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 resultsEat 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** |