



Social Justice Assignment: Eco-Club

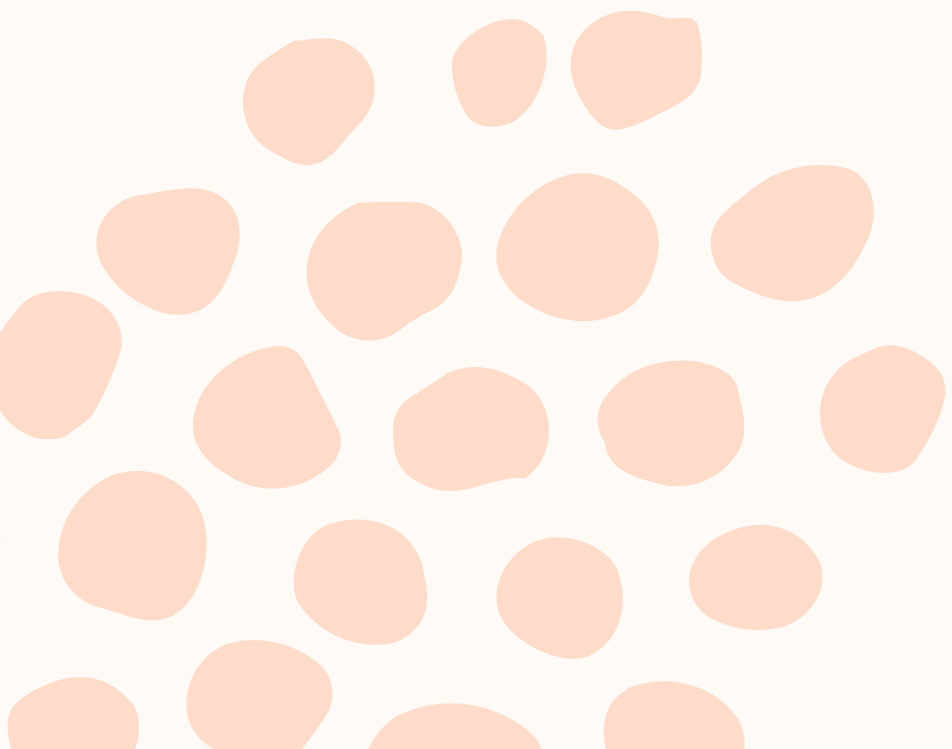
Kayla Poppy

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Introduction





Introduction

- What is it?
 - Starting an Eco-Club and a composting program to promote youth leadership, environmental learning, and climate action.
- Who for?
 - Any intermediate students and staff members who want to participate.
- When will meetings take place?
 - Afterschool, once a week to start.



Why is it needed?



Why is it needed?

THE GOVERNMENT OF INDIA DEPARTMENT OF SCHOOL EDUCATION AND LITERACY EXPLAINS THAT...

"Youth clubs in schools are an instrument to develop life skills, build self-esteem, develop self-confidence and resilience".

The information learned in a youth club, such as an eco-club, will enhance students' "capability to combat the challenges in their future life"

School eco-clubs "play an important role in creating environmental awareness amongst the future generation".

Eco-clubs help "empower students to participate and take up meaningful environmental activities and projects", as well as "to explore environmental concepts and actions beyond the confines of a ... curriculum".

(DEPARTMENT OF SCHOOL EDUCATION AND LITERACY, N.D.)

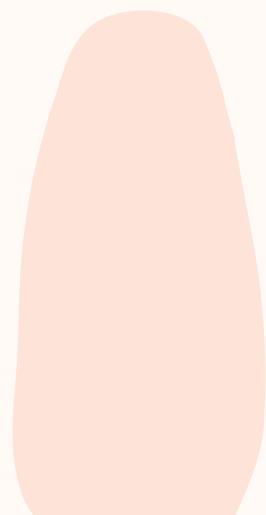
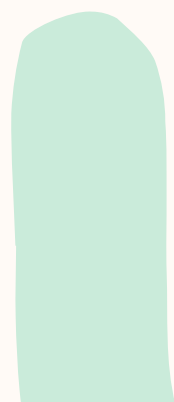
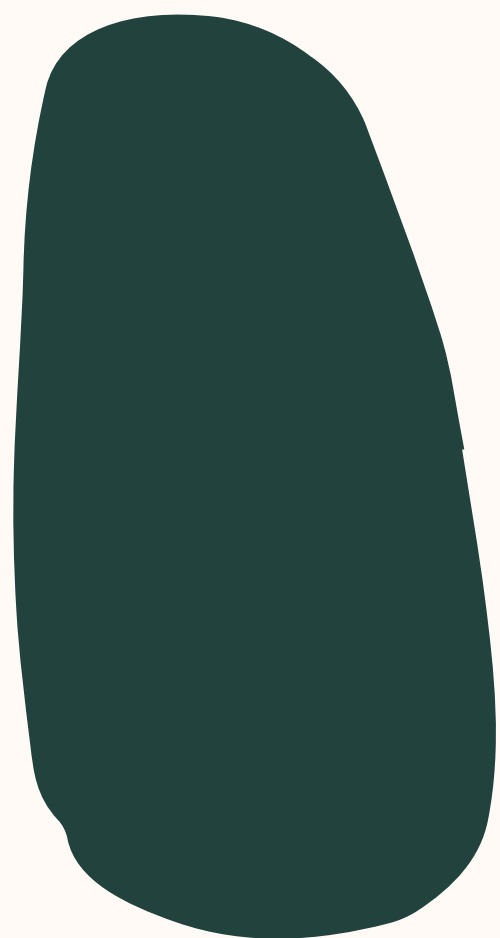
Why is it needed?

TOP FIVE REASONS TO COMPOST:

1. Composting reduces waste, makes us less dependent on landfills, and decreases greenhouse gas emissions.
2. Compost strengthens soil and promotes healthy plant growth.
3. Composting reduces the need for pesticides and synthetic fertilizers.
4. Composting recycles essential nutrients back into the soil.
5. Compost promotes a prolific soil ecosystem. (Addison County Solid Waste Management District, n.d.).

How long does a head of lettuce take to decompose in a landfill?

What are other
schools doing?



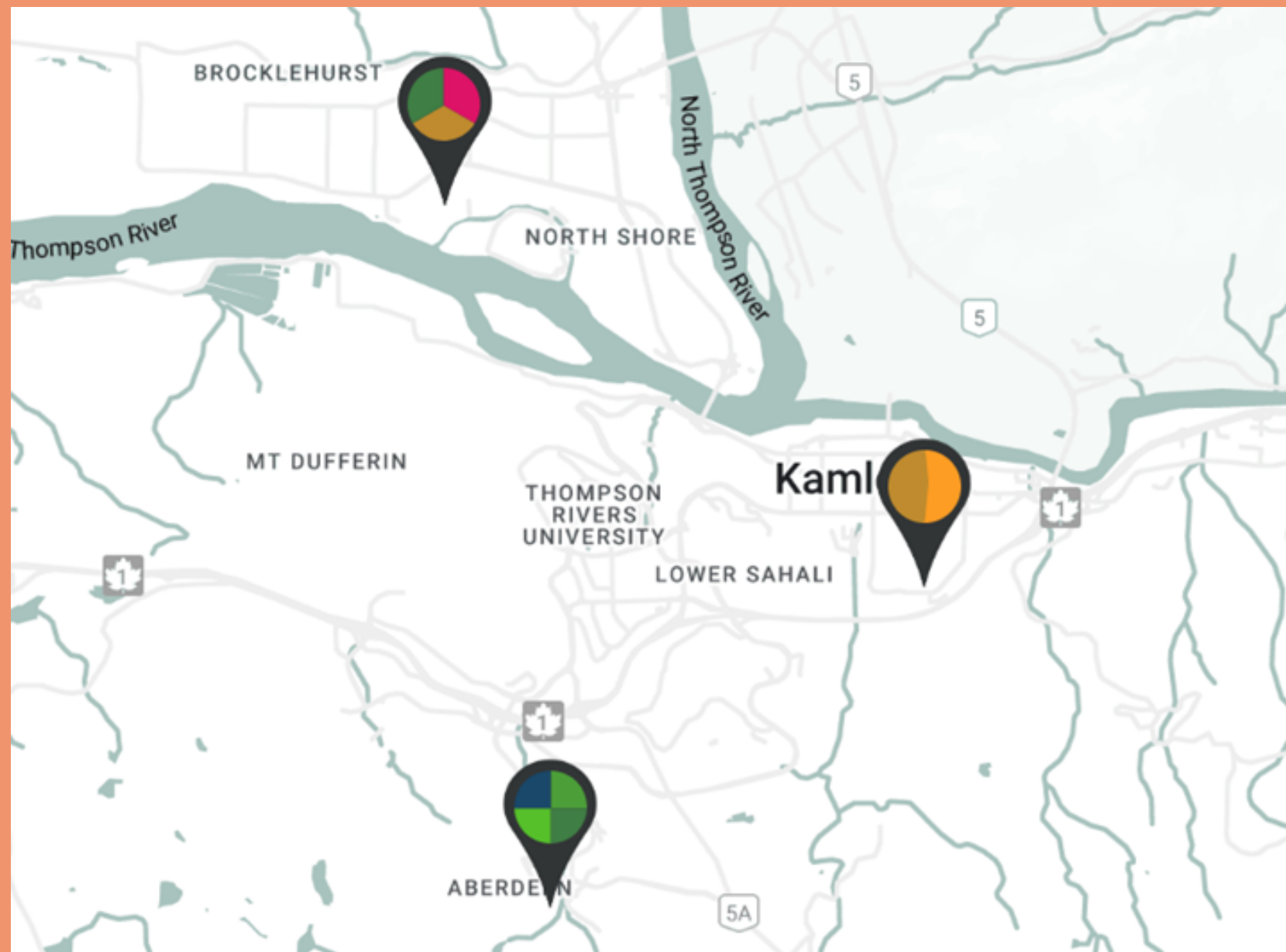
What are other schools doing?

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OUR CANADA PROJECT PROGRAM

Three schools in Kamloops have participated in the program.

1. One school eliminated single use plastics, and swapped to reusable alternatives.
2. Another school planted an 80 square foot pollinator garden in a local park
3. The final school started a composting program.



(OUR CANADA PROJECT, N.D.)

Step-by-Step Process



Step-by-Step Process

STEP 1:

Create an eco-club
and compost
program action plan.

STEP 2:

Contact Friendly
Composting.

STEP 3:

Pitch action plan to
administration and/or
PAC for funding.

→
* Once
funding
has been
approved*
→

STEP 4:

Set up composting
bins and posters in
each classroom, in
the staffroom, in the
school kitchen, etc.

STEP 5:

Educate & communicate
with staff, students,
and parents/guardians

Step-by-Step Process

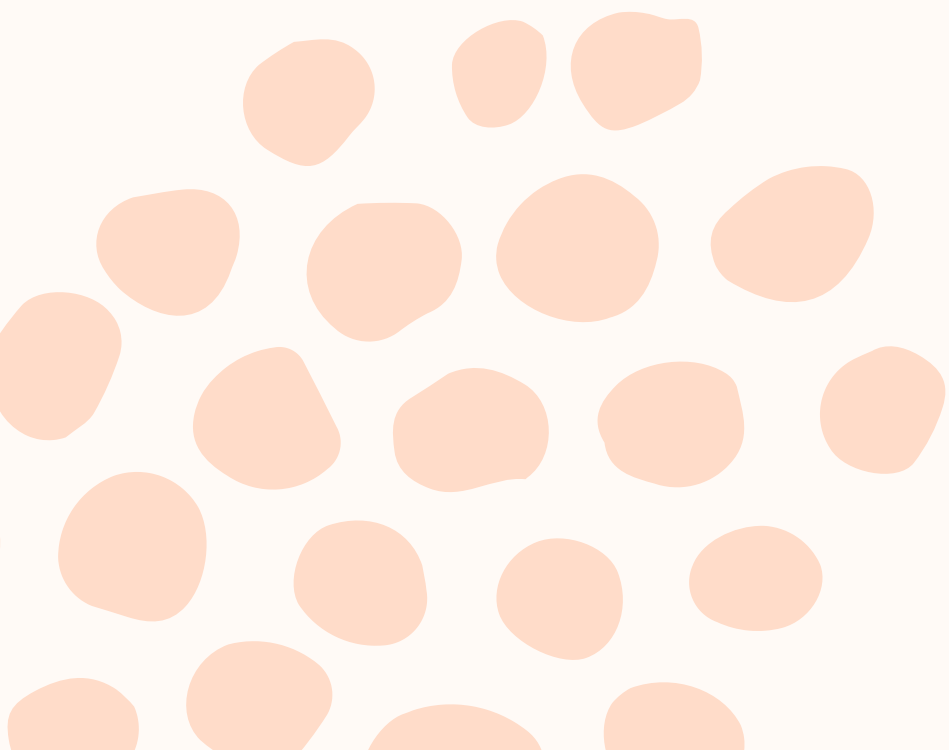
EXTENSIONS TO THIS INITIATIVE:

- Buying or building a composting system for the school.
- Starting a school garden, and using the composted material as fertilizer



Photo from: <https://cottagelife.com/sponsored-content/10-things-every-canadian-should-know-about-composting/>

Literature Review



Literature Review

- One study “examined the long-term effects of an environmental education school field trip on fourth grade elementary students” (Farmer et al., 2007, p. 33), and found that “student participants retained long-term environmental and ecological content” and found evidence of “increase in proenvironmental attitude” in students (Farmer et al., 2007, p.40).
- Another study, found that these programs “improve elementary school students’ environmental knowledge, attitudes, uses and concerns”, therefore increasing students’ environmental literacy levels (Özsoy et al., 2012, p. 22).

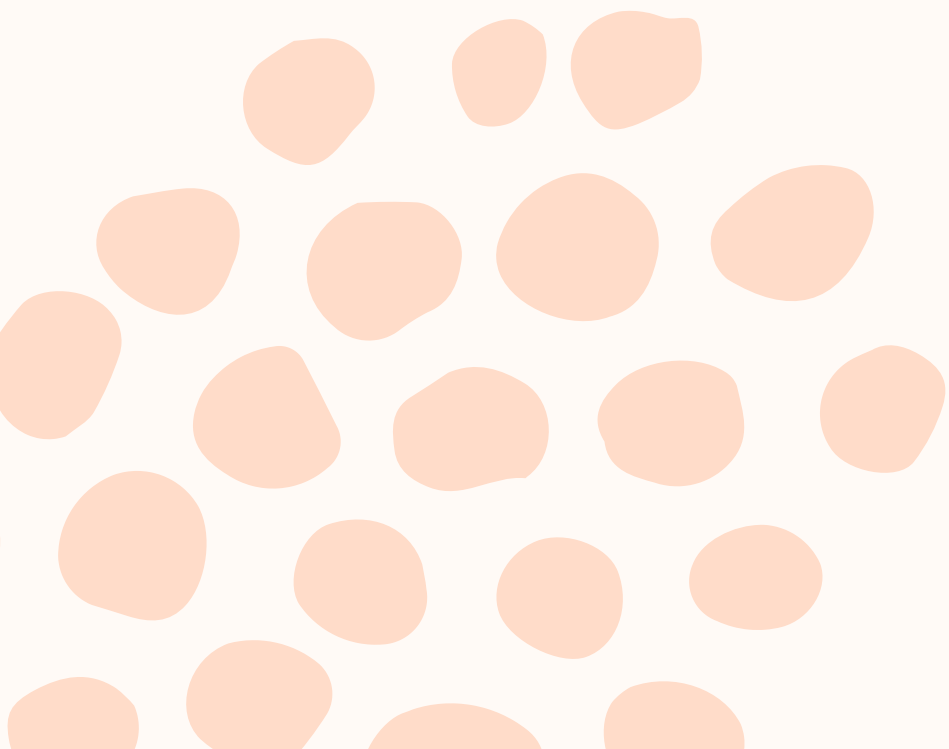
Literature Review

SUSAN LINDSAY AND ERICA YOUNG ALSO PROVIDE TIPS FOR SUCCESS WITH AN ECO-CLUB (N.D., PP. 1-2):

1. Set the stage for success
2. Set goals and get moving
3. Empower student leadership
4. Pick projects strategically
5. Get connected
6. Plan for succession
7. Make it fun



Indigenous Organizations



Indigenous Organizations

QWELMÍNTE SECWÉPEMC:

A collective of leadership from six Secwépemc communities. They have been working with different branches of the B.C. Government to develop a pathway to long term reconciliation. The staff at Qwelminté Secwépemc come from a variety of backgrounds.

- Tamara Archie -
Education & Outreach
Manager.

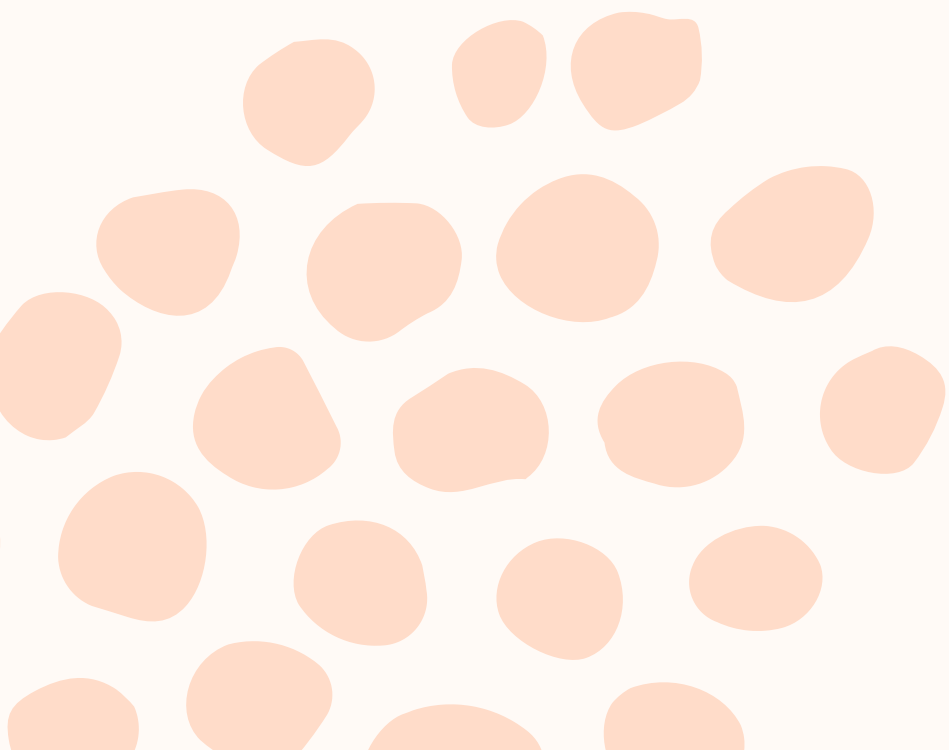
TK'EMLÚPS TE SECWÉPEMC NATURAL RESOURCES DEPARTMENT:

Connected to range, forestry, fisheries, and water management.

SPLITROCK ENVIRONMENTAL:

An Indigenous business owned and operated by the Sekw'el'was community (a member of the St'at'imc Nation). They are able to provide knowledge of native plant species, support with ecological restoration, and learning opportunities for students.

FPPOL Connections



FPVPO L Connections

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of Indigenous knowledge.
- Learning involves patience and time.



Curriculum Connections

A stylized sunburst graphic in a light orange color, featuring a circular center with radiating lines and small teardrop-shaped rays around the perimeter.

Curriculum Connections (Social Studies)

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BIG IDEAS:

1. The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. (4)
2. Economic self-interest can be a significant cause of conflict among peoples and governments. (6)
3. Complex global problems require international cooperation to make difficult choices for the future. (6)

CONTENT:

1. global poverty and inequality issues, including class structure and gender (6)
2. roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples (6)
3. economic policies and resource management, including effects on indigenous peoples (6)
4. international cooperation and responses to global issues (6)

Curriculum Connections (Social Studies)

CURRICULAR COMPETENCIES

1. Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (4)
2. Develop a plan of action to address a selected problem or issue (5&6)
3. Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (5&6)
4. Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (5&6)

CROSS CURRICULAR CONNECTIONS:

- Science and Career Education

References

Addison County Solid Waste Management District. (n.d.). Top five reasons to compost. Retrieved March 27, 2023, from <https://www.addisoncountyclecyles.org/food-scraps/composting/101/why-compost>

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The background features a large, soft, orange watercolor wash in the center. In the top-left and bottom-right corners, there are clusters of small, vertical brushstrokes in muted orange, teal, and brownish-grey. The overall style is soft and artistic.

*Thank
you*