



1. This is an overview of the SASF program.

SASF Elementary Schools

12 elementary school classrooms

- Grades 5-8, all subjects
- Saskatoon Public Schools
- Greater Saskatoon Catholic Schools



It was such a great opportunity to collaborate with colleagues, community members and sustainability experts. (Teacher)



STUDENT ACTION
FOR A SUSTAINABLE FUTURE

2. There are 12 elementary school classrooms involved this year, from grade 5-8, from both school divisions. The program is also offered to high schools, including up to 12 more classrooms in the program.

Supporting Real Action

Supporting students to take action with sustainability projects to:

- Change technology & change behaviours.

6 environmental topics:

- Energy, water, waste, food, transportation, and biodiversity.
- To reduce GHG emissions.



I didn't know how to put on a computer sleep timer at first but now I do and I show people how to. (Student)



STUDENT ACTION
FOR A SUSTAINABLE FUTURE

3. The goal of this program is to support teachers and students to take on sustainability action and inquiry projects.

This means:

- Learning about environmental issues,
- Choosing some that resonate,
- Planning and implementing real action that will make a change and,
- Measuring that change in the reductions of greenhouse gas emissions through energy or water saved, biodiversity increased, or even the number of bike rides taken.

Actions focus on 2 ways to change:

1. Changing technology, like replacing old lighting with efficient LED bulbs.
2. Changing behaviour, like using those lights only when needed.

Learning focuses on sustainability issues surrounding energy, water, waste, food, transportation, and biodiversity.

Support Means...

- 2.5 days of sub release to allow for PD.
- 1 day of sub-release for planning.
- Support with projects from inquiry to audits to action and results.
- \$300 to support project work and purchase supplies (City, Nutrien, SPS & GSCS).



It has been exciting to see the students take ownership of their projects and come up with a variety of ideas. (Teacher)



STUDENT ACTION
FOR A SUSTAINABLE FUTURE

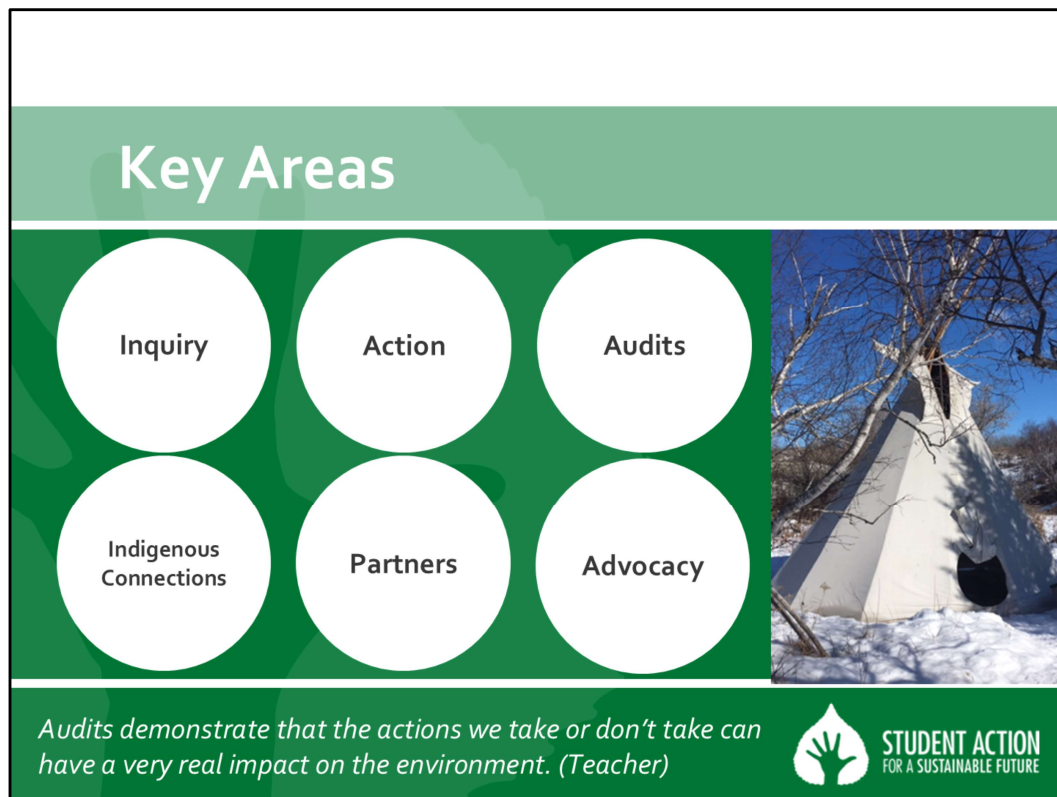
4. These are some of the ways that you are supported in the SASF program so you can teach about these sustainability topics and to support your students to take action:

- First is this PD day, which includes an overview of program requirements and allows for some planning time.

As you work through SASF projects, we can provide support with:

- Introductory presentations
- Connections with community experts,
- Help with choosing actions and planning how to put in place and
- Support with calculations in pre-audits and post-audits. (We like to be involved with these procedures so we can ensure that the data you can collect is as usable as possible.)

Teachers receive \$300 each to support their project work. For example, they might buy timers for computer carts or use the money to take a bus to the landfill. Funding from the City of Saskatoon and Nutrien provides half of these funds and the other half is provided by the school divisions. Reminder to get your budget codes to Sam / Tressa.



5. The foundation of the learning focuses on these areas:

- 1) **Inquiry** and initial research guide the students to choose projects **they** are interested in. Teachers might start with a topic like water, which fits specific outcomes in your subject, and have students choose issues within that topic, or they might have students investigate all six topic areas and then select the ones that resonate. Inquiry should develop and evolve during the project. An inquiry question that might start with “How can we keep plastics out of our river?” often evolves into “How can we decrease the number of plastics we use every day?”
- 2) Students plan environmental **action** projects that include real school or home-based behaviour and technology changes.
- 3) **Audits** (or assessments) of everyday practices, like how we use lighting, allow us to see where action is needed, and ultimately help students measure the impact they make.
- 4) **Indigenous Knowledge** helps to shape our understanding of sustainability. The program supports connections to Indigenous Ways of Knowing and the integration and understanding of Indigenous worldviews in everyday approaches to learning.
- 5) We facilitate **partnerships** between teachers and the community members and organizations that have expertise in the six focus areas.
- 6) Beyond home and school, students often **advocate** for change at the school division level, in their communities and in civic **politics**.

The Year Ahead

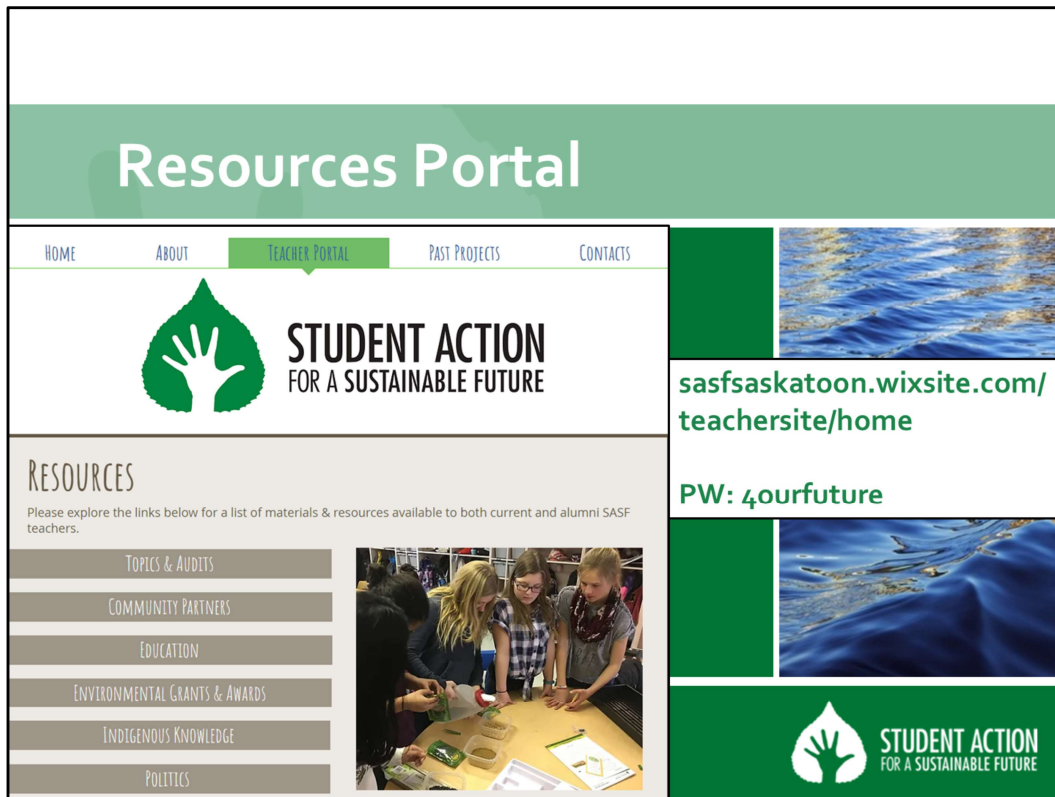
Oct 29	Program Orientation
Dec (TBD)	Informal Gathering and Project Check-ins
Nov to Jan	Research & inquiry, pick topics, pre-audits, begin action...
Jan 14 (full day)	Community Partners & Indigenous Connections Wanuskewin Heritage Park
Jan to Apr	Pre-audits, actions, post-audits...
Mar 11 (half day)	Showcase Preparation The Western Development Museum (WDM)
Mar to June	Best time to utilize independent planning time...
Apr 30 (half day)	Student Showcase The WDM
Apr to May	Results and reporting

When students take action into their hands, they learn not only how to improve the world around them; they learn to value themselves. (T)



STUDENT ACTION
FOR A SUSTAINABLE FUTURE

6. Important dates and a snapshot of the year ahead for SASF elementary school teachers.



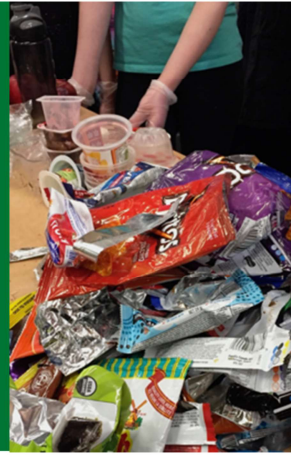
7. The SASF portal website with resources available to support SASF teachers.

Challenges

Moving from learning about environmental issues to acting on them. *"how can we improve... without changing our lifestyles?"* - student

Achieving measurable outcomes.
An important goal – we need to make measurable changes.

Addressing climate anxiety and doomism
Finding hope in action.



Almost anything that you buy has waste that comes with it so it is very hard to reduce your waste. (Student)



STUDENT ACTION
FOR A SUSTAINABLE FUTURE

8. Each year, teachers and students are challenged to change their behaviours. Learning about issues is the easy part. A common comment we initially hear from students is that they want to fix the problem by educating other people to change, without changing their own behaviours or lifestyle. We all need to change, and learning to take action is an essential part of the process. By taking action, classrooms learn what works and what doesn't and each year we are surprised by how individual and creative the successful changes are.

Climate anxiety and climate emotions – Another challenge for students (and teachers) is growing anxiety and other feelings about climate change and the reality of the climate crisis. The challenge for us is to act in a hopeful way while providing students with the tools to succeed, feel confident, and be empowered to take on the climate challenge. SASF provides students and teachers with the opportunity to find hope through the actions they take to help create a climate-safe future.

Climate doomism is a growing false narrative that it's already too late to take action on climate change and that there is nothing we can do about global warming. SASF provides direct pushback against this narrative and catalyzes teachers and students to come together and take hopeful actions to measurably reduce greenhouse gas emissions and be part of the climate solution. Students and teachers report that after going through the SASF program, they are more hopeful and have the tools they need to act on climate change.



9. Pictures of past student projects in SASF.



10. Pictures of past student projects in SASF.



I found out that from where I live NOW, it takes as long as to get to school by driving as biking . So, I bike to school. (Student)



STUDENT ACTION
FOR A SUSTAINABLE FUTURE

11. The collaboration of the partners is key to the success of the SASF program.

- The funding from the City of Saskatoon and Nutrien makes it possible.
- SES provides the coordination, project support and auditing expertise.
- Saskatoon Light & Power provide committee and technical support, and the University of Saskatchewan's Sustainability Education Research Institute provides expertise in a broader education context.
- Dedicated teachers like yourselves and your classes, along with the learning consultants and sustainability experts from each division.