

EDUCATION FOR Sustainable Development NEWSLETTER



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Citizenship and Sustainability

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Innovative Curriculum: *Grade 12 Global Issues: Citizenship and Sustainability*

By Renée Gillis and Linda Connor
Social Studies Consultants, Manitoba Education

Manitoba Education is currently working with Grade 12 Social Studies teachers to develop and pilot a new course entitled *Global Issues: Citizenship and Sustainability*.

In this new course, students will conduct inquiry into the social, environmental, and economic impact of contemporary and emerging global issues. The intent of the course is to empower students as agents of change for a sustainable and equitable future. The course is based on the principles of active democratic citizenship, ecological literacy, critical media literacy, and ethical decision making. A component of the course is the planning and implementation of an action research project.

In Manitoba, citizenship is the core concept of the Kindergarten to Grade 12 Social Studies curriculum. This course provides a lens of ecological literacy through which students study and seek to understand the complex and often critical global issues that societies face today. Through this lens, students apply concepts related to sustainability; learn about the interdependence of environmental,

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Our Vision

Students will become responsible decision makers, playing active roles as citizens of Canada and the world, thereby contributing to the social, environmental, and economic well-being, and equitable quality of life, for all, now and in the future.



Innovative Curriculum: Grade 12 Global Issues: Citizenship and Sustainability (continued)

social, and economic systems; and develop competencies for thinking and acting as ecologically literate citizens committed to social justice.

This course is designed to help students acquire a critical awareness about global issues, to alert them to the need to be vigilant about the consequences of their decisions and actions, and to provide them with opportunities to take action for positive change. The fundamental understandings and competencies to be developed in the course are aligned with the four UNESCO pillars of learning for the 21st century: learning to know, learning to do, learning to be, and learning to live together.

Suggested areas of inquiry into global issues include the following themes, which reflect the United Nations' Millennium Development Goals:



It is recommended that students study issues in at least three of these major areas during the course. Throughout their inquiry, students will be guided to reflect on the issue's present and future impact on quality of life at the local, national, and global levels.

The goal of this new and dynamic course is to help students understand that human societies and institutions can and should be renewed, beginning with matters of personal lifestyle and extending through to collective, large-scale social change. Because the role of education in this change is vital, this course is important both as an instrument of critical understanding and as an instrument of hope—and citizen action—for a more sustainable future.

For further information on this course, contact

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Greening the Technical Vocational Initiative in Manitoba

By Peter Narth

*Executive Director, Technical Vocational Initiative,
Manitoba Education*

The Technical Vocational Initiative (TVI) of Manitoba Education partners with schools, school divisions, post-secondary institutions, and Apprenticeship Manitoba to promote, support, and develop technical vocational education (TVE) in Manitoba.

Education for sustainable development (ESD) plays an increasingly important role in TVE, since it directly affects skill development for new technologies, awareness of new and emerging energy sources, and the green economy. TVI works in conjunction with various government departments, educational partners, communities, industry, and business to develop appropriate activities in response to ESD-related issues. Consequently, some key TVI activities relate to the green economy, energy, and environmental sustainability.

Curriculum: Curriculum renewal in TVE includes identification of sustainability and environmentally sound practices in trade-related areas. For example, topics dealing with energy efficiency, construction materials, and waste elimination are integrated into the building construction curriculum. Similarly, automotive programs include topics on efficiency, new and emerging energy technologies, and the elimination and disposal of toxins. These topics are integrated into the new curricula.

Equipment: TVI provides technical vocational equipment upgrade/renewal grants to schools. Purchases of energy-efficient, environmentally friendly equipment are encouraged (e.g., non-chemical and water-based parts washers for automotive programs).

Program Development: Manitoba Education, through the TVI, is providing support to a consortium of school divisions to develop a new eight-course program that deals with renewable and clean energy and energy production, such as wind, solar, hydro, and geothermal. Such programming will support provincial initiatives and the development of

alternative and renewable energy sources by promoting awareness, understanding, and practical skills development related to these energies. This program development will also see participation from Conservation Manitoba (Green Manitoba) and the International Institute for Sustainable Development (IISD).

Demonstration Projects: TVI funds and supports a number of demonstration projects throughout the province that deal with energy and conservation-related topics (for example, researching algae harvesting on provincial lakes and converting the algae into clean fuel, converting paper-based products into compost for use in greenhouses in northern Manitoba, and aerodynamic design and friction reduction in automotive applications). These projects also involve post-secondary, community, and industry partners.

TVI focuses on finding and developing ways to provide Manitoba youth and adults with effective career pathways that address current and future labour market needs, and will lead to effective participation in the rapidly growing green economy.

This initiative will continue to build on the success already achieved through TVI, and expand to new focus areas, including

- increasing technical-vocational education opportunities and access to northern and remote communities
- exploring green technologies and alternative and renewable energy sources that will focus on programming in energy-efficient and sustainable technologies with emphasis on geothermal, biomass, solar, and wind
- continuing to work closely with educational and industry partners to ensure curricula is directly related to world-class, cutting-edge resources for students and professional staff

Further information related to the initiative can be found at <www.edu.gov.mb.ca/tvi>.

Education for Sustainable Development: Parkland Elementary School Garden Project

By Moyra Vallelly
Vice-Principal (Project Manager)

In fall 2007, Parkland Elementary School was a hub of activity that provided valuable learning opportunities and inspired students to be curious learners; outside of the school, however, the school grounds were looking tired, neglected, and less than inspiring.

At the same time, an influx of immigration brought new students who were eager to learn more about their new community and country. Many were excited to be learning to speak, read, and write in a new language, and we wanted to extend their enthusiasm for learning to the whole school environment and community. We decided to look beyond our classrooms and came up with the idea of creating a garden that would educate students about Canada and inspire them to protect their environment.

A team of teachers worked together with their classes to recreate the various regions of Canada. Teachers and students from Grades 1, 5, 6, and 7 chose to incorporate this project into their social studies and science classes. The teachers led the students in studies that related to aspects of Canadian landforms, cultures, weather, and histories, discussing the need to promote a sustainable environment. The students discussed, planned, and worked together with staff members to plant five new gardens based on the following themes: the North, Maritimes, the West Coast, the Prairies, and the Canadian Shield. Funds secured from the Manitoba Education/Manitoba Hydro grant for ESD were used to help create the gardens.

In studying the Prairies, Mrs. Audrey Friesen and her Grade 1 students identified places and landmarks within the local community that needed to be cared for and respected, including the new plants in the garden. They took time to recognize the importance of looking after their community so that people can appreciate the beauty of nature, observing the changes within the garden as the seasons changed.

The Grade 5 students used the garden project to extend their learning of the environment and weather conditions. Mr. Avery Schultz and Mrs. Verena Allen assisted their students as they studied and planned for the gardens that depicted the North and the Maritimes. The

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Education for Sustainable Development: Parkland Elementary School Garden Project *(continued)*

students identified major physical regions and vegetation zones within the natural environment. They compared the diverse cultures that have co-existed within Canada for many years, and the ways in which these people have lived off the land for generations. A large polar bear statue was installed to represent the need to protect this species in the North, and many lupines and perennial flax were planted in the west garden to represent the coast and waters of Atlantic Canada.

Within their studies of the Canadian natural environment, Mrs. Hilda Loewen and Mr. Richard Krahn led their Grade 6 students as they planned gardens for the Prairies and the West Coast. They used their planning time to discuss ways in which people could express cultures and identities through art and the natural environment. They studied the diversity of living things, including plants and animals that would exist within the local environment and other habitats. The students chose to represent the Prairies by planting prairie grasses and purchasing an old plough. A totem

pole surrounded by ferns and hosta plants was chosen to represent the West Coast.

Mr. Brian Apperley and his Grade 7 students identified and described the impact of human interventions on ecosystems. They discussed the ways in which individuals have managed, preserved, and protected the habitats in various regions including the Maritimes and the Canadian Shield. They planned and worked together with the Grade 5 students to create these gardens.

Since these gardens were created, many new students have been given the opportunity to learn about the gardens, maintain their condition, and make the changes necessary to continue the project. It has inspired many students to learn more about the environment and their responsibility to care for their community and the larger Canadian environment. Students and community members who have travelled from other countries have been able to catch a glimpse of the beauty of Canada from their school's doorstep.

GREEN High Schools Program Introduces Students to Careers in the Environment

In partnership with the SEEDS Foundation, ECO Canada has launched a new GREEN High Schools program—a national initiative that encourages secondary students to create environmental projects while exploring the wealth of environmental career opportunities available.

According to the *Profile of Canadian Environmental Employment 2010* report by ECO Canada:

"...a skilled labour shortage in the environmental sector coupled with a growing demand for environmental employees provides a vast array of career opportunities for the next generation of graduates."

A recent Canadian teen survey produced by Harris/Decima on behalf of Canon Canada also reports a growing 56 percent of secondary students are more than ready to join the ranks of Canada's environmental professionals, but roughly 51 percent of those surveyed are unsure of the types of environmental careers available. The GREEN High Schools program attempts to fill this gap by connecting environmental education with career exploration.

Through the GREEN High Schools program, students will be expected to research post-secondary programs and related career opportunities as they engage in activities that

- enhance the environment
- communicate about the environment
- demonstrate the sustainable use of resources

To participate in this year's pilot program or to learn more about GREEN High Schools, contact Rebecca Dickson at <career.awareness@eco.ca> or visit <www.eco.ca/greenhighschools>.



Professional Development Day on Sustainable Happiness



by Carolee Buckler
ESD Coordinator, Manitoba Education

St. James School Division Early Years teachers hosted a Sustainable Happiness workshop on September 6th, 2011, which was attended by over 200 professional staff. This workshop was the result of Crestview School's participation in webinars based on the *Sustainable Happiness* curriculum resource developed by Catherine O'Brien. This resource is congruent with Manitoba's Physical Education/Health Education curriculum.

At the workshop, Catherine O'Brien, joined by Elin Kelsey, explored the importance of the link between the environment and our own well-being.

The sustainable happiness concept was developed by O'Brien in 2005 when she merged principles from sustainability and findings from happiness studies. She defines it as "happiness that contributes to individual, community and/or global well-being without exploiting other people, the environment or future generations." During her presentation, O'Brien underscored the fact that each of us may contribute positively or adversely to the well-being of others and the natural environment.

Elin Kelsey spoke about how many of our children are now feeling eco-anxiety (i.e., the doom and gloom of the state of the

planet). Elin believes it is important to give our children hope for a sustainable world. She wrote the book *Not Your Typical Book about the Environment* in order to help allay kids' fears by showing how all is not lost. She explained how the book allows young readers to learn about the remarkable time they live in—smart technologies, innovative ideas, and a growing commitment to alternative lifestyles—and provides them with examples of how many are seeking viable solutions to the serious problems facing our planet.

The workshop and webinars had a ripple effect throughout the division. Sandra Simonson, Principal at Crestview School, stated:

"It provided staff with the opportunity to reaffirm their beliefs around sustainable development and further their commitment to sustainability. Most importantly and unexpectedly, for every one of our staff members sustainable happiness became a 'real' topic. Sustainability has become more than a project; it is a cultural paradigm shift. It is now just part of our life at school, in our community, and it is part of our language."

The Sustainable Happiness for Educators Guide can be found at <www.sustainablehappiness.ca/for-educators>.

Using the Earth Charter to Develop a Teaching for Sustainability Course at the University of Winnipeg



**Earth
Charter
Initiative**

*By Dawn Sutherland, Professor,
and Natalie Swayze, Instructor/
Researcher
University of Winnipeg*

In 2011, the University of Winnipeg launched a new Post Baccalaureate Diploma in Education (PBDE) in educating for sustainability. The program was designed for teachers, team leaders in science and social studies, and educators in informal educational settings such as museums and outdoor education institutions to help them give students a comprehensive overview of formal and informal approaches to sustainability education. Courses offered include a range of electives, such as field-based learning and problem-based learning, as well as core courses regarding topics such as cultural perspectives and sustainability, and comparative and international education.

Course Description and the Role of the Earth Charter

Introduction to Teaching for Sustainability serves as the foundation course for the

diploma, and provides the essential background on what sustainability means and how it can be applied in learning and life contexts. The course uses the Earth Charter as a framework, and focuses on exploring and examining a variety of approaches to education for sustainability, in addition to evaluating programs in existence in Winnipeg and Manitoba.

Why the Earth Charter?

The Earth Charter provides a very broad perspective on sustainability, and is therefore helpful for educators who wish to develop a comprehensive approach to education for sustainability. Issues such as social justice, non-violence, and peace are often overlooked in educational frameworks for sustainable development. The Earth Charter is also a document that invites the reader to develop an ethic around sustainability before creating and initiating lessons that address sustainability topics. In this course, the Earth Charter was used to help teachers clarify their

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Using the Earth Charter to Develop a Teaching for Sustainability Course at the University of Winnipeg (*continued*)

perspectives and challenge some of their views about the purpose of teaching for sustainability.

Course Description

As a six credit-hour course, classes were held from 8:30-4:30 during the first two weeks of July. Throughout the course, students were guided to explore the Earth Charter and its application to education for sustainability. Using the textbook *The Earth Charter in Action: Towards a Sustainable World* by P. Corcoran, M. Vilela, and A. Roerink, a topic or group of topics was chosen for each day of the course. These topics guided the readings, lectures, activities, facilitated discussions, and guest presentations for each day. The course uses a variety of instructional approaches, including field trips and experiential learning. All materials are available to students online at the course website, which is also used for class discussions and submission of assignments.

In addition to providing the framework, the Earth Charter is discussed in depth in the course. On the first day, Alicia Jimenez from the Earth Charter initiative was invited to speak to the class via Skype. The Earth Charter was also used within the course-based assignments. For example, one portfolio entry asked students to select one principle from each of the four categories of the Charter that was especially important to them, and to discuss how this principle could be incorporated into their own teaching philosophy and used to create a lesson plan. Students also worked in groups to facilitate a workshop based on one of the Earth Charter categories. These workshops included classroom-based activities (debates, role plays, problem-based

learning, etc.) and examples of action projects (community or school based). Several additional readings for the course were also based on the Earth Charter and are listed below.

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UNESCO Identifies Brock Corydon School for its "Good Practice" in ESD and Culture

by Carolee Buckler

ESD Coordinator, Manitoba Education

In March 2011, a UNESCO research project called *Linking Culture, Education and Sustainability: Good Practices and Experiences from Around the World* singled out Brock Corydon School as a school that exhibits "good practice" with regards to ESD. The aim of the project was to increase the appreciation for the cultural dimensions of sustainability by collecting, analyzing, and sharing successful education and learning initiatives that articulate strong links among cultural, socio-economic, and environmental aspects of sustainability. To find out more about the project, go to <<http://insight.glos.ac.uk/SUSTAINABILITY/UNESCOCULTURE/Pages/default.aspx>>.

From over 50 submissions, the researchers selected 25 examples of good practices with regard to ESD and culture, producing a list that covers 17 different countries and six continents. Only one other Canadian example was selected.

Brock Corydon School was included in this study because the project, which consists of a

partnership between five different schools in Winnipeg (including Islamic, Catholic, Aboriginal, and Hebrew Bilingual), provides a rich learning context for students and teachers. Through this project, students and teachers engage in intercultural dialogues, understand different cultures and faiths, interact with children and teachers from other cultures, and learn about how sustainable development issues are addressed by different cultural communities. Students are encouraged to critically examine their own cultural traditions, values, and beliefs; to become aware of the cultural and religious tensions and conflicts that exist in their community and in other countries; and to collaborate with children from different backgrounds in dialogue and in joint ventures so as to envision a sustainable peaceful coexistence.

For further information, contact

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Website: www.wsd1.org/brockcorydon



Manitoba Team Takes Top Honours at the 2011 Canon Envirothon

For 15 years, Manitoba Envirothon has been offering Manitoba high school students a unique and fun way to learn about the environment and current issues.

Envirothon is a hands-on learning program that helps students develop important skills such as teamwork, study skills, and public speaking.

This summer, a five-member team of high school students from Swan Valley Regional Secondary School, in Swan Valley, Manitoba, beat out more than 50 other teams to win the 2011 Canon Envirothon, a week-long North American environmental education competition sponsored by Canon USA Inc. The winning team was announced on Thursday, July 28th, during closing ceremonies at Mount Allison University in Sackville, New Brunswick.

The 54 teams, representing 45 US states, eight Canadian provinces, and one Canadian territory, tested their knowledge on various environmental issues and resource conservation while competing for a share of over \$125,000 in scholarships and Canon products.

The team from Swan Valley High School sealed their victory with an impressive final Orals Presentation. According to advisor Shawn Stankewic, "they executed with brilliance." Team members each receive a \$5,000 scholarship to the school of their choice.

Woodlands Students Reduce Lunch Waste

In 2010, students in Ms. Wishart's Grade 7/8 combined class at Woodlands Elementary School realized they were generating a lot of garbage with their school lunches. As a result, they took up the challenge of working towards reducing their garbage and increasing their use of reusable containers. The students conducted an audit of student lunches and identified any items that could be recycled, reused, or composted instead of being thrown away. Then they compiled a list of alternative lunches that could be stored and transported in reusable containers. Once they had collected over 100 recipes for food that could be brought to school in containers instead of disposable packaging, they compiled them in a cookbook called *Litterless Lunches and More*. Sales of the cookbook were so strong, they managed to raise \$1,110, which was put towards the school's outdoor classroom.

Because of the success of this project, they were named one of three runners-up for Learning for a Sustainable Future's 2011 Jack Layton Award for Youth Action in Sustainability.

For more information, see <<http://lsf-lst.ca/en/projects/youth-taking-action/competitions/jack-layton-award>>.

Professional Learning and Conferences



2nd Annual Green Schools National Conference

February 27-29, 2012 • Denver, Colorado

Growing Green & Healthy Schools for All Children

www.greenschoolsnationalconference.org

Don't miss the **only** national gathering in North America of K-12 leaders and educators coming together to make their schools and districts green and healthy centres of academic excellence.

- IDENTIFY ways to save money by "Going Green"
- DISCOVER new and diverse funding sources for your green schools projects
- SHOP the green marketplace for products and services at special discounted rates
- NETWORK with like-minded peers from across the country
- FIND schools and organizations to partner with on projects and grants.
- EXPERIENCE exciting new resources for your students and staff

To register using the special Canadian affiliate discount code:

1. Go to <www.greenschoolsnationalconference.org/register_now.php>.
2. Scroll down and click on *Register Online*.
3. Click on *Affiliate Rates*.
4. When asked for a discount code, enter *canadagreenschools*.

Write in the discount code on hard-copy forms or mention it when registering by phone.

If you are registering more than five people from the same organization, call Conference Registration Services at 1-800-280-6218 to facilitate the registration process.

For general conference questions, please email <greeninfo@nationalgreenschools.org>, or call 1-800-280-6218 between 9am and 5pm, Pacific Coast Time.

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Professional Learning and Conferences (*continued*)

Sustainability: Educating for ACTION Conference



The Manitoba Association of School Superintendents (MASS) and Manitoba Education are collaborating on a conference called *Sustainability: Educating for ACTION* for superintendents, trustees, principals, teachers, Manitoba Education personnel, students, and members of the wider community. This conference is intended to develop understanding of the cultural, environmental, and socio-economic challenges of educating for sustainability. The conference will take place on November 15-16, 2012, at Canad Inns Polo Park, and has so far confirmed the following world-class speakers: Thomas Homer-Dixon, Sheila Watt-Cloutier, Richard Louv, Stephanie Pace Marshall, Annie Leonard, Tim Jackson, Wade Davis, Thomas King, Gwynne Dyer, Dr. Raymond Cole, and Leith Sharp.

School divisions are urged to budget for this conference now, as space for teams of 12 or 18 registrations (depending on size) will be held for each division. Two students must be part of division teams for the team to be eligible for the registration discount. Students will have their own sessions with Annie Leonard, Wade Davis, and Zoe Weil, as well as a dinner Thursday evening with their superintendent.

The collaboration between MASS and Manitoba Education has sponsored two recent conferences for educators (*Engaged Learners; Social Justice*), both of which sold out several months in advance, and this conference is expected to be similarly popular. Registration is capped at 700.

For further information, please contact Coralie Bryant at <coralie.bryant@7oaks.org> or 204-487-7972.

Green Action Centre's Active and Safe Routes to School Program Announces First STP Facilitator Training Workshop!

By Jackie Avent, Shoni Litinsky, and Beth McKechnie
Green Action Centre

Momentum around School Travel Planning (STP) is growing, and Green Action Centre has recently completed development of its STP Facilitator Training Program.

The STP Facilitator brings all community stakeholders together and guides the STP process. Manitoba communities are invited to host free STP Training workshops for interested individuals, including designated STP facilitators. This certification program includes two one-hour webinars, prior to a full-day, in-person training session onsite in the community. In return, participants are

asked to pilot STP in one school over the following two years.

Workshops are set to take place early in the new year in Eastern Manitoba (Pinawa and Steinbach), Western Manitoba (Brandon), and Northern Manitoba (Thompson). Workshops in additional communities are available upon request.

For further information or to arrange a workshop, contact

Masha Giller or Lea Grzenda

Active and Safe Routes to School in Manitoba

Telephone: 204-925-3779

Email: masha@greenactioncentre.ca or lea@greenactioncentre.ca

Online Resources

Young Masters Programme on Sustainable Development

On May 23, 2011, the new Young Masters Programme on Sustainable Development (YMP) platform was launched at UNESCO in Paris. The YMP is a global web-based education and learning network. It is available free of charge to secondary students and their teachers from all over the world. The program was developed by the UNESCO Chair in Distance Education for Sustainable Development at Lund University.

The YMP's extensive online teaching material gives students a thorough understanding of sustainability issues and preventive environmental strategies. The students also get an opportunity to put their newfound knowledge into

practical use by starting sustainability projects in their local community.

The course material is in English with built-in glossaries and narrations. Close cooperation with international scholars at Lund University ensures that the content is up-to-date and in line with recent scientific findings. Challenging assignments inspire students and enhance their interest in the studies.

Teachers may find this to be a helpful resource for courses such as *Grade 12 Global Issues: Citizenship and Sustainability* and *Grade 11 Current Topics in the Sciences*. To learn more about the program and to register, visit <www.goymp.org>.

Online Pilot Professional Development Course: Sustainability Education Concepts and Teaching

Green Education Foundation (GEF), a non-profit organization in the USA committed to creating a sustainable future through education, is launching a pilot online professional development course entitled *Sustainability Education Concepts and Teaching Methods*. This course provides K–12 educators with an introduction to sustainability education concepts, curriculum, and teaching methods. Major topics include biodiversity, renewable energy sources, green technology, the Greenhouse Effect, and climate change in response to natural and human-made causes. Teaching strategies, resources, and materials are provided throughout the course. Participants work to create their own sustainability lesson plans, units, or school initiative.

The online course, which launched on November 1, 2011, includes ten 1.5-hour units available in an online, self-paced format. Upon completion, educators will have the knowledge and skills to proceed with sustainability education and programs in their own classrooms and communities. Participation in the course is free; however, an additional fee applies, payable to the accrediting university, for those seeking academic credit. GEF will supply a certificate of completion after the course closes on January 31, 2012.

Learn more about the course at <www.greenteacherprogram.org>, or register now at no cost at <www.gefinstitute.org>.



Digital We, It Starts with Me!

In celebration of Media Literacy Week 2011, Manitoba Education, Manitoba Association of Computing Educators (ManACE), and Manitoba Teachers' Society (MTS) are **inviting Manitoba teachers and students** to:

- **Think About Digital Citizenship and Social Justice!**
This year's Media Literacy Week theme is Digital Citizenship. In Manitoba we are focusing on social justice and the use of digital media to support action. We call this Digital We!
- **Share Your Story!**
Get involved in the Digital We Community by sharing your story of how your class/group is making a difference in your school, community or world and how you use digital media to support your actions! Create a video, a podcast, a photo essay or any other media project to show how you are starting to "change the world" through digital collaboration.
- **Win Prizes!**
Each submission into the Digital We Community will be entered into a random draw to win 1 of 6 iPod Touches plus a \$25.00 iTunes gift card for your class! Deadline for submissions is March 14, 2012.

Visit **Digital We** at <http://digitalwe.ca/> for more information about how to get involved and to:

- Listen to the Digital We theme song, "**It Starts with Me**" - created and recorded by grade 4 and 5 students and their vice-principal, Ryan Miller, from Stevenson-Britannia School.
- Share **your digital citizenship story** and inspire others to take action!
- Find **resources**, including information about **grants for social justice projects**, and other links.

The **Digital We Community** is about thinking critically, creatively and responsibly about how you use digital media to make a positive difference in your world. It is about learning what others are doing **and** sharing what you are doing to inspire others!

See you at: <http://www.digitalwe.ca/>!



Funding

Manitoba Healthy Living, Youth and Seniors (MHLYS) Youth Leadership Scholarship

The Youth Leadership Scholarship provides \$500 scholarships to Grade 12 students who have done meaningful leadership and citizenship volunteer activities during the past year that contribute to healthy living in their communities and schools. For more information or to apply for a scholarship, visit <www.gov.mb.ca/healthyliving/youth/leadership/youthleadershipscholarship.html>.

MHLYS Youth Making a Difference Program

The Youth Making a Difference Program is a new grant program offered by the Department of Healthy Living, Youth and Seniors that provides students and youth, ages 16-24, with a grant of up to \$1,000 per proposal to develop and implement social justice and community development projects in their schools and communities. Examples of eligible projects include peer tutoring clubs, student-developed community events and student workshops, student awareness projects, projects that encourage student voices, and hands-on projects that have positive benefits for students and the community. Youth will work together with educators/counsellors or adult supervisors from youth-serving organizations to develop grant proposals that engage students and youth in projects that make a positive difference in their schools and communities. Educators, counsellors, and supervisors will receive the funds and help ensure that the proposed project is implemented and a final report is completed.

For more information or to apply for this program, visit <www.gov.mb.ca/healthyliving/youth/leadership/youthmakingadifference.html#apply>.

Manitoba Education-Manitoba Hydro ESD Grant

Manitoba Education and Manitoba Hydro continue to offer application-based ESD Grants to promote sustainability in classrooms. The grants support schools and educators to work together to plan and teach ESD. The grants will provide up to \$2,000 to cover expenses, such as teacher release time, professional development, and teaching/learning resources for sustainability education. Manitoba Education staff will also provide grant recipients with planning support.

For more information or to apply for a grant, visit <www.edu.gov.mb.ca/k12/esd/grant/index.html>.

Manitoba Education Grants for Innovation in Citizenship Education

The Manitoba Grants for Innovation in Citizenship Education program provides 20 grants of \$1,000 to help educators give students opportunities that explore and practise active democratic citizenship through hands-on activities or projects. The grants encourage schools to develop innovative projects that build citizenship, and support and contribute to best practices in citizenship education. For more information or to apply for a grant, visit <www.edu.gov.mb.ca/k12/citizenship/c_grant/>.

For further information on ESD funding programs, contact

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For information about grants, newsletters, articles, correlation charts, parent brochures, posters, resources, and contacts, please visit our website at <www.edu.gov.mb.ca/k12/esd>.

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