

Expanding Your Environmental Education Toolkit



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Why We Do What We Do...

In the end, we will conserve
only what we love,
we will love only what we
understand,
and
we will understand only
what we are taught.

*Baba Dioum
Senegalese conservationist.*



What This Workshop Is About



- Using 'skipping stone' metaphor – touch on many topics at higher level
- Offer practical, take home tools, ideas
- Focused on school-based EE
- Investigate key elements in:
 - Developing 'good' programs
 - Evaluating programs
- Higher level exploration of
 - Sensory Learning
 - Action Learning

Sierra Club Education Programs: Objectives

Participants Are...

- r Aware, Concerned,
Take Action
- r Build Knowledge,
Skills, Motivation, &
Commitment
- r Solve current, prevent
future problems



Our Guiding Principles

- r Bringing People Together
- r Connection with the Earth

- r Empowerment
- r Education by Doing



Developing Programs

*One does not plan and then try to make circumstances fit those plans.
One tries to make plans fit the circumstances.*

- u Have a PLAN that fits your circumstances*
- u Teaching Controversial Issues – YES, it's okay to do!*
- l Understand the Issue, Arguments, Assumptions (P. Clarke)*
- l Look to the Standards:
 - p NAAEE *Guidelines for Nonformal EE Program Development**
 - p Green Street – *Benchmarks and Excellence in EE* guidelines*
- l Why bother?
 - p It's relevant: issues students are often already talking about
 - p Builds critical thinking skills
 - p Recognition of different world views – builds tolerance

**Handouts*

Lessons Learned in Program Planning*

1. Look, Ask, then Leap

- 1 Do a gap analysis – avoid reinventing wheels
- 1 Survey your teacher & student communities – what do *they* need?

2. Make a Plan; KISS it.

- 1 Use a template; Write it down; Ask for feedback
- 1 Involve your stakeholders (teachers, students, ExCom, staff, etc.)

3. Link It to the Curriculum

- 1 CEECAP
- 1 Ministry sites

4. Network, Network, Network

- 1 Find your allies; share your resources
- 1 Refer and cross promote (web, voice, mail)
- 1 Join the community – EECOM, OEN, NSEN, NBEN, EEPISA, etc.

**Handout*

Lessons Learned (cont'd)

5. Walk the Talk

- 1 Assess your own ecological footprint; promote your eco-audit
- 1 Practice what you preach; implement and model low-impact teaching practices

6. Show Up, Follow Up, Whoop It Up, Show Up...

- 1 Making your program have long-lasting connect and impacts.

7. Invest in your team*

- 1 Volunteers, staff, yourself!
- 1 Build their competencies*

8. Evaluation

- 1 Plan from the beginning, make it on-going, do at the end, implement your results

Ingredients to Earth Education

- q TOUCH, KNOW, CARE
- q Employ hands-on observation & discovery of the natural environment
 - 1 Active learning – consider: people remember **10%** of what they hear; **30%** of what they read; **50%** of what they see; and **90%** of what they do!
 - 1 Foster an aesthetic appreciation in students for the natural world, & all within it
 - 1 Use first hand sensory experience – touch, smell, listen, look, taste!

Sensory Learning

- 1 Use creative questions & answers
- 1 Invoke cooperative learning
- 1 Investigating environmental issues
- 1 Critical thinking – stimulate students to think critically about issues, values & information
- 1 Emphasize positive feelings & knowledge
- 1 Keep a sense of humor, joy and appreciation
- 1 Be creative
- 1 Be Yourself!
- 1 Have fun!

Sense of Place

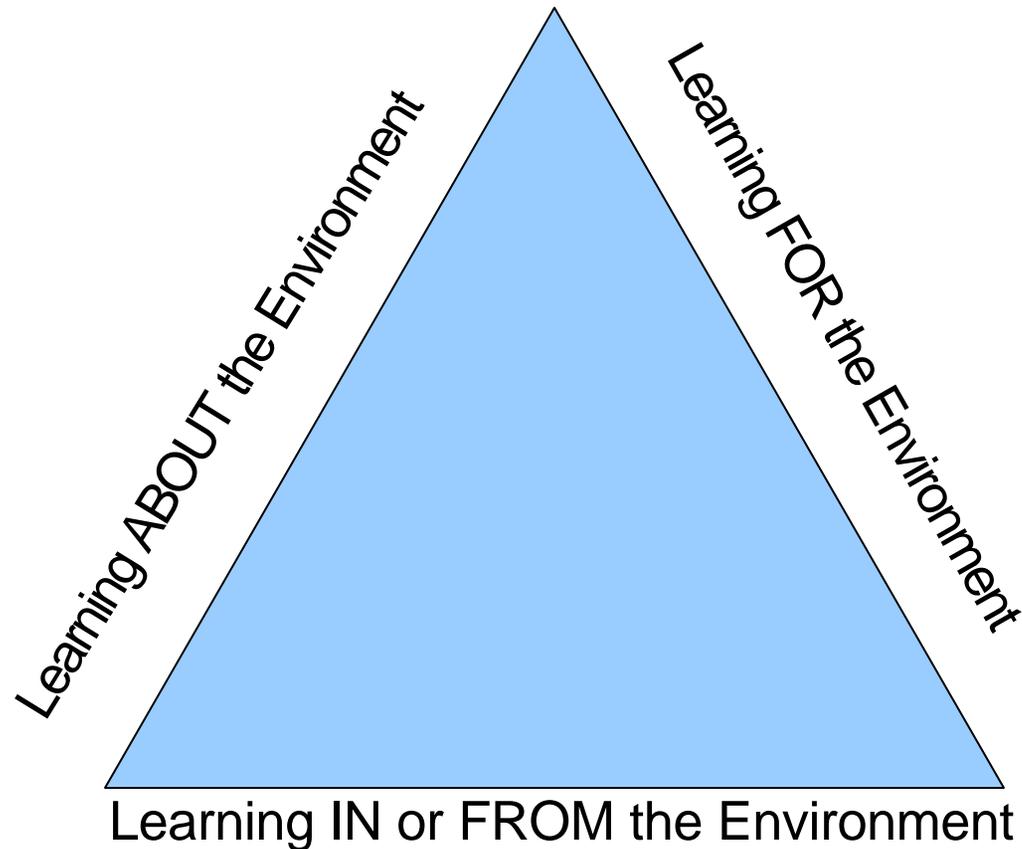
“ We can learn much about ourselves by watching the landscape around us, for it is a mirror reflecting back to us the images that we have impressed upon it. What we are less likely to notice is how we have been shaped by our environment as we have adapted to its climate, terrain and resources.”

Ralph Lutts

Action Learning*

"The only way to achieve lasting change is from the bottom up: through the actions of everyday people."

Adbusters



**Handouts*

Action Learning cont'd



Why Do It?

q “ABOUT”:

- 1 Understand natural systems
- 1 Understanding of impact on human activities

q “FOR”:

- 1 Creates a more politically- and action-empowered person
- 1 Promotes willingness and ability to change lifestyle
- 1 Develops motivation and skills in action

q “THROUGH”:

- 1 Fosters concern, consciousness, connection
- 1 Gives reality, relevance, practical experience
- 1 Develop appreciation and environmental ethic

Types of Youth Action Projects

q Educate and inform

- 1 E.g. Youth teaching about the issue: peer-teaching, enviro-theater posters, field trips, guest speakers, murals/garbage art.

q Consumer Action

- 1 E.g. Youth campaign for schools to buy local/fair trade, reduce consumption or purchase organic; Host Buy Nothing Day events

q Political Action

- 1 E.g. Meet with officials; Walk for Peace; letter writing campaign; etc.

q Restoration/Naturalization Action

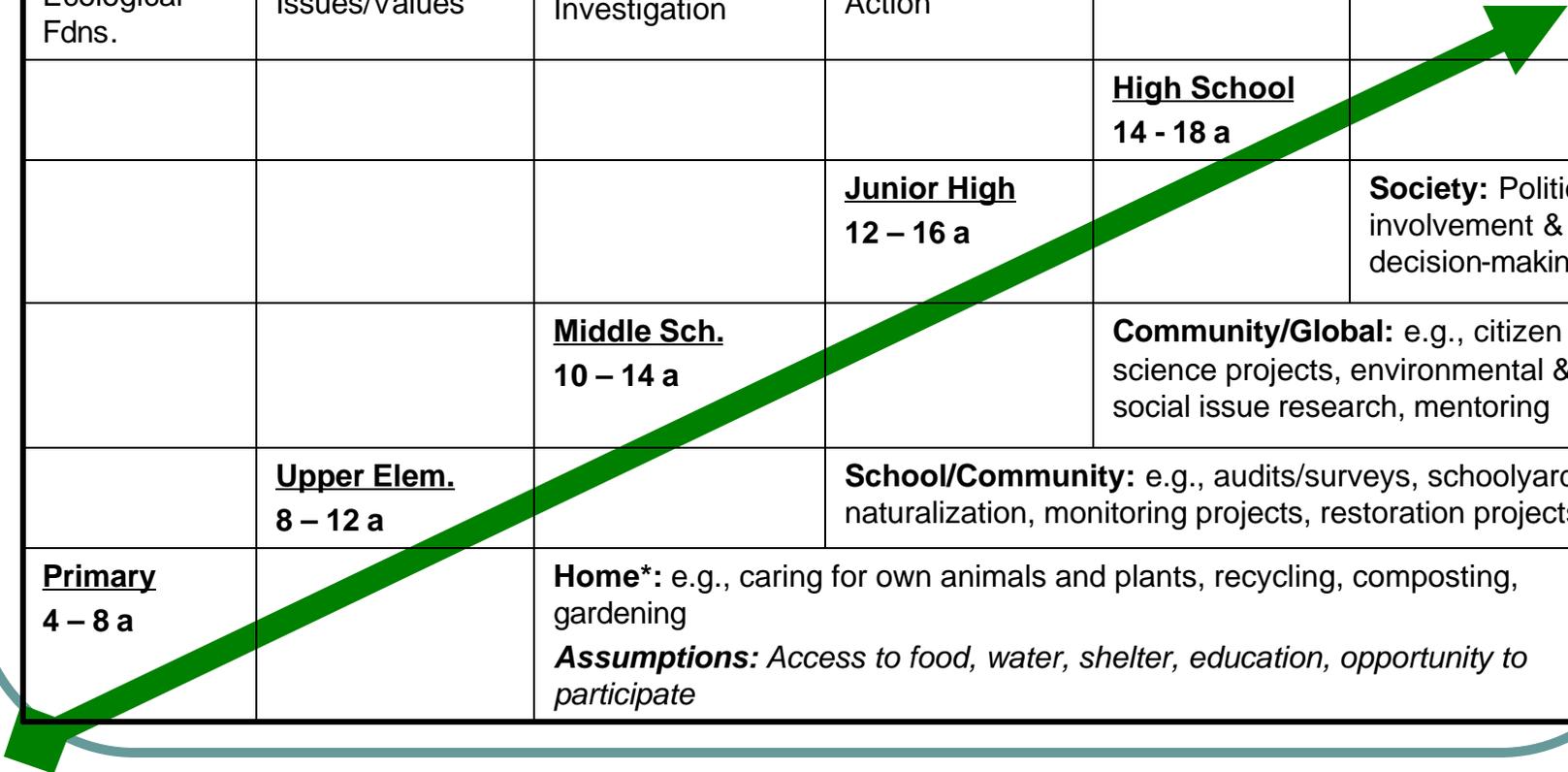
- 1 E.g. School yard naturalization; community clean-ups; bat/bird box building; Salmoids in the Classroom, etc.

q Lifestyle Choices

- 1 E.g. Anti-Idling/packaging campaigns, Walking School Bus

Age-Appropriate Action*

Access to Outdoors	Ecological Understanding	Enviro. Interests Understanding	Empathy Moral Understanding	Social Skills Understanding	Political Awareness
Grade K- 3: Sensitivity & Ecological Fdns.	Grade 3-6: Ecological Fdn. & Issues/Values	Grades 6-9: Issues/values, Investigation	Grades 9-12: Investigation & Action		College 16 – 20 a
				High School 14 - 18 a	
			Junior High 12 – 16 a		Society: Political involvement & decision-making
		Middle Sch. 10 – 14 a		Community/Global: e.g., citizen science projects, environmental & social issue research, mentoring	
	Upper Elem. 8 – 12 a		School/Community: e.g., audits/surveys, schoolyard naturalization, monitoring projects, restoration projects		
Primary 4 – 8 a		Home*: e.g., caring for own animals and plants, recycling, composting, gardening Assumptions: Access to food, water, shelter, education, opportunity to participate			



Measuring and Sharing Results*

q Sharing the Results

- l With Youth and Teachers
- l With Funders
- l Your Board, Your Community

q How to Measure Impacts of Action Learning?*

- l Acknowledge what you can and can't measure
- l Case Example:
 - p BC Chapter – Action Challenge Program

**Handout*

BC Chapter Action Challenge Program



- q Track/assess impact of programs
- q Gathered data to track GHG emission reduction
- q Key elements
 - 1 Made Challenges Visual
 - 1 Made it Measurable
 - 1 Doable, fit school reality
 - 1 Rewards & Challenge Incentives
 - 1 Made it on-going
 - 1 Celebration and recognition

take action! take action! take action!
take action! on climate change!

How to use this chart:
At the top of the chart, you will find a list of actions that you can take to help reduce greenhouse gas emissions. Each action has a corresponding number of GHGs reduced. To track your progress, check off the actions you have completed. The total number of GHGs reduced will be the sum of the numbers in the 'Did You Do It?' column.

Actions	Did You Do It?	GHGs Reduced
Turn off computer monitors and other electrical equipment when done.		... people x 0.8 by GHGs per week = by GHGs reduced
Walk, skateboard or rollerblade instead of driving.		... people x 1 kg per 4 hrs you don't drive = by GHGs reduced
Turn off the lights instead of sitting when you're picked up or dropped off at school.		... people x 0.5 kg per week = by GHGs reduced
Turn off the lights when at assemblies and when you leave the classroom.		... people x 2 kg per week = by GHGs reduced
Reduce clean water by 2/3 - use the back side of paper and bring garbage-free lunches.		... people x 2 kg per week = by GHGs reduced

Sierra Club
Greenhouse Gas Reduction Program
For more information, visit www.sierraclub.org
or call 1-800-4-A-CLUB



Evaluation

What is Evaluation?

Evaluation is the **systematic assessment** of the **operation and/or the outcomes** of a program or policy, compared to a set of explicit or implicit **standards**, as a means of contributing to the **improvement** of the program or policy.

(Weiss, 1998)

“It’s Not Rocket Science.”

(McNamara, 1999)

The “dreaded” question:

“Please describe in concrete terms how your project will benefit the environment.”

Evaluation – The BIG Picture

It's Not That Bad!

Finding the Positive Side of Evaluation

q Why Do It? Tells you...

- 1 Doing the right activities to achieve the outcomes wanted?
- 1 What are the impacts or benefits of your work?
- 1 Do you need to make changes to your program?

q Who We Do It For?

- 1 Funders – “Tell and Sell” your story; prove your impact
- 1 Your Program – Achieving goals? Learning for the future - what to expect next time?
- 1 Who and What We're Working Towards – *Are we making a difference?*

Evaluation – The BIG Picture cont'd

q Understanding limitations

- 1 Measuring Values-shifts is *hard!* (But not totally impossible)
- 1 SCCBC & CPAWS book – *Measuring the Success of Your Environmental Education Program* has advice

q Most important Point – JUST DO IT x D³!

- 1 Duration – At beginning, middle, end...at beginning, etc
- 1 Development – Incorporate previous years evaluation in new program development (i.e. dust off last years report and read it)
- 1 Diversely – Use a few different techniques/tools at once

“If the only tool one has is a hammer, then one tends to treat everything as if it is a nail.” Mark Twain

In Your Handout Package* ...

- 1 Samples from *Measuring the Success to Environmental Education Program*
(www.sierraclub.ca/bc/programs/education/educators/resources.shtml)
- 1 *Checklist for Program Evaluation Planning*
- 1 *EE Evaluation Tools - Pro's and Con's of Various Evaluation Instruments*
- 1 *Tips for Conducting an Evaluation*

*Handouts

Arrrrrrrr...thanks for joining us!



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