



Fresh Outlook Foundation is working with school districts, municipalities, and other supporters to engage teachers, students, and community climate experts and advocates in **Climate Action Ripple Effect (CARE)** projects that support local climate objectives and United Nations Sustainable Development Goals.

In spring 2024, 15 teachers and 340 students in Vernon, B.C. collaborated with 60 community mentors from all sectors to create 115 climate action projects in six categories (Nature & Biodiversity, Agriculture & Food, Energy & Buildings, Waste Reduction, Eco-Friendly Transportation, and Human Health & Culture). Projects were celebrated and judged by 60 local climate leaders at the CARE Summit in May.

As a teacher of any subject, you can involve some or all students in your class in CARE. Your class can work on a single project, or small teams can tackle multiple projects that support their unique skills, interests, and personalities. CARE in SD22 (Vernon) is geared for grades 8-12; SD23 (Central Okanagan) is accommodating grades 6 and up.

Examples include projects focused on:

- ◆ **Science** (research and present an aspect of climate science related to one of the six topic categories)
- ◆ **Engineering/Innovation** (develop a new way of solving a climate challenge)
- ◆ **Technology** (use computer programs/AI to undertake research, monitoring, or education)
- ◆ **Culture** (create climate education and/or behaviour change through art or a skit, song/rap, short story, poem, etc.)
- ◆ **Entrepreneurship** (create and market a new climate-friendly service or product)
- ◆ **Construction** (build a solar-powered device or other climate-related project)
- ◆ **Community education/engagement** (provide elementary instruction, public workshop/event, survey, social media campaign, documentary, infomercial).

LEARNING OPPORTUNITIES

TRANSIT 4 TEENS: Grade 11 Vernon students Haylee Andal (middle) and Jade Ha (right) worked with UBCO professor and climate activist Mary Stockdale to build a project promoting free transit for youth under 18. Their award-winning recommendations were recently endorsed by the Union of BC Municipalities, which would allow under-18s to ride all B.C. Transit and TransLink services free of charge in participating communities.



STUDENT BENEFITS!

Cross-curricular, hands-on, community-focused CARE projects will enhance educational and personal skills:

- ◆ Climate change and various forms of climate action
- ◆ Project design, research, planning, development, community engagement, and presentation
- ◆ Communication and collaboration
- ◆ Confidence and a strong sense of agency using their own voices, skills, and interests.

CARE Teacher Support

- ◆ Teachers are supported by CARE-trained staff and coaches in SD22, and by trained staff in SD23
- ◆ Middle grade teachers can also participate in CARE via class presentations from CARE project teams and/or leadership and/or artwork for CARE events
- ◆ Confirmed teachers will attend an orientation session in January 2025 to learn about the CARE program and events, community mentors, and various forms of teacher support
- ◆ Communication between teachers and mentors will be supported by mentor coordinators in each district

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More CARE success stories!



HANDS UP FOR HANDS ON: Students wanting to CARE with their hands collaborated with mentors from Mens Shed Vernon in 2024 to create shelves and step stools from recycled wood. This intergenerational approach builds communication and trust among participants, with students being thankful for mentors' expertise, experience, and time-shared.



PASSION FOR FASHION: Vernon's Ruby Kaltainen (left) and Olivia Thompson worked with waste engineer Nicole Kohnert from Sperling & Hansen to create reusable bags from landfill-bound fabrics. They sold the bags and used proceeds to provide grad attire for students who needed help.

TEACHER SUPPORT (cont.)

Participating teachers will receive:

- ◆ *Input to how CARE can support curriculum in all subject areas*
- ◆ *Orientation with other teachers and community mentors before start of CARE in Feb. '25*
- ◆ *Teacher and student resources (e.g., student project guide, mentor information and contacts, links to ideas for potential projects)*
- ◆ *Class coaching on climate change and climate action; CARE requirements and timelines; inquiry-based learning approaches; project displays and presentation skills*
- ◆ *Ongoing help from learning support staff in your district*

We care about CARE!

Here's what participants say about CARE:

"Mentoring students gave me a renewed sense of hope, but also gave them a sense of meaning and purpose in a time of confusion and superficiality."

Norbert Maertens, North Okanagan Naturalists Club

"It was inspiring to participate as a judge and mentor for CARE. The events were very engaging and well organized. The creative student project ideas and presentations showed that there are many ways to contribute to climate action, many of which are fun and deeply rewarding!"

Darren Murray, P.Ag., RDNO

"I've had the privilege of participating in two CARE summits that support and showcase climate learning and innovation among SD22 students. The event is a wonderful example of inspiring and engaging the whole community in creatively reducing greenhouse gas emissions and becoming more resilient to a changing climate."

Barbara Everdene, RPP, MCIP

"CARE is one of the best and most brilliant initiatives I have ever been part of. Through this experience I met some incredible individuals and gained valuable insights into the future of our world and how we can help students act on climate change."

Angie Ioakimidou, Forever Home Sanctuary

"When my teacher announced we were doing CARE, I groaned and put my head in my hands. I didn't need this on my plate and wasn't certain I could even make a difference. After all, I was a teenager who'd been told the problem we're facing is too complex for us to understand.

I never expected to make the change I did, or that adults would bound over to talk to me at the summit. Or that I could respectfully argue for sustainable development.

CARE taught me how to use my voice and how to advocate for our environment and our younger generation. It changed the way I look at past, present, and future problems. I no longer see them as unsolvable, but rather problems waiting for the right people to fix them."

Brooke Sjoberg, Seaton Secondary

**For more info about CARE contact:
School District 22: rbrunello@sd22.bc.ca
School District 23: lindsey.stevens@sd23.bc.ca**