

# Connections

Volume 30 Number 2 Summer 2010



*Conference participants learn about geocaching at GEOEC's annual conference in Canmore, Alberta, May 6-8, 2010.*

The newsletter of the Global,  
Environmental & Outdoor  
Education Council



To promote involvement in  
quality environmental and  
outdoor education

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*Connections* is published for the Global, Environmental & Outdoor Education Council (GEOEC) by the ATA. Editor: Lara Fenton, 5615 105 Street NW, Edmonton, AB T6G 2N2; e-mail lfenton@ualberta.ca. Editorial and production services: Document Production staff, ATA. Address all correspondence regarding this publication to the editor. Opinions expressed by writers are not necessarily those of the GEOEC or the ATA. ISSN 0701-0400

Membership in the GEOEC includes a subscription to *Connections* and a reduced fee at the annual conference. Please address your inquiries to the memberships office of the ATA at 1-800-232-7208 (within Alberta) or 780-447-9400.

Printed on unbleached 100 per cent postconsumer recycled paper to decrease our impact on the earth.

Individual copies of this journal can be ordered at the following prices: 1 to 4 copies, \$7.50 each; 5 to 10 copies, \$5.00 each; over 10 copies, \$3.50 each. Please add 5 per cent shipping and handling and 5 per cent GST. Please contact Distribution at Barnett House to place your order. In Edmonton, dial 780-447-9400, ext 321; toll free in Alberta, dial 1-800-232-7208, ext 321.

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**Cover photo by Don McLaughlin**

# Editorial

## What GEOEC Does

GEOEC is an interdisciplinary council of passionate educators committed to linking environmental, global and outdoor education initiatives. Specifically, we provide quality professional development that connects with our youth through workshops and conferences. In partnership with the Canadian Teachers' Federation, we offer a workshop on global citizenship titled "Change the World." It explores the concepts of democracy, environment, peace and solidarity. The annual GEOEC conference links Alberta educators with experts in the field and provides an opportunity to build relationships and share experiences. Past conference themes have been "Many Streams, One River" and "Trails to Sustainability." We create globally and environmentally aware citizens today who will be leaders tomorrow.

**Please remember to renew your complimentary specialist council membership before August 31. To renew online, go to the ATA website, [www.teachers.ab.ca](http://www.teachers.ab.ca), and click on For Members, Professional Development, Specialist Councils and Specialist Council Memberships.**

# A Message from the Editor

Hi, folks!

I spent an invigorating weekend soaking up the energy and enthusiasm of educators, practitioners, researchers and keynote speakers at our annual conference in Canmore, Alberta, on May 6–8, 2010.

On the Friday morning, we heard from Craig Kielburger, a social justice activist who founded Free the Children, a group whose mandate includes eliminating the exploitation of children around the world. Craig's address was inspiring and heartfelt and sent tingles down the spines of the attendees. He focused on the personal stories of those affected by world politics and environmental disasters in developing countries, as well as here at home, and played to the emotional response of the audience.

Craig began his speech by presenting his nonprofit organization. In 1995, at the age of 12, he read a newspaper headline that changed his world—"Battled Child Labour, Boy, 12, Murdered." As a result of his emotional connection to the story, he created the Free the Children Foundation. The purpose of this group, which works diligently in 35 countries around the world, is to remove children from child labour situations.

Craig's work has led him to many world settings, where he works with local and internationally renowned leaders as well as unsung heroes. For example, at the age of 14 he received an invitation to spend one week with 30 delegates—theologians, philosophers and the Dalai Lama—to determine the greatest challenge facing the world today. After much deliberation, the group concluded that "the greatest challenge of our world is that we are raising passive bystanders"—that adults teach kids to look the other way in the face of world problems.

In the face of this criticism, Craig roused the audience with the statement that the most powerful people in the world are educators. He challenged us to remove our focus on the 3 Rs and change to a focus on the 3 Cs—compassion, courage and community. As educators, we can awaken the three Cs in our students by helping them find their spark of passion and become global citizens. Therefore, we need educators who realize that the true



Editor Lara Fenton



*Robert Twerdoelib makes an excellent point at our GEOEC meeting while Sharon Vogrinetz and Noel Jantzie look on.*



purpose of education is to awaken this passion and raise active, engaged, global citizens through simple teachable moments. In the face of feeling overwhelmed with the enormity of global problems and the smallness of the effect of our own actions, Craig questioned one of the greatest humanitarians, Mother Teresa, “How do you do knowing you can’t help everyone”? Her simple yet profound response was, “In our lives we cannot do great things, we can only do small things with great love.” In essence, Mother Teresa was giving us permission to focus on the present moment and seek opportunities for small but caring moments in our day-to-day lives.

Is Craig’s vision of inspiring active citizenship working? Recently, a celebration called We Day took place in Toronto and Vancouver, recognizing more than 16,000 students. The Toronto gathering boasted more than one million volunteer hours in local and global contexts. So, yes, I think so!

During the rest of the conference I attended workshops offered by local teachers. “How Sustainable and Equitable Is My iPod?” was a presentation based on a project undertaken at Canmore Collegiate High School by teachers Ken Symington and Jodi Anderson. Students were asked to choose a product used in their everyday lives, trace the life cycle of this product from extraction to disposal, then rate their product on its social and environmental effects. Students had to problem solve using the Internet and networking to obtain real-time information, and trace a product lifespan from cradle to grave. Three students made presentations on their products, and Emily Bolton, a Grade 10 student, submitted her work on Gap jeans (see page 20).

Glyn Hughes and two of his students from George McDougall High School, in Airdrie, Alberta, presented “Social Studies, Social Justice and Students 4 Change (S4C): A Sustainable Approach to Active, Engaged Citizenship.” Glyn told stories of supporting student involvement in social justice issues, and two of his students regaled the audience with personal tales of what it is like to be a student activist in projects like Habitat for Humanity and The Mustard Seed. Glyn and his former student Sabrina Niesman have both contributed to this issue: Glyn with sage advice on how to start a student-run social justice group and Sabrina on her first-hand experience with leadership in such a group (see pages 15 and 17).

I hope that what follows inspires teachers and students alike to ignite the spark and feed the passion for small opportunities of caring. Enjoy our many submissions, including those from Dr Donald Spady, Dr Colin Soskolne and Trina Innes on sustainability; Cliff Lacey on creating nature connections with children; and Janina Skutle Carlstad on how playing red cedar flutes invigorates the soul.

And don’t forget to mark your calendars with the date of our next conference, at the Goldeye Centre, in Nordegg, Alberta, on May 12–15, 2011.

Cheers!

—Lara Fenton



*Polly Knowlton Cockett presents on her school-based environmental education project*

# Schedule for Submissions

*Connections* seeks articles on the following topic:

**Theme: Classroom and Community Projects**

**Deadline for submissions: October 15, 2010**

The recent GEOEC conference in Canmore brought together educators, practitioners and researchers from across Alberta to discuss issues in social justice, environmental education and outdoor education. Presenters included teachers and students alike who were engaged in various projects in the classroom. Our next issue will focus on these classroom and community projects. What are you doing in the classroom? What kinds of projects are you engaged in? What local and global effects are you having? We want pictures and student authors!

## How to Make a Submission

Sending submissions by e-mail is ideal, but you may also submit articles, artwork and photographs by regular mail (on disk or hard copy). Please include a short biography and your mailing address. You must receive parental permission to print student work or photographs of children under 16 (see the form at the end of this issue). Send submissions to Lara Fenton, 5615 105 Street, Edmonton AB, T6G 2N2 or [lfenton@ualberta.ca](mailto:lfenton@ualberta.ca).

# GEOEC Business and News

## Join the GEOEC Executive and Make a Difference

All positions except past president and president are open for election annually. Following the elections held at the annual general meeting (AGM) during the 2010 conference, there is only one position open, that of president-elect. If you are interested in seeking this position, please contact past president Rita Poruchny at [rporuchny@cbe.ab.ca](mailto:rporuchny@cbe.ab.ca).

### President-Elect

- Assist the president as required and act in the absence of the president
- Maintain liaison with committee chairs and report to table officers
- Become president on July 1, 2013

# Call for Award Nominations

At its annual conference, the Global, Environmental and Outdoor Education Council of the ATA honours those people who have contributed to global, environmental and outdoor education. As a member of the council you have the opportunity to nominate a deserving person for recognition. There are three categories of award:

- **Appreciation of Service Award**

The Appreciation of Service Award is presented to member and nonmember individuals and organizations in acknowledgement of service contributing to the professional growth of GEOEC members.

Considerations include service, events, hosts, materials, sponsors, affiliate organizations and departments that have been

of significant benefit to the council.

- **Award of Merit**

The Award of Merit is presented to member and nonmember individuals and organizations in recognition of exemplary teaching, leadership or service in the field of global, environmental and outdoor education.

Considerations include teaching, leadership or service representing a significant commitment of effort and time; effective influence on the development of global, environmental and outdoor education in a region, province or nation; contribution to the awareness and understanding of an environmental ethic; or extension of teaching practice, research, legislation or funding in

global, environmental and outdoor education.

- **Distinguished Fellow Award**

The Distinguished Fellow Award is presented to a member in acknowledgement of outstanding achievement and distinguished service in the field of global, environmental and outdoor education. Considerations include years of service, significance of achievements, effect of leadership, and commitment to the Council's development and operations.

## How to Nominate

Please contact GEOEC past president Rita Poruchny at [reporuchny@cbe.ab.ca](mailto:reporuchny@cbe.ab.ca), prior to February 28, 2011.



# 2010 Awards

Rita Poruchny

This year's award winners were announced at our annual conference in Canmore, May 6–8.

## Awards of Merit



### High Park School, Stony Plain, Alberta (Marianne Rogers)

High Park School is involved with Peace Jam and the thousand acts of goodwill. Marianne Rogers has worked with staff and students to build awareness of global citizenship. Enrolling them into the Peace Jam program has joined them with many other schools in North America. Peace Jam is a group that links Nobel peace laureates working with youth to create positive change. They have chosen to make positive changes around the climate change issue. They are learning about the issues, connecting with people in the know and each other to move forward.

You can find a video clip of the students and the school at CTV Edmonton's "School Zone"—go to <http://edmonton.ctv.ca> and click on the School Zone tab under the Edmonton banner at the top of the page, then scroll down and click on "Stony Plain Students Join Forces to Fight Climate Change."



### Paul Bohnert

Paul is the kind of person who invites people to his house for a meal from the garden that his children tend. With his wife, Sherri, he lives his dreams to make this world a better place. He is the director of SACEE (Southern Alberta Community of Environmental Educators), which he helped to form in 2005. This is a vibrant organization that influences environmental education. He participated and planned the Nature in Mind Festival 2008, in Lethbridge. The festival brought together musicians, artists, dancers, poets and actors to celebrate and learn about the environment. The next festival will be October 10–20, 2010. For further information about the next festival and information about SACEE, go to [www.sayee.ca](http://www.sayee.ca).

*Photo by Susan Speiss*

## Distinguished Fellow Award



*Photo by Erin Couillard*

### **Noel Jantzie**

Noel has contributed greatly to environmental and global education in this province. He has been an avid member of the GEOEC for many years, has been president of the council and has planned a number of conferences. He was conference director for “Creating a Legacy” in Canmore this year, a very successful conference. Noel has worked diligently with the ATA and has contributed to the well-being of teachers in this province. He is a most worthy recipient of this award.

# Glimpses of a GEOEC Executive Planning Meeting ...

## Or How Geocaching Makes You a More Effective Environmental Educator

Peter Lenton

The truth is, there is a nurturing community of educators with a passion for science-curriculum-tied, outdoor and experiential education and global citizenship. I also go for the friends and caring, inspired colleagues, rejuvenating camaraderie, the great food and beverages, playing outdoors together, singing and dancing, and being a part of helping to connect educators with resources that foster environmental literacy action and global citizenship initiatives. And I have been coming back to these planning meetings and annual conferences every year since 1991.

I wish you could experience one of our gatherings ... You live in a city, you've just finished a long week at work and you feel the stress slip away as you drive toward your latest GEOEC meeting in the mountains, singing along with your car stereo. You drive around a corner and the mountains swoosh into view—still awe inspiring after all these years!

You arrive at the meeting site, a cluster of rustic log buildings and a dining hall tucked into the conifer trees. You breathe deep ...

this mountain air feels like a tonic; the tension of gridlock traffic memories quickly fades. As you pry yourself from behind the wheel and stretch towards the sunset sky, reaching for the cerulean blue, you recall someone saying that people spend less than 8 per cent of their day outside—and that includes driving!

You can hear the comforting ring of guitar strings wafting over on the breeze and people singing in unison as you walk through the sunset light towards the log cabin building where you will spend the weekend. You walk in through the screen door, and a dozen smiling faces call out your name—some jump up for hugs—a beverage is placed in your hand, you settle into catching up, the music and singing resume, and you feel peacefully like you belong. This is an ATA group like no other ... the Barnett House reps that sit on our board protect their position with ferociousness!

Most people come to the GEOEC through one of the now-legendary conferences packed with salt-of-the-earth people, many of

whom become lifelong friends. These people are purveyors of highly pertinent classroom experiences at PD-event-of-the-year gatherings of the like-minded and yearning-hearted, with an emphasis on environmental and global citizenship across the curriculum.

There are all-night jam sessions, soul-stirring dancing to a phenomenal band, or going for a hike with a friend and turning in early so you can greet the dawn for another day of inspiring conversations and outdoor experiences in paradise places, learning activities that your students will love on Monday!

The business of our council meeting proceeds smoothly—efficient reports, agenda items (almost) always dealt with more quickly than any other board I've been on. Occasional mischievous anecdotes keep the mood light, various directors ask for help with their tasks, and people step up—“I'll help you with that—e-mail me and let's meet for coffee next week and we'll get it done!”

Then it is break time. Grab a snack and a beverage and we're out the door, all together. We always try to weave an outdoor activity or game into each meeting. This time it is geocaching. Our resident expert—a great advocate of the educational value of hiking and using a compass and GPS technology to find a cache of treats—exclaims. “Just one kilometre to the cache!” Take something and leave something, and record your visit on the log and later on the Internet. Intriguing ... how many pauses to appreciate mountain vistas and all the educational teaching moments that happen along the way. Halfway up

the steepest side of Grotto Mountain, near Canmore, one admitted flatlander says, “My recollection of one kilometre feels a lot different than one kilometre with elevation gain!” The break stretches out into an hour as we stop near the summit to share snacks and marvel at the perfectly gorgeous Three Sisters mountains and the view across the Bow Valley.

People form clusters or twosomes and have conversations about their classes, share teaching ideas, or just connect about how to facilitate local and global environmental education and how to foster the environmental literacy stages of raising awareness

(ie, connecting with and really caring about the earth), building knowledge (about what plants and animals need to survive, and what can be done to encourage habitat stewardship) and, finally, planning actions that we can all take to ensure conservation of such precious natural spaces.

Just like at our conferences, where the sessions are very practical and valuable, some of the best ideas and re-energizing come during the nonformal times—the catch-up conversations over a meal and the ideas shared on a mountainside.

However, our chairperson has grown anxious about getting through the agenda with enough



*Searching for treasure—Karen Whitehead and Peter Lenton*





*Geocaching in Jasper with our fearless leader, Don McLaughlin*

time left to get back outside later on such a gorgeous day and still have daylight time to drive home to loved ones.

The rest of the afternoon meeting goes smoothly. An update on the upcoming annual conference, brainstorming on the best promotional items to invest in to keep our name out there when the conference delegates leave the conference—all of them heart-full but body-tired, anticipating the chance to try out new activities on their students and hoping they can keep in touch with new friends.

All too soon, our meeting is adjourned, and people exchange contact info, check their daytimers for meeting dates and pack up their vehicles for car-pooling back to the city (where most other people have been at the mall all day!).

For me, these meetings and conferences always end too soon. Some of us linger to enjoy the sideways light on landscapes that photographers prize so much. Maybe a short walk back into the trees to breathe the mountain air again. Perhaps a stroll along main-street Canmore, dreaming about what it might be like to live there—in the land of fractional real estate ownership! Maybe I'll watch the ducks on the creek, or see a bear cross the highway when I drive out of town.

Yes, a kilometre with elevation is much, much different than the same distance on the flats. Like the way a

stroll in the woods out in the mountains feels so rejuvenating, compared to a stroll around my subdivision back in the city.

Reminds me of why we need to find ways to get people reconnected with nature—help kids have immersions in the natural world, seeing wild animals in their beautiful natural habitats, so that kids of all ages will feel love for these places, be motivated to build their knowledge about the essential need to preserve habitat and listen to the teachers who are offering ideas on how to take action to protect these wild places—where there are oxygen-giving trees and relatively healthy wildlife food webs that still support us, we humans who are often clumsy in our stewardship efforts.

So I'll do my best to clear my congested touring schedule and make it to the next meeting—to spend time with these people, reaffirming our volunteer efforts at greening our world and scheming ways to help others, be better at leading environmentally active lives, and offer our time and hearts up to being good global citizens.

And I'll check [www.geoec.org](http://www.geoec.org) for excellent lesson ideas, and I'll be at the next GEOEC conference (hopefully with PD funding) to meet more kindred spirits, and attend the sessions, and rediscover how much the Earth–Gaia energy needs us to care about the plight of this ailing planet.

And between you and me, I'll come for the conversations over locally sourced, delicious meals. I'll come for the solo stroll that clears the clutter from my heart and mind. And I'll be there for the late-night singing and laughing and the dancing to an incredibly tight live band! Because we all need to find our wells and return there for re-energizing. And we all need to sing more often, and I *know* we need to dance more often, with true abandon—live like wild things do. Even for just a few minutes, every once in awhile, really *live* in the natural world, and then return to our everyday lives renewed.

So I'll send out a gentle wish that maybe we will see you at the next conference, too, and you will feel all your school and city to-do lists vanish from your mind. And you will wonder what took you so long ... once you just get in the car and drive to the mountains. We always wonder why we don't do it more often, because we know how much good it/we can do.

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*Peter Lenton is an environmental singer-songwriter/guitar slinger who recently won a Billboard Magazine World Song Contest award for his song "Proud Like a Mountain," which helps students celebrate their multiple intelligences. He took an (intended) one-year break from the Calgary Board of Education in 1996, and is honoured to volunteer as the public relations director of the GEOEC. Feedback is welcome—contact him at [peterlenton@nucleus.com](mailto:peterlenton@nucleus.com).*



# Creating a Legacy Together— A Conference for Global Citizenship 2010

Shashi Shergill

The scenic town of Canmore provided the backdrop for this year's GEOEC conference/symposium. More than 300 delegates immersed themselves in a weekend of discussion and learning about global and environmental education. Hearing keynote speakers, including Chris Turner, Craig Kielburger and Jeff Green, one could not help but become inspired by the energy and enthusiasm of the presentations.

Chris Turner, author of the national bestseller *The Geography of Hope: A Tour of the World We Need*, drew our attention to the concept of sustainability. He described projects in Europe and others closer to home, for example Calgary, as models of good practice through their pioneering work in energy policies and urban design. "Be the change"—Gandhi's inspirational words set the stage for Craig Kielburger and his exciting presentation detailing his journey of humanitarian work and inspiration behind the organization Free the Children and his more recent endeavour, Me to We. Jeff Green completed the keynote

sessions with an amazing photographic journal of his explorations in the Arctic.

The conference also featured an array of workshop sessions focusing on global, environmental and outdoor education, and culminated in a challenging but engaging day of dialogue and discussion at the symposium entitled "The Future of Global Citizenship and Environmental Education—Creating an Action Plan." The goals of the symposium were as follows:

- Review work to advance global and environmental education in Alberta
- Understand how the various educations (outdoor, global, social justice and environmental) are connected and interrelated, and through better networking will enhance teaching and learning in Alberta
- Identify systematic challenges and priority initiatives that would bridge these challenges to optimize global citizenship and environmental education in Alberta classrooms
- Develop a provincial framework to shape policy and support

global citizenship and environmental education in Alberta classrooms

- Commit to actions that support a provincial framework

Participants were grouped according to their interests in global education, environmental education or a combination of both disciplines. A series of themed discussion questions guided the vision, development of actions/solutions, strategies and commitments throughout the day. There were a number of highlights, notably the contributions of the young people present. Their powerful testimonials of global and environmental education helped to reinforce the impact of this important work. The gallery walk showcasing the different group discussions served to highlight the common threads that were emerging through dialogue and discussion. Some of the more common ideas emerging from the symposium are detailed below.

- Authentic experiential learning
- Embedding and integrating global and environmental education across the curriculum

- 21st-century learning
- Connecting with the real world
- Professional development
- Student empowerment
- Relationships
- Resources

GEOEC looks forward to taking forward this important work.

Our best hope for humanity is to fully engage young people in [a] global reality in ways that interest and inspire them to understand themselves, others, and the interdependent world in which they live; come to love and believe in justice and peace; and to take

active steps in their own lives to bring about a better world.  
—Nel Noddings

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*Shashi Shergill is a member of the executive council of GEOEC. She teaches Grade 9 humanities at Calgary Science School.*

# Articles and Features

## Making Change Happen

Glyn Hughes

In 2001, I was ready! Why and how I was ready were unbeknownst to me at the time. All I remember is a moment of serendipity between me and a group of Grade 11 social studies students. Today, almost ten years later, it is blatantly obvious why I decided to open the door and step into the unknown with this group of students and many more since. Where we were going was anybody's guess. All we knew was that there were problems in the world and, as a group, my students and I were going to do something, anything, about them. They called themselves Students 4 Change (S4C).

This all took place in October and November, 2001, shortly after the tragic events of September 11. Our call to action and spark was the plight of women and girls of Afghanistan. So, in November 2001, we watched video and read articles, newspapers and as many stories as possible to learn more about the desperate situation. We undertook our first awareness campaign and held a "Change for Change" fundraiser. And on that fateful night, December 1, 2001, we

presented the courageous Afghan Dr Sima Samar a cheque for \$600 at an event arranged by Canadian Women for Women in Afghanistan (CW4WA). Today, CW4WA is one of our partner organizations, and some students have gone on to work with them after high school. One former S4C member has taken it upon herself to continue our tradition of holding a Breaking Bread potluck dinner on International Women's Day.

So why would a successful teacher decide to undertake an initiative like S4C? The answer is not as complicated as one might think. Sure, it takes up a lot of time, sweat, patience and perseverance, and causes me to bite my tongue more times than I care to mention. But what has this experience taught me and my

students? Here are a few helpful hints:

- Find a hot issue or something to spark the students' interest.
- Use a variety of resources available in everyday life—newspapers, movies, YouTube, global events, government of Canada.
- **Start small.**



*Dustin serving up hot dogs.*

... Articles and Features ...

- Meet in the same place at the same time every two weeks—more often and students get overwhelmed and lose interest.
- Partner with nondenominational or interfaith nongovernmental organizations.
- Challenge your students—don't underestimate the impact you will have on them.
- Volunteer with an organization that the students are interested in working with in your community.
- Use the United Nations list of Global Days to organize one theme day in the fall or spring. For example, organize a Human Rights Day on December 10 in honour of International Day for Human Rights.
- Provide opportunities for students to attend conferences, youth summits and summer workshops—they inspire youth.

- Be enthusiastic, passionate, and committed—as a role model and mentor you can take yourself and your students on an amazing journey.
- Don't be afraid to fail—you can learn from your mistakes.

Students 4 Change is now part of our school culture—kids know about us, know where we meet, and understand the what and why of our global awareness days. We are very lucky to have many active, engaged, responsible citizens that think critically and demand social justice on a variety of issues. The Grade 11s and 12s naturally mentor our younger students, something that has just evolved over time. It has also been important to celebrate the successes we have had as a group and the impact that former members are having in the world. Two have created their own NGOs, nine students received

millennium scholarships, former students are volunteering in various areas of the world, we have raised more than \$25,000 for education programs in Afghanistan, and many former students are involved in education in one way or another.

This experience has been the most rewarding and gratifying of my teaching experience. It is what I believe we should be doing as teachers. Students have told me to keep “playing with their heads” and that kids don't have a right to “play dead.” As human rights activist and author Sally Armstrong once said to me, “Your students are not bystanders—they are actively engaged in the world.”

I inspire you, so that you will inspire me, and together we inspire the world entire.

---

*Glyn Hughes teaches at George McDougall High School, in Airdrie, Alberta, and is a cofounder of Students 4 Change.*



*Students 4 Change group at the Engage conference*

# Students 4 Change (S4C)

Sabrina Niesman

Throughout high school I have had the opportunity to be involved with a social justice group called Students 4 Change. It is in this group that I have found my voice and my passion for social justice. I have been involved with many initiatives, including our annual Breaking Bread potluck dinner for women's education in Afghanistan, our environmental CLEAN sweep initiative, Human Rights Week this past December and Amnesty letter-writing campaigns,

among others. We focus on many different issues—really, anything that a person from the group is passionate about. I am particularly interested in women's rights, education and how we can use education to further development in the developing countries. This year we helped raise about \$3,000 for the nonprofit organization Canadian Women for Women in Afghanistan through our annual potluck dinner. It takes only \$750 to pay for one female teacher's

salary for a year in Afghanistan. With this she can begin to support her family and spread her knowledge to other young women. With the help of this organization, there are now young girls being educated because of what Students 4 Change has accomplished. This is all the gratitude I need.

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*Sabrina Niesman will be attending the University of Calgary in September. She is a former student at George McDougall High School, in Airdrie, Alberta.*



*Sabrina Niesman hard at work with Students 4 Change.*



# Reflections on the Saturday Symposium at the GEOEC Conference

Alexis Hillyard and the Global Education Team,  
University of Alberta

Every year for the past three years, the Global Education Team from the University of Alberta has been coming to the GEOEC conference, and each year we have enjoyed our engagements immensely. This year we had the honour of participating in the Saturday Symposium, where we were offered the opportunity to contribute our thoughts, critiques and hopes for the future of global and environmental education in Alberta over the next three years. I would like to share some comments and reflections from some of our Global Education Team members, both constructive and critical, regarding their experiences at the symposium. Overall, this was a highlight of the conference for us: being able to get dirty and engage with issues at deeper levels with our peers and future colleagues.

## Reflections from Jessica

Being surrounded by the community of educators with similar

passions was refreshing and heartening. I loved having the opportunity to share the frustrations that accompany this kind of work—it reinforced my belief that I am not alone in what I hope to do. Also, the opportunity to make connections and form partnerships with teachers and community members was fantastic. I was able to see the variety of work being done in the communities of Alberta and Alberta schools, and this renewed a certain faith in me that change can and will happen.

Some aspects of the conference left me frustrated, because I wish more people would ask critical questions about what's happening in the world, what we are doing about it and what we are telling our students. More important, I think it is important that teachers examine how and why they share certain messages about the world. Overall, the symposium was great, as it offered insight into the mystical world of curriculum development, and it reinforced the need for a clarification of the goals of global and environmental education and a

development of a common framework for its implementation.

## Reflections from Gillian

It was a frustrating experience because I felt that even though we (my breakout group) were using the same words we were talking about different things. People kept getting excited about the fact that “we are all on the same page,” which, I think, ignored the differing ideas and thoughts the group had. As one of the two preservice teachers in our group, I also felt that my ideas were either ignored or edited so that my actual point was never clear. Nevertheless, it was a rewarding process because we had some great discussions and it is always important to hear what other people have to say.

## Reflections from Thashika

I loved the notion of the walkabout. It was incredible being



able to learn from the other groups in a silent and reflective way. This was especially helpful for filling in the gaps that our group missed. Also, the fact that there were so many different groups of people sharing and creating knowledge together—teachers, students, NGOs, ATA members—really shows that the issues we are dealing with are not strictly educational, they are societal too. That being said, I hope to see more academics and preservice teachers involved in upcoming symposiums.

## Reflections from Alexis

The symposium left me with positive feelings of ownership and responsibility. I felt that my voice was heard and that the collaborative model of the symposium left me energized to continue my work and research in the area of global education. I still question what

needs to be done to see real changes in the system. This model is an excellent one, but I want to know where our ideas are going, how they will be implemented and what effects they will have. I can't wait until next year to continue our conversations!

## The Global Education Team—Who Are We?

The Centre for Global Citizenship Education and Research (CGCER), a new initiative in the Department of Educational Policy studies at the University of Alberta, focuses on both theoretical and practical work in the areas of citizenship education, human rights education, and education for social justice and social development. The Global Education Team is a branch of CGCER and is composed of a group of graduate and

undergraduate students interested in furthering their understanding of global education and building skills to inform their future teaching practices. The team works on various projects, academic presentations and awareness issues throughout the academic year. Building on the unique interests and backgrounds of the team members, our efforts are directed toward developing our understanding of the role of education for local and global awareness of peace, equality, equity, human rights, social justice and environmental justice.

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*After completing her undergraduate degree in secondary math and music education at the University of Alberta, Alexis Hillyard taught Grades 5 and 6 at a nongovernmental organization in Namibia, in 2007. Currently, she is in her second year of the educational policy studies master's program at the University of Alberta, with a specialization in theoretical, cultural and international studies.*

# The Story of Gap Jeans

Emily Bolton

Everything has a story. But are we illiterate? Since you are able to read this, surely you are tempted to say no. However, regarding our understanding of the stories behind our products, it stands to reason that we are. When illiterate eyes pass over a page, they see words but don't understand what the words represent. When our eyes settle upon a pair of jeans, we see what? How many average consumers can say they understand exactly what it took for their jeans to reach them? I know I couldn't. It was the revelation that such a commonplace item (especially one integrated so completely into modern culture) could still be a mystery that sparked my investigation. My mission was to follow a pair of jeans from the bud of the cotton plant to their final resting place, while seeking a thorough understanding of the footprint they have on our planet.

With Annie Leonard's documentary *The Story of Stuff* as a prompt, I looked at the following chapters in our jeans plotline: extraction, production, distribution, consumption and disposal. Hours upon hours of research, which could fill pages, revealed the true complexity of the life of a pair of jeans. From the moment you slip on a pristine new pair of jeans a perplexing bond is formed. It transverses oceans, encompasses the earth and links the lives of

thousands. Before our gaze ever rests upon them, each pair of jeans passes through countless hands and touches more of the earth than many people do. The presence of thousands of people remains woven seamlessly within the cotton thread. The presence of earth lingers, shrouded beneath layers of indigo dye.

Chapter one is set in cotton fields scattered with workers, some of whom are children. Water runs thick between the lines, and harsh chemicals in the form of pesticides litter the pages. This is the basis of the majority of the cotton industry. Child labour is a cause for concern—70 per cent of child labourers work in the cotton industry. In Uzbekistan, one of the world's major cotton producers, children as young as seven are taken out of school by teachers to work in the cotton fields where they face hard labour and harsh chemicals. The prominence of pesticide use in cotton production is staggering. Cotton accounts for less than 3 per cent of the world's crops but uses almost 25 per cent of the world's insecticides. This has significant health effects on both workers and the surrounding communities; for example, near the Aral Sea, chemical-laced dust from cotton production is causing higher rates of tuberculosis and cancer. Environmental impact must also be

factored in, since cotton has a significant effect on fresh-water ecosystems and biodiversity. Large amounts of water are used in irrigation, since to produce enough cotton for a single pair of jeans requires 10,000–17 000 litres of water (Environmental Justice Foundation). Often this water is diverted by dams. Pesticides seep into the environment through field runoff.

In the next chapter of jeans, we enter a factory. The thread is spun and dyed with indigo. The process involving the synthetic indigo for our denim is enveloped with chemicals considered hazardous. However, looking at synthetic indigo material safety data sheets, we see that there is no information on carcinogenicity, neurotoxicity or exposure limits—the sheets state only that “the toxicological properties of this material have not been fully investigated.” How can we protect workers if we don't know what we're protecting them against? During this stage, jeans require lots of water for multiple washes in which the chemicals can enter the environment through the waste water. The factories that sew the jeans are often located in developing countries that struggle with poor working conditions because they lack the labour standards and rights set out for most North American workers.

During the final chapters of the story of jeans, the impact becomes more environmental than social. Transport contributes a copious supply of carbon dioxide emissions. Jeans often must be shipped overseas, largely thanks to the popularity of outsourcing and its wallet-cushioning effects for the manufacturers. Jeans suck energy, both in storage awaiting distribution to stores and after they reach store shelves. Once in our possession, jeans need water and energy to heat that water for washing. And in the final chapter, jeans might end up in one of a number of places including

the landfill, a charity shop or a less-accessible recycling option.

Even a brief look at the impact of our jeans illuminates the importance of our products in terms of both sustainability and equitability. Through educating ourselves and extracting ourselves from our current state of illiteracy comes awareness. With our choices comes action; we must follow suit by becoming informed and responsible. The connections our products forge make decisions incredibly meaningful. Simply by purchasing jeans made from organic cotton we are preventing pesticides from

reaching workers, the people in surrounding areas and the larger environment.

Modern globalization means that the little things, such as the jeans we purchase, are an integral part of being a responsible global citizen. In becoming the responsible citizens we should all strive to be, protecting all the members of our global village and the environment that sustains us should be a priority.

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*Emily Bolton is a Grade 10 student at Canmore Collegiate High School, in Canmore, Alberta, who participated in the school's ASCENT program.*

# Student Voices: How to Inspire Environmental and Global Citizenship in Students

Gareth Thomson

## Where Do These Student Voices Come From?

Student leaders in environmental education and global citizenship in Alberta presented to 350 adult delegates at the 2010 Symposium to Advance Environmental Education and Global Citizenship, in Canmore, Alberta, May 8, 2010.

Students were asked to comment on what had influenced them—and what should be in place to create more students like them! The following text has been excerpted from their responses.

## What Do These Students Say About the Role of Teachers, School, Community Resources, and Parents in Creating Environmental and Global Citizens?

Teachers can integrate environmental and global learning into their curriculum. They can create a safe place in the classroom, seed important conversations that help students find their passion and bear witness to the students as they discover those passions. They can challenge students with statements like “There are

problems in this world, what are you going to do about it?” Teachers can inspire, help students commit to making a difference and teach them responsibility by holding them accountable to that commitment. Teachers can go outside the job description to help kids achieve their dreams—when they do this, students notice!

Teachers can present an issue and encourage students to get involved—but better than that, a teacher can say “Hey, come join me, let’s do this together”—or perhaps even “Hey, can I join you? Let’s do this together!” The very best teaching occurs through modelling, when the teacher walks the talk: “Be the change you want to see in the world.”

Schools can organize schoolwide themes to engage entire student bodies. And school and classrooms can look for ways to practise what they preach: we can only be good global citizens if we practise good citizenship beginning where we teach, working together as a community in our schools and in our classrooms.

Parents can instill values in their children, model citizenship behaviours, and be a rock solid and active source of support that their children can rely upon.

Community groups can present to students and develop mentorship programs in partnership with schools. Community experts can develop significant mentorship roles as they strike up and nurture important one-on-one relationships with students and their parents.

# Sustainability and the University

Donald W Spady, Colin L Soskolne and Trina A Innes

In December 2009, the Copenhagen Conference tried, largely unsuccessfully, to get countries to agree on actions to deal with climate change. More recently, people throughout the world dimmed their lights for an hour to recognize a major cause of climate change: the use of energy from fossil fuels. On April 22 each year, we celebrate Earth Day, created to raise our awareness about the environment. These events reflect our collective worry about planet Earth's ability to maintain human society. At the same time, they cause us to recognize that our current way of living—making growing, unlimited demands on nature—is unsustainable and cannot continue unchecked.

Today, humans struggle to find the resources needed to provide for a population growing both in numbers and lifestyle expectations. Simultaneously, we are realizing that our actions on this planet—using too many resources, creating too much waste, and polluting air, water, and soil—are harming the ability of Earth to maintain the essential systems that support life.

We depend on Earth's resources for our lives. Consider your own life. Every single thing you see, touch, taste, feel or use—your clothes, food, shelter, books, cars, homes, computers—*everything*, likely even your sense of well-

being—is a product of Earth's bounty. It is the only Earth we have; and it is not only ours, but also that of our descendants, forever.

Earth purifies our water, maintains our atmosphere, keeps the forests and grasslands healthy and full of life, gives us solace, inspiration, and vitality, and does many other things we are only slowly becoming aware of. So, we must use its resources wisely—and sparingly, because, while some of Earth's resources are renewable (like timber, fish, animals and plants), other resources (such as metals and minerals), are nonrenewable; eventually they become depleted, or too expensive to recover or recycle.

The exploitation of some nonrenewable resources has been epoch changing. Fossil fuels are a prime example. The energy from these compounds enabled the Industrial Revolution and much of the scientific, cultural and political development that followed. Cheap energy from coal, oil and gas let us create economies that provide employment, food, shelter, education, leisure and all the ancillary benefits that gave us a structure within which to thrive. And so we have thrived.

Unfortunately, we got somewhat carried away. These wondrous changes in our lives ultimately helped to estrange us from the natural world with which we had

been so close, and on which we had consciously depended for thousands of years. This dependence on nature is embedded in indigenous people's philosophies of considering how their actions would affect not only those living at the time, but also forward to the seventh generation. But our perception has changed. Instead of living for the seventh generation, we live for now and for us, and us alone, with maybe a nod to the next generation, if it's not too inconvenient. Our goal, evident from our individual and collective actions, is to consume. But this consumption has led to climate change and loss of biodiversity, and has severely compromised Earth's ecosystems, which are essential for all life.

We have to do something, and probably many things. But a key thing to do is to reconsider how we live, how we use Earth's resources, how we share these resources equitably with all humans and also with other life forms, how we protect the environment and give it its due priority, and especially how we ensure that our descendants, too, will have enough resources to enjoy life. We need to acquire and practise the conscious habit of living sustainably as individuals in a society that is also struggling with the challenge of living sustainably.

What is sustainability? This is the definition currently used by the University of Alberta:

Sustainability refers to the ability of human society to endure over a prolonged period as an integral part of Earth's natural systems. It is achieved through the practice of sustainable living. Sustainable living is a conscious way of life whereby a human system, on whatever institutional scale, in order to meet its current needs, uses the physical, natural and social resources available to it in such a manner that these resources are available, or replaceable, to enable the living systems in which these humans are situated to thrive, essentially in perpetuity.

The University recognizes that if human society is to prevail, it must become sustainable, and we have much to learn to realize that reality. Universities help us to learn and also to lead in this essential process. The University of Alberta created the Office of Sustainability

to guide our transition to a sustainable life and is setting a path to infuse sustainability into its teaching, research, operations and culture.

It is essential to increase everyone's understanding of the interdisciplinary nature of sustainability and to facilitate opportunities to solve sustainability challenges. The university recognizes the benefits to be gained through research, creating innovative solutions, and the creation of best practices in sustainability that can benefit communities everywhere.

It takes a lot of institutional courage for a university to seriously consider the issues and profound implications of sustainability. We want to graduate leaders who can and will address this life-changing, and probably life-saving, endeavour.

We must remember that too few resources, too much growth, and too much waste cannot be maintained indefinitely; something must give. This is not a simple game—it is the game of life and, in

this game, nature bats last. We must recognize that, put simply, humans are just another species, and species wax and species wane. The quality of attention we give to sustainability will directly influence our personal well-being and the well-being of our planet.

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*Donald W Spady, MD, MSc, FRCP(C), is an associate professor in the departments of Pediatrics and Public Health in the Faculty of Medicine at the University of Alberta. He is currently involved in several multidisciplinary collaborative research projects on climate and human health.*

*Colin L Soskolne, PhD, FACE, is a professor in the Department of Health Services in the Faculty of Medicine at the University of Alberta. His recent work has been in ecological integrity, sustainable development and health.*

*Trina Innes is the director of the University of Alberta's Office of Sustainability. She works to encourage and facilitate sustainability programs initiated by students, faculty and employees in meeting the goals of campus sustainability.*



# In 2025—Who Are the Environmentalists?

Cliff Lacey

Our society is teaching young people to avoid direct experience in nature. That lesson is delivered in schools, families, even organizations devoted to the outdoors, and codified in the legal and regulatory structures of many of our communities.

—Richard Louv

With this statement, Richard Louv throws down the gauntlet for outdoor educators, science teachers and recreation professionals throughout North America, challenging us all to get children into nature. Louv's book has fostered a powerful grassroots movement across the continent and even overseas to get kids outdoors. Wisely, this movement is focusing on neighbourhood initiatives that involve family groups experiencing the outdoors together, thus avoiding the bureaucracy of school, municipal and provincial programs that would undoubtedly require the signing of releases and waivers in order to take a trip. Will this homey process withstand the test of time?

For teachers and recreation professionals, the bigger question is whether Louv's challenge can outweigh the combined forces of limited travel budgets and fearful

risk managers that control curriculum and program decisions made in schools and recreation departments. Can concerned parents, teachers and community workers find ways to get kids into the outdoors and give them meaningful, life-changing experiences as they learn about the environment? Will they ever become the environmentalists of the future?

There is no question that we are playing on a tilted field. Television, computers and increasingly attractive electronic games are a strong pull on children's attention. In the highly structured schedules of the modern household, with both parents working or a single parent keeping the home together, children do not have the time to forage for outdoor experiences on their own. Hockey, soccer, figure skating, dance classes, music lessons ... the list of structured activities in a child's life is seemingly endless.

As the population becomes increasingly urban, playing in the cow pasture across the road is not the option it was for most of us who grew up in a different era. Yet evidence suggests that children need open space, if not to learn about the environment, at least to stay fit. A recent study in Toronto

determined that children living closer to green spaces were less likely to be obese, regardless of their economic circumstances, than children further from green spaces. To carry this concept a step further, children comfortable in the outdoors may be more fit as a result of that exposure. They may be more willing to be active and spend time outdoors than children with no knowledge of open spaces. Go to [www.childrenandnature.org/research/volumes/C62/62](http://www.childrenandnature.org/research/volumes/C62/62) for research in this area.

As teachers and recreation professionals, it is incumbent on each of us to work within the system to provide our pupils and participants with the best possible outdoor experiences available. Push the boundaries of our risk management system—not to take unnecessary risks, but to give kids healthy and active outdoor experiences where they learn about nature and the environment by seeing it, tasting it, smelling it and hearing it. Immerse them in nature. Work with local municipal and provincial park managers to find or create meaningful environmental learning opportunities within walking distance of schools to avoid the cost of bussing.

Talk to your local nature centre. Every major community in Alberta has a nature centre of one kind or another. Most smaller communities are close to a provincial or national park. Don't substitute the virtual experience for the real thing.

A Googled frog will not jump from your hand. You cannot smell the mustiness of an October forest in a video clip. The audio-enhanced call of the great horned owl is not

nearly as haunting as the one heard in the woods on a winter's night.

It is incumbent on each of us to pass these experiences on to our children. Otherwise, in 2025, who will care about the environment?

## Reference

Louv, R. 2008. *Last Child in the Woods—Saving Our Children from Nature-Deficit Disorder*. Chapel Hill, NC: Algonquin Books.

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*Cliff Lacey retired from his position as coordinator of parks for Strathcona County in 2007, after a 33-year career in parks and recreation, and has been working with the Alberta Recreation and Parks Association (ARPA) on its Children in Nature initiative. To become part of Cliff's listserv for information concerning Children in Nature, e-mail him at [cliffpacey@telusplanet.net](mailto:cliffpacey@telusplanet.net). Visit [www.arpaonline.ca](http://www.arpaonline.ca) for information on ARPA.*

Editor's note: websites accessed on June 7, 2010.

# Sustaining the Soul ... The Song of the Cedar Flute

Janina Skutle Carlstad

Red cedar flutes. We play them because we love them! We play them because they help us reach towards peace and understanding. We play to channel ourselves away from negative emotions and replace anger, sadness and fear with feelings of peace and calm; we play to reach towards acceptance and knowledge of what we understand and what we

hope to understand; we play to emulate the sounds of nature all around us. Most of all, we play because these instruments bring to us a beautiful, life-long means of reaching into our inner selves and expressing the songs of our souls.

In sharing, unity and harmony, we play together or, often, alone— hearing the sounds of nature, learning

the lore and listening to the voices of the ancestors. Through this music, we come to know a little more of ourselves, each other, and our world—past, present and future. We become grounded through the stories of our Earth, becoming acquainted with our nature in and through nature, and through this instrument of wood, branch and wind.

*Peaceful Night Flute Circle of Bonanza School*



***We Are the Peaceful Night Flute Circle of Bonanza School. We Play the Native American-Style Red Cedar Flute.***

Students became fascinated with the timeless sound and beauty of this instrument when first introduced to the Native American flute by teacher and flutist Janina Carlstad (SomeAre Solstice Flutes). Months later, when the Bonanza School Parent Council generously provided funds to supplement the school music program, the 12 students and teacher eagerly jumped at the chance to buy a class set of starter flutes. The subsequent arrival of the flutes, in January of 2009, resulted in a humbling but

high-spirited celebration of appreciation and enthusiasm as the journey of the Peaceful Night Flute Circle began.

Within hours, the collective voice of these individually handcrafted flutes became a melodious signature of Bonanza School as the ethereal presence of mellow music began to float around and through its walls. Students researched the flutes' history, their past and present cultural significance, the construction, materials and care of the flute, and—of course—how to play them. Now, one year later, many students have purchased at least one flute of their own, and several students own a complete starter set of three flutes in the keys of B, A, and G. While online sites provide the young flutists with a

variety of traditional and folk music sheets as well as access to flute mentors and artists such as R Carlos Nakai, Mark Holland and Mary Youngblood, many students continue to learn from each other in the old time-honoured tradition of learning through listening and sharing, and have also composed their own musical arrangements.

The flute circle's focus and philosophies have become an integral part of Mrs Carlstad's classroom and courses in music, art, language arts, and environmental and humanities studies. Bonds forged here between students and instruments may last for as little time as their involvement in their music program at Bonanza School, or for as long as the rest of their lives. More than 20 students from the ages of 9 to 14 now play the Native American-style flutes at Bonanza School. Most of the time, the simple joy of playing is sufficient as new songs and expanding techniques are learned, but students also perform for school events (for example, Remembrance Day, the Christmas concert and Earth Day) and pursue performance venues of their own (for example, seniors' homes, Salvation Army fundraisers, Sunday school/church, craft sales, malls, tea rooms, coffee houses, campgrounds and their own backyards).

Always, the voice of the flute represents a peaceful time together, connectivity and unity shared among the flute circle members and the muses and mentors with whom their pathways connect, a bond with our natural world, and a sense of being in touch with one's soul.



*Girls playing in the wind*



Students have voiced these thoughts about playing their flutes:

*"You feel like the wind."*

—Brittany

*"It makes me feel like I am in a big green forest full of wonderful nature sounds!"*

—Mackenzie

*"It makes me feel calm and peaceful."*

—Janea

*"It gives me something to do and I like music."*

—Clarke

*"It makes me feel like I am with nature ..."*

—Mikaela

Now, as the seasons of our Earth continue to cycle into lengthening days, the voices of the Peaceful Night Flute Circle will soon be heard again upon the spring breezes playing about the Bonanza School yard. The song of the red cedar flute will carry the melodies of the students as they honour the four directions in the warming rays of the morning sun, echo the birdsong of our northern woodlands, and play in time with the rhythmic drumming of their hearts as part of an Earth Beat older and larger than time.

This, then, is the humble journey of the Peaceful Night Flute Circle ... it has become a way of being. This is our pathway—one more beautiful means of conveying our souls and selves through our lives, living, learning, laughing, loving, and sustaining inner joy and peace through songs and stories of past and present, as we continue to forge essential relationships with each other and our Earth. We play this music because we love to play it—sustaining the soul through the song of the cedar flute.



*Girl power 2010*

For more information about the Native American-style flutes, or about incorporating the flutes into your educational program, please contact Janina Carlstad at Bonanza School (telephone 780-353-3788, e-mail [janinacarlstad@pwsd76.ab.ca](mailto:janinacarlstad@pwsd76.ab.ca)).

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*Janina Skutle Carlstad is a naturalist, poet, flutist and educator in the Peace Country of northern Alberta, where she has lived for 25 years. She is a member of the Global Environmental and Outdoor Education Council (GEOEC), International Native American Flute Association (INAF) and Peace Region Songwriters' Association, and cofounder of NANA (Northern Alberta Native American Flute Circle) and its junior circle, the Peaceful Night Flute Circle. Janina is passionate about sharing the music, stories and history of the flutes, and invites you to visit the websites listed below for more information.*

**NANA Flute Circle (Northern Alberta Native American Flute Circle)**—[www.nanaflutecircle.com](http://www.nanaflutecircle.com)—stories about flutes and how to care for them, and links to other flute sites

**International Native American Flute Association (INAF)**—[www.worldflutes.org](http://www.worldflutes.org)

**Butch Hall Flutes**—[www.butchhallflutes.com](http://www.butchhallflutes.com)—the flute maker in Texas that supplies Bonanza School with starter flutes

**Rich Dubé and Northern Spirit Flutes**—[www.northernspiritflutes.net](http://www.northernspiritflutes.net)—Rich is a music teacher in Saskatoon, Saskatchewan, who also makes these flutes out of ABS plastic, provides workshops about many aspects of the flute and sells flute kits for classes to make their own.

**Flutetree**—[www.flutetree.com](http://www.flutetree.com)—an excellent source of notes and tablature for many traditional, contemporary, and folk songs transcribed especially for the Native American flute

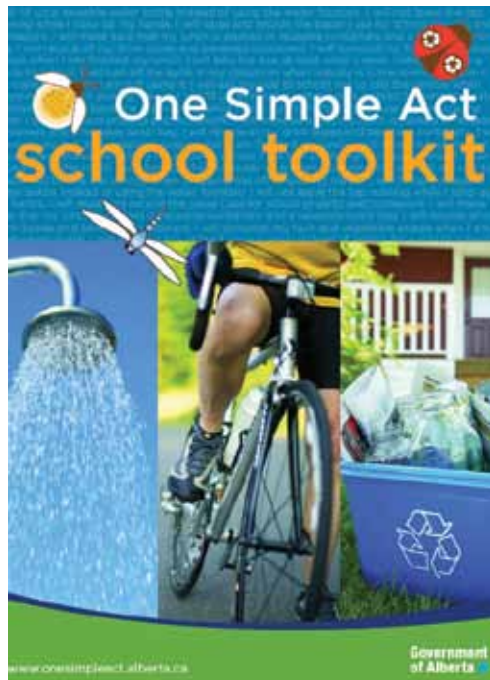


*Boy playing flute*

# Resources

## One Simple Act

Motivate Students to Take Action on the Environment with the One Simple Act School Toolkit



A One Simple Act school toolkit has been created to help spark the development of young environmental leaders while igniting action in your school. This web-based resource supports Grades 1 to 6 teachers in enabling students to personally commit to one of ten simple acts that protect the environment while they are at school. Additional curriculum-connected activities and resources provide depth and understanding to these actions, and facilitate even larger change. Led by Alberta Environment, the One Simple Act program encourages Albertans to reduce waste, conserve water and save energy.

To download these resources go to [www.onsimpleact.alberta.ca/get-involved/school-toolkit.asp](http://www.onsimpleact.alberta.ca/get-involved/school-toolkit.asp).



# Resources

Check out this cool stuff!

## Annie Leonard

Annie Leonard is well known as a critic of excess consumerism and a proponent of sustainability. She has made three clips available, at [www.storyofstuff.com/film.php](http://www.storyofstuff.com/film.php), to inspire dialogue and educate on social environmental issues: *The Story of Stuff*, *The Story of Bottled Water* and *The Story of Cap and Trade*. A fourth, *The Story of Electronics*, is expected to be on the site in the fall of 2010.

## Stuff Happens

Bill Nye, acclaimed "Science Guy," has a new 13-episode television show called *Stuff Happens*. Bill takes everyday stuff and explains what happens when we use it, where it goes when we're through with it, and its impact on the environment and our planet. For more information, visit <http://planetgreen.discovery.com/tv> and scroll down to *Stuff Happens*.

## *Cradle to Cradle: Remaking the Way We Make Things*

by William McDonough and Michael Braungart  
New York: North Point, 2002

In *Cradle to Cradle*, the authors call for a new industrial revolution that would render both traditional manufacturing and traditional environmentalism (for example, recycling) obsolete. The authors, an architect and a chemist, want to eliminate the concept of waste while preserving commerce and allowing for human nature. They offer several examples of corporations that are actually doing some good for the environment and their neighbourhoods while making money in the process. *Cradle to Cradle* is a handbook for 21st-century innovation and should be required reading for both business people and environmentalists. (Editor's note: adapted from a review on [www.amazon.com](http://www.amazon.com).)

## Taproot

This magazine is a semiannual publication of the Coalition for Education in the Outdoors (CEO) that comes with membership in the organization. Headquartered at the State University of New York College at Cortland, New York, the coalition is a network of organizations (including businesses, institutions, agencies and associations) that support the broad purpose of education in, for and about the outdoors. Each issue contains book reviews, resources, professional development opportunities and a conference calendar. For more information, visit [www.outdooredcoalition.org](http://www.outdooredcoalition.org).

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Editor's note: these websites were accessed on June 17, 2010.



# GEOEC Executive 2010/11



*Back row: Peter Lenton, Lara Fenton, Don McLaughlin, Noel Jantzie, Rita Poruchny, Robert Twerdoclib.  
Front row: Shashi Shergill, Chenoa Marcotte, Erin Couillard, Patrica Hamlin.  
Missing: Karen Whitehead, Sharon Vogrinetz and Christina Pickles.*



# Global, Environmental and Outdoor Education Council

## Mission Statement

To promote involvement in quality global, environmental and outdoor education

## Objectives

- To provide a vehicle for Alberta teachers for professional development and communication in global, environmental and outdoor education
- To study and make professional recommendations about global, environmental and outdoor education issues
- To network with other provincial organizations that have similar concerns

## Membership

- Regular member—Active and Associate members of the Alberta Teachers' Association, as specified in ATA bylaws, are entitled to full privileges of council membership including the rights to vote and to hold office.
- Student member—Student members of the ATA are entitled to all benefits and services of council membership except the right to hold office.
- GEOEC members may also choose to belong to the Canadian Network for Environmental Education and Communication (EECOM) for an additional fee.
- ATA members may sign up for a GEOEC membership through the ATA website as their choice of one free specialist council membership included in the ATA annual fee.
- ATA members and subscribers may also sign up for a GEOEC membership and pay a fee determined by the GEOEC executive. From time to time the executive may decrease the fee to provide incentives for membership recruitment.

## Subscribers

- Persons who are not ATA members as specified by ATA bylaws receive all the benefits and services of

council membership except the rights to vote and hold office. Subscribers do have the right to serve as Community Liaisons on the Council Executive.

## Publications

- The GEOEC recognizes the wide range of interests among members and strives to foster the exchange of ideas and provide information and articles relating to the various components of the elementary and secondary curricula through the publication of Connections.
- The GEOEC maintains a website in order to publish timely information and provide access to like-minded organizations and individuals.

## Annual Conference

- The annual conference features a blend of activities, indoors and outdoors, ranging from hands-on workshops to social gatherings. All grade levels are represented in sessions. The emphasis is on practical information and application. The annual general meeting of the GEOEC is held in conjunction with the conference.

## Executive

- Volunteer teachers are elected to serve on the GEOEC executive.
- Contact the president or past president of the GEOEC through the ATA office if you are interested in seeking a position.
- Elections take place at the annual general meeting during the annual conference.

## Workshops

- Various activities and workshops are organized by the GEOEC either as stand alone events or in conjunction with other organizations

### Join now and become involved in the Global, Environmental and Outdoor Education Council

Name \_\_\_\_\_ Alberta Teaching Certificate No \_\_\_\_\_

Address \_\_\_\_\_ Postal Code \_\_\_\_\_

School or Employer \_\_\_\_\_ Grade Level/Specialty \_\_\_\_\_

New Membership  Renewal of Membership

\$25.00 Regular Membership

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# Permission for Use of Photographs or Student Work

The Alberta Teachers' Association (ATA) requests the permission of parents/guardians for the reproduction of photographs depicting their children and/or the reproduction of work assignments completed by their children. The photograph/work will be reproduced in the Global, Environmental and Outdoor Education Council (GEOEC) newsletter, *Connections*, and is intended for teacher professional development.

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Name of student \_\_\_\_\_

I, \_\_\_\_\_ (printed name of parent/guardian of student), agree to the use of this photograph/work for the purpose stated above.

Signature \_\_\_\_\_

Relationship to student \_\_\_\_\_

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We have recently begun posting archived issues of *Connections* on the GEOEC website ([www.geoec.org/newsletter](http://www.geoec.org/newsletter)). Are you willing to have your child's written work posted on the Internet as well?

- Yes, I agree to have my child's written work posted on the GEOEC website.
  - Yes, I agree to have my child's written work posted on the GEOEC website, using a first name only.
  - No, I do not want my child's written work posted on the GEOEC website.
- 

Please fax or mail forms to

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**The Alberta Teachers' Association**

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ISSN 0701-0400  
Printed at Barnett House  
11010 142 Street NW  
Edmonton AB T5N 2R1