5-10**  **5-10** |
| **Stewardship of the Environment**  \* Clean the fish tanks  \*Watering the plants  \* Organize a community workshop on composting and/or recycling.  \* Share your work experiences on a farm with the class, and describe ways in which sustainability for future generations is ensured  \* Research hunting and fishing regulations in NB, and how quotas are adjusted year to year to ensure populations are maintained  \* Organize a school art show for recycled art  \* Create and market an earth-friendly product (bags, soaps, stationary etc)  \* Participate in a community garden or create a garden at a local senior citizen home  \* Design and maintain for the duration of the term, a web-based environmental newsletter  \*Other (student suggestions) | **5**  **5**  **50**  **15**  **15-30**  **15-30**  **30**  **25-100**  **25-100** |
| **Advocacy for the Environment**  \* Write a letter to \_\_\_\_\_\_\_\_\_\_\_\_ in support of local sustainability practices  \* Interview a local ecologist or naturalist who you consider a role model  \* Complete a career profile for which studies in environmental science is a requirement  \* Organize a special awareness and promotion day at school around an environmental issue  \*Create a video commercial promoting “green” behaviour and upload  \*Other (student suggestions) | **5-10**  **5-10**  **5-10**  **5-10**  **5-50** |
| **Engagement of Others in Environmental Inquiry**  \* Organize a lab activity for the class  \* Design a game for the class to review or introduce a topic (Board game, computer activity)  \*Design a lesson to teach to an elementary/middle school class  \* Research and present a First Nations perspective of ways of knowing the natural world  \* Other (student suggestions) | **20+/-**  **20 +/-**  **20-30**  **20-30** |