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 rooms were unoccupied, 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 educate and create change in both teacher and student’s behavior. 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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 reusable 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, ringing stations for recyclable plastics such as yogurt containers in the lunchrooms, the creation and distribution of reusable cloth snack bags, compost stations in the lunchrooms and a reusable/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 4/5
PRINCESS ALEXANDRA SCHOOL
NATASHA HANNA

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

Through an inquiry process, both our Grade 8 and Grade 6/7 classes created their efforts to reflect on people’s energy and water consumption, and how it affects our environment. Students wanted to perform the study at their homes on an environmental 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 energy used in their homes giving us a data sampling from approximately 600 homes giving us an environmental data collection of energy and water consumption, and how it affects our environment. 6/7 classes combined their efforts to reflect on people’s ownership of these projects and are excited about making a positive change for not only themselves, but the entire school community.

GRADE 6
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 actions that our students focused on are: Water—How can water be conserved in our homes? Action: Use 10 tips for water conservation to reduce water consumption at home. Biodiversity—Do new neighborhoods in Saskatchewan 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 SASS initiative from 2014-15 called St. Peter Pride that have not been sustained.

GRADE 6
SILVERSPRING SCHOOL
MAIDAN AHMA

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 neonictinoid-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 also learned about habitat fragmentation in their neighborhood and around the province, and are speaking up to increase awareness about this growing problem and its consequences. Through this inquiry and project process they have become stronger advocates for the protection of biodiversity.

GRADE 8
ST. GEORGE SCHOOL
RYAN MCKALISTER

The grade 8 students at St. George have taken on inquiry projects in 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 lidling” group which is studying the effects that 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 away into the garbage and thus fills up our landfills. The group has started a vermicomposting in the class and is also looking into an outdoor compost. All groups have been working hard on not only reducing greenhouse gas emissions but more importantly by trying to educate the students and families within the school at changing behaviours to live more consciously and sustainably.

GRADE 8
HUGH CAIN V.C. SCHOOL
BRYON 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 focusing on recycling processes that 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 group 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. We’re interested in what 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. The students are excited 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 encouraged students to bring garbage-free lunches. Some 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.