

Environmental Education Classroom and Field Presentations



WELCOME

The EECO (Environmental Educators of the Central Okanagan) Heroes have prepared the *Environmental Education Classroom and Field Presentation* document to summarize the environmental education programs, presentations and events available to you and your class.

The document has been divided into the following sections:

Environmental Presentations: A variety of environmental presentations are available throughout the school year. Topics covered include Airshed Health, Transportation Alternatives, Regional Parks, Bear Awareness, Waste Reduction, Watershed Health and Water Conservation. Activities and learning outcomes are summarized for each topic and topics are color-coded for ease of use. Contacts for presentations are listed at the beginning of each topic.

Environmental Programs for Your School: These year round, hands-on programs have your class or school participating in environmental activities. They are an excellent opportunity to put into practice what students are learning in the classroom, enabling them to become good stewards of our environment.

Environmental Events: Fun, exciting environmental events are summarized by date in this section of the document. Some of the events are hosted during school hours for class participation, while others take place on weekends to allow families to attend the event. This provides a great start for planning your yearly field trips!

Website: The Environmental Education Integrated Resources Package can also be accessed online at www.kelowna.ca under residents>environment>documents>education programs>environmental education programs.

TABLE OF CONTENTS

WELCOME	1
TABLE OF CONTENTS	2
AIR QUALITY AND CLIMATE CHANGE	4
1. INTRODUCTION TO AIR QUALITY (GRADES 1 – 12).....	4
2. THE INGREDIENTS OF AIR POLLUTION (GRADES 1 – 12)	5
3. SOURCES OF AIR POLLUTION (GRADES 1 – 12)	5
4. INTRODUCTION TO CLIMATE CHANGE AND THE GREENHOUSE EFFECT (GR. 4 – 12)	5
5. THE GREENHOUSE EFFECT (GRADES 4 – 12)	6
6. GLOBAL WARMING AND THE GREENHOUSE EFFECT (GRADES 4 – 12).....	6
7. THE EFFECTS OF CLIMATE CHANGE IN THE OKANAGAN (GRADES 4 – 12).....	7
DISCOVER YOUR TRANSPORTATION ALTERNATIVES	9
1. DISCOVER YOUR TRANSPORTATION ALTERNATIVES (GRADES K-12)	9
2. CAR TALK (GRADES K-12)	10
3. AM I POLLUTING? TRANSPORTATION SEARCH (GRADES K-6).....	10
4. TDM BINGO (GRADES K-12)	10
5. THE REAL NEWS (GRADES 9-12).....	11
6. TRANSPORTATION PICTURES (GRADES K-12).....	11
7. WHAT AM I? MATCHING GAME (GRADES 7-12).....	12
8. GRAB THAT MODE? SURVIVOR (GRADES 2-12)	12
REGIONAL PARKS	14
1. OUTDOOR SURVIVAL (GRADE 4 – 12) – 1.5 HOURS	14
2. ORIENTEERING (GRADE 4 – 12) – 1.5 HOURS	14
3. ANIMALS IN THE OKANAGAN (4-12)	15
4. POND STUDY (GRADES 1- 5)	16
5. NATURE WALK (GRADES K - 12).....	16
6. ENDANGERED SPECIES AND SPACES (GRADE 4 - 6).....	18
7. HERITAGE EXPLORATION (GRADE 3 - 6)	19
8. KOKANEE SALMON (GRADE K - 12)	19
9. SCENIC CANYON PHYSICAL GEOGRAPHY/GEOLOGY (7-12)	20
10. MISSION CREEK GOLD (5-12)	21
11. BEAR AWARE PROGRAM (EASILY ADAPTED FOR K-12)	22
WASTE REDUCTION	25
1. THE 4 R’S – REDUCE, REUSE, RECYCLE AND RESPONSIBILITY (GRADES K - 12)	25
2. COMPOSTING AND WORMS (GRADES K - 6)	26
3. THE LORAX (GRADES 4 - 5).....	26
4. HOW DO I USE THE ENVIRONMENT? (GRADES 8 - 12).....	26

5. THE ROTTEN TRUTH ABOUT GARBAGE (GRADES 8 - 12)	27
WATERSHED HEALTH	30
1. INTRODUCTION TO WATERSHEDS (GRADES K – 12)	30
2. CREEK HEALTH PICTURES (GRADES K - 12)	31
3. KOKANEE SURVIVAL GAME (GRADES 2 - 7)	32
4. GET SWAMPED! WITH THE WONDERS OF WETLANDS! (K-7)	32
5. WHEEL OF DEATH.....	33
6. SUM OF THE PARTS (GRADES 3 – 7)	34
7. DILEMMA DERBY (GRADES 6 - 12)	35
8. COMMUNITY PLANNING MODEL (GRADES 6 - 12)	35
9. MISSION CREEK TOUR (GRADES 2 - 12).....	35
10. NEIGHBORHOOD WATERSHED TOURS (GRADES K - 12)	36
11. ENVIRONMENTAL SURVIVOR (GRADES 2- 7)	36
12. ENVIRONMENTAL FEAR FACTOR (GRADES 6-12).....	36
WATER SMART	38
1. THE WONDER OF WATER (GRADES 3 - 5)	38

Environmental Programs for Your School

1. ANTI IDLING SCHOOL PROJECT:.....	39
2. OFF RAMP: STUDENTS LEADING STUDENTS.....	40
3. WATERSHED STEWARDSHIP ENVIRONMENTAL PARTICIPATION.....	41
4. WASTE FREE LUNCH PROGRAM.....	42
5. TOTE YOUR OWN TRASH DAY	43
6. CLASS RIDES FREE	44
7. ENVIRONMENTAL FEAR FACTOR	45
8. ENVIRONMENTAL SURVIVOR.....	46
9. BEAR AWARE PROGRAM.....	47
10. SCHOOL ECO-CHALLENGE	48
11. THE EECO CENTER	49
12. FIND YOUR WAY.....	50

Environmental Events

1. WALK AND ROLL CAR FREE DAY (SEPT 24, 2005)	51
2. BC RIVERS AND FISHERIES AWARENESS DAY (SEPT. 25, 2005)	52
3. INTERNATIONAL WALK TO SCHOOL DAY (OCT. 5, 2005)	53
4. FAMILY ENVIRONMENT DAY (APRIL 9, 2006)	54
5. WHERE DOES OUR RECYCLING GO? (MARCH 6 - 10, 2006)	55
6. MAYOR’S ENVIRONMENTAL EXPO (MAY, 2006)	56
7. ENVIRONMENTAL MIND GRIND (APRIL 22, 2006).....	57
8. COMMUTER CHALLENGE (JUNE 3 - 10, 2006).....	58
9. CLEAN AIR DAY POSTER CONTEST.....	59

AIR QUALITY AND CLIMATE CHANGE

Introduction

The City of Kelowna Environmental Division is pleased to offer FREE sessions on Airshed Health, Climate Change and the Greenhouse Effect. These presentations combine well with “Discover Your Transportation Alternatives”, presented by the Transportation Demand Management Group of the City of Kelowna. Participants learn local environmental facts and ideas about how they can help the environment. Sessions can be arranged year-round at your school, or at an outdoor location. We have programs designed to meet the specific learning outcomes for various classes; however, should you want to emphasize a particular aspect of a program, we can tailor it to suit your needs. The programs generally run for 1 hour to 1.5 hours but other arrangements may be made.

For program information, please contact:
City of Kelowna Environmental Division
Ph: 469-8983
Fax: 862-3338
Email: tguidi@kelowna.ca

For outdoor bookings at Mission Creek Regional Park please call 469-6140

Programs

1. Introduction to Air Quality (Grades 1 – 12)

All sessions begin with the following group discussions, which are easily modified to suit the various grade levels. This interactive program examines the causes for poor air quality in the Central Okanagan and looks at ways to avoid future air quality problems.

Activity: Presentation and Group Discussion - Students find answers to the following questions:

- Why is clean air important?
- How do people influence air quality in the Central Okanagan?
- What is poor air made of?
- How does geography affect air quality?
- How does air quality change over the seasons and over the day?

Learning Outcomes:

Science - Describe the types of pollutants that influence air, land and water. Describe the effects and possible solutions to various sources of pollution. Outline the detrimental effects of pollutants on society

Social Studies - Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

A variety of the following activities are used in each presentation, depending on the grade level and interests of the participating class.

2. The Ingredients of Air Pollution (Grades 1 – 12)

Students learn about the ingredients that make up air pollution and their possible health consequences.

Activity: Let's Sock Car Exhaust - This activity allows students to become aware of some of the major air pollutants of automobiles and their effects.

Learning Outcome:

Science: Define pollution and describe how the types of pollutants affect air and society. Assess the impact of chemical pollution on a local environment.

3. Sources of Air Pollution (Grades 1 – 12)

Students examine the causes for poor air quality in the Central Okanagan and look at ways to avoid future air quality problems.

Activity: Air Quality in the Central Okanagan - Students work together to determine sources of air pollution in an array of urban and rural locations typically found within the Central Okanagan.

Learning Outcomes:

Science - Describe the types of pollutants that influence air and possible solutions to various sources of pollution.

Social Studies - Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

4. Introduction to Climate Change and the Greenhouse Effect (Gr. 4 – 12)

All sessions begin with the following group discussions, which are easily modified to suit the various grade levels. This interactive program examines how we are altering the composition of the atmosphere and the effect it has on climate change in southwestern British Columbia.

Activity: Presentation and Group Discussion - Students find answers to the following questions:

- What is the greenhouse effect?
- What are greenhouse gases?
- What is making the greenhouse effect stronger?
- How do people in the Okanagan contribute to greenhouse gas emissions?

- What is climate change?
- How can climate change affect water supplies, food production, human health, sea - level rise, weather extremes, environmental refugees, ecosystem health and biodiversity?
- What can we do to reduce greenhouse gas emissions?

Learning Outcomes:

Science - Evaluate how human activity affects local and global environments and climate change. Predict the effects of the changing composition of the atmosphere. Demonstrate an awareness that decisions made today will influence the future of society.

Social Studies - Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

5. The Greenhouse Effect (Grades 4 – 12)

Students will learn the basics of how the “Greenhouse Effect” works.

Activity: The Greenhouse Experiment – This is a hands-on activity that allows students to see how the earth’s atmosphere is similar to that of a greenhouse.

Learning Outcomes:

Science - Evaluate how human activity affects local and global environments and climate change. Predict the effects of the changing composition of the atmosphere. Demonstrate an awareness that decisions made today will influence the future of society.

Social Studies - Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

6. Global Warming and the Greenhouse Effect (Grades 4 – 12)

Students learn about the enhanced greenhouse effect and how it can affect temperatures on earth. Students learn the specific interactions between the sun and greenhouse gases that cause the greenhouse effect.

Activity: The Greenhouse Model – Students become actors in a play that models the greenhouse effect. This interactive activity also shows students how the enhanced greenhouse effect can cause changes to the earth’s temperatures.

Learning Outcomes:

Science - Evaluate how human activity affects local and global environments and climate change. Predict the effects of the changing composition of the atmosphere. Demonstrate awareness that decisions made today will influence the future of society.

Social Studies - Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

7. The Effects of Climate Change in the Okanagan (Grades 4 – 12)

Students learn about the enhanced greenhouse effect and how it can affect climate and people in the Okanagan.

Activity:

The Effects of Climate Change – Students identify specific effects of climate change on our forests, farms, water supply, weather, oceans, fish and air quality. Students then determine how these changes could affect them.

Learning Outcomes:

Science: - Evaluate how human activity affects local and global environments and climate change. Predict the effects of the changing composition of the atmosphere. Demonstrate an awareness that decisions made today will influence the future of society.

Social Studies - Identify and clarify a problem and strategies to address problems.

Additional activities for Grades 1 - 12: Combined Airshed Health and Discover Your Transportation Solutions.

Select any of the above presentations and combine it with a “Discover Your Transportation Solutions” presentation so students can appreciate the connection between air quality and transportation.

Activity:

Choose from the following “Discover Your Transportation Solutions” activities. For further details consult the “Discover Your Transportation Solutions” section of this document.

- Car Talk (Grades 1-12)
- Am I Polluting? Transportation Search (Grades 1-6)
- TDM BINGO (Grades 1-12)
- Transportation Pictures (Grades 1-12)
- What Am I? Matching Game (Grades 7-12)

Learning Outcomes: A full list of learning outcomes for the above activities can be found in the “Discover Your Transportation Solutions” section of this document.

Additional Activities for Grades 5- 6



An anti-idling school campaign is underway to encourage parents and caregivers to turn off their vehicles while parked around local schools. A recent survey of local elementary schools showed that 24% of parents idle their vehicles while waiting to pick up their children.

The **Anti Idling Project** is designed to reduce idling of vehicles around your school so as to reduce air pollution and greenhouse gases. One class from your school may register to be part of this project. The project will only take a few hours to complete and **will earn your class \$400 to go towards a prize of your choice.**

The following is an outline of project tasks:

- Baseline survey to determine the number of vehicles idling while parents wait to pick up their children
- Notify parents of the “No Idling at School” project through the school’s newsletter.
- Students hand out information cards about the Anti Idling program to people waiting to pick up their kids from school. Parents or caregivers also receive a free air freshener for their vehicle.
- Follow-up survey to determine the number of idling vehicles.

For more information please see the information sheet in the ‘Environmental Programs For Your School’ section or call Corey Davis at 469-8984.

DISCOVER YOUR TRANSPORTATION ALTERNATIVES

Introduction

The Transportation Demand Management (TDM) group focuses on raising awareness amongst youth about the various effects that vehicles have on our environment, our health and our community and what they can do to help. Offering a variety of activities, these interactive programs are designed to meet the specific learning outcomes for various grade levels, but can be tailored to meet the specific needs of your class. Each presentation runs for approximately one hour and can be completed at your school or at an outdoor location.

For program information, please contact:

City of Kelowna

Ph: 469-8983

Fax: 862-3338

Email: tguidi@kelowna.ca

PROGRAMS

1. Discover Your Transportation Alternatives (Grades K-12)

The content and complexity of this program is easily modified to suit the various grade levels and all sessions begin with the following group discussions.

- **What is TDM?** A brief discussion will allow students to learn the definition of TDM, its goals and why it is so important.
- **Vehicles and the Environment.** Students will then learn about how vehicles have shaped our society and the overall effects they have on our environment, our health and our community. Focusing on the positive and negative aspects of vehicles, students will discover their alternative transportation options and understand our need to reduce our vehicle reliance. They will also explore the various changes that are occurring in cities to promote the use of active modes of transportation and understand the choices that they can make to help the environment.

Activity: Group Discussion

Learning Outcomes:

Science - Demonstrate knowledge of what animals and plants need to survive and how changes in habitat can affect survival. Assess the impact of pollution on the environment and describe various solutions.

Social Studies - Demonstrate understanding of their responsibility to local and global environments. Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

A variety of the following activities are used in each presentation depending on the grade level and interests of the participating class.

2. Car Talk (Grades K-12)

Students learn about the effects that vehicles have on our environment throughout their lifecycle (manufacturing, operation, maintenance and destruction). Students will explore the various ways that vehicles pollute our air, water and land and brainstorm some possible solutions to the problems they discover.

Activity: In groups, students match pictures with facts describing how vehicles pollute our environment and then discuss various solutions to these problems. Each group will present one of their pictures to the class and reveal the solutions that they came up with.

Learning Outcomes:

Science - Assess the impact of pollution and human activity on local and global environments. Describe the effects and possible solutions to various sources of pollution. Assess the different impacts of using renewable and non-renewable natural resources. Define pollution. Evaluate ways energy can be conserved in the school and home.

Social Studies - Demonstrate understanding of their responsibility to local and global environments. Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

3. Am I Polluting? Transportation Search (Grades K-6)

Students examine various transportation alternatives and identify which forms of transportation are bad for the environment in that they create pollution and which forms benefit the environment.

Activity: In groups, students will examine pictures of different scenes revealing a variety of transportation alternatives. Students will then take turns placing a check mark on the forms of transportation that are good for the environment and an X on those that create pollution.

Learning Outcomes:

Science - Evaluate ways energy can be conserved in the school and home. Define pollution.

Social Studies - Demonstrate understanding of their responsibility to local and global environments.

4. TDM BINGO (Grades K-12)

Students discover their various transportation options through a fun adaptation of the game BINGO. A wide variety of transportation options are explored and students discuss how they could incorporate these into their daily routines even if they don't have a car or drive.

Activity: Using pictures of a wide variety of transportation modes, students match the pictures on their BINGO card with a description read out by the caller. The first student to get four squares in a row horizontally, vertically or diagonally calls out BINGO and receives a prize.

Learning Outcomes:

Science - Assess the impact of pollution on the environment and describe various solutions.

Social Studies - Demonstrate understanding of their responsibility to local and global environments. Identify and assess environmental issues facing Canadians.

5. The Real News (Grades 9-12)

Students gain a deeper understanding of some of the environmental, health, economic and world issues surrounding vehicles. By using real life news headlines students understand the seriousness of some of the effects that vehicles have and will also discover the importance of taking action today.

Activity: Students take turns being reporters and reading out various real life news headlines about vehicles. As a class we then discuss the impact and meaning of each headline, identify the ones that are the most revealing, and explore possible solutions.

Learning Outcomes:

Science - Describe the impact of transportation technologies on individual lifestyles. Demonstrate an awareness that decisions made today will influence the future of society. Describe the effects and possible solutions to various sources of pollution. Predict the effects of the changing composition of the atmosphere.

Social Studies - Identify and assess environmental issues facing Canadians. Evaluate the effects of lifestyle choices on society and the workplace. Demonstrate understanding of their responsibility to local and global environments.

Geography - Assess the compatibility of human activities and population growth with concepts of sustainability.

6. Transportation Pictures (Grades K-12)

Students learn about how cities are changing in order to encourage people to use active and healthy forms of transportation that are good for themselves, the community and the environment. A large part of this change involves providing physical features such as bike lanes, sidewalks, trails, transit service, carpool lanes etc... and changing the way that neighborhoods are planned. The class will then discuss the importance of these features in reducing pollution, how reliant we are on cars as a society and how urban sprawl is contributing to pollution. The terms and depth of this discussion is easily modified based on the grade level of the participating class.

Activity: In groups and using pictures taken of neighbourhoods/roads from around Kelowna, students identify what items help people in that neighbourhood reduce their reliance on vehicles and what could be added to encourage more people to use more environmentally friendly and healthy forms of transportation. Each group then presents their picture to the class.

Learning Outcomes:

Science - Assess the impact of pollution on the environment and describe various solutions. Demonstrate an awareness that decisions made today will influence the future of society.

Social Studies - Demonstrate understanding of their responsibility to local and global environments. Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

7. What Am I? Matching Game (Grades 7-12)

Students will learn various definitions of items that are increasingly important in the planning of neighbourhoods and cities to combat pollution from vehicles.

Activity: In groups, students match words describing infrastructure and terms that encourage people to use active modes of transportation and be aware of the environment, to a definition. Once the activity is complete we will discuss some of the definitions together as a class.

Learning Outcomes:

Science - Assess the impact of pollution on the environment and describe various solutions. Demonstrate and awareness that decisions made today will influence the future of society. Describe the impact of transportation technologies on individual lifestyles.

Social Studies - Demonstrate understanding of their responsibility to local and global environments. Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

8. Grab That Mode? Survivor (Grades 2-12)

Students will discover different modes of transportation that are good for the environment.

Activity: In teams, students decipher a poem and then one team member runs and grabs the answer to the poem from a pile of modes and then brings it back to attach it to the board. This continues until the first team completes their board and is made the surviving team. Students then rank each form of transportation based on how easy it is to do.

Learning Outcomes:

Science - Demonstrate and awareness that decisions made today will influence the future of society. Describe the impact of transportation technologies on individual lifestyles.

Social Studies - Demonstrate understanding of their responsibility to local and global environments. Identify and clarify a problem and strategies to address problems. Identify and assess environmental issues facing Canadians.

The 'Discover Your Transportation Alternatives' program works well as a joint presentation with 'Airshed Health'. Please see the information sheet about 'Airshed Health' in the Environmental Programs section for more information.

Additional Activities for Grades 9-12



Off ramp is a program that trains and supports secondary school student leaders in developing ideas and techniques to encourage their peers to travel to

school by walking, cycling, skateboarding, in-line skating, riding transit and carpooling. With a number of tested activities and events to choose from, student leaders adapt these ideas to suit their school. For more information please see the information sheet in the 'Environmental Programs For Your School' section.

REGIONAL PARKS

Introduction

Through the environmental and cultural education programs, Regional Parks and Recreation aims to encourage guided explorations of the parks system and to foster a sense of stewardship through fun, educational programs. Most of the programs can be presented at any of our Regional Parks nearest you. In addition we can tailor programs to meet your educational needs or modify them to suit the knowledge level and grade. The programs are **FREE** and are 1 hour in length, unless otherwise noted or combined with other programs to make a day field trip.

To book programs, please contact:

The EECO Centre at:

Ph: 469-6140

Email: eeco@cord.bc.ca

PROGRAMS

EECO Centre – Environmental Education Centre for the Okanagan (Grades K – 12)

1. Outdoor Survival (Grade 4 – 12) – 1.5 hours

Students learn the fundamentals of surviving in the outdoors and ways in which to prevent getting lost in the woods.

Activity: The program will include: the basic elements of survival, responsibility when they are traveling in the woods, responsibility to others in the group, as well as their natural environment. Be a survivor by participating in initiative tasks and applying outdoor survival skills to be the “last team standing”.

Learning Outcomes:

Physical Education: Identify and describe positive benefits gained from physical activity in a natural setting. Identify factors to consider when planning outdoor activities and the impact of physical activities on the environment. Students should be able to identify outdoor living skills and a code of responsible behaviour in the outdoors as well as apply survival skills in a variety of environments.

Social Studies: Identify and clarify a problem, issue, or inquiry. Interpret and use graphs, tables, scales, legends, and various types of maps.

2. Orienteering (Grade 4 – 12) – 1.5 hours

Explore the wilderness using a compass and a map. In orienteering, students will learn basic compass skills that will be tested in an orienteering course.

Activity: The program consists of three different sections: an introduction on how to use the compass, practice using the compass and participate in an orienteering course.

Learning Outcomes:

Physical Education: identify and describe positive benefits gained from physical activity in a natural setting. Identify factors to consider when planning outdoor activities and the impact of physical activities on the environment. Identify environmental factors when planning and participating in physical activities in an outdoor setting. Identify outdoor living skills and a code of responsible behaviour in the outdoors. Participate safely in activities in a natural or alternative setting. Demonstrate activity-specific motor skills from activities in a variety of alternative environments.

Science: Operate simple machines to demonstrate their usefulness in everyday life.

Social Studies: research information using print, non-print, and electronic sources. Apply the following theme of geography to relevant issues: location (a position on the earth's surface).

3. Animals in the Okanagan (4-12)

Participants in the program will learn about the animals that live in the Okanagan, their habitat, their behavior, how the animals relate to our world as well as the life cycles of specific animals. They will discover what animals need in order to survive in each season and how they will adapt to the changes (seasonally and long term), including climate change and urban sprawl.

Activity: The program can be geared towards specific animals: bear, beaver, snakes, bats and others. The students will complete a collage of the seasonal behavior, learn about tracking, animal signs and habitat components, look for animals and participate in interactive activities.

Learning Outcomes:

Science: Identify the stages in the life cycle of a plant and of a pet or other animal. Demonstrate how plants and other organic material can be recycled back into the environment. Describe the appearance and behaviour of a variety of animals. Determine the requirements of healthy plants and healthy animals. Identify similarities and differences among animal species. Relate the structure and behaviour of local organisms to their survival in local environments. Discuss how changes in an organism's habitat can affect the survival of individual organisms and entire species. Give examples of how the differences in individuals of the same species may give an advantage in surviving and reproducing. Relate the growth and survival of organisms to a variety of conditions. Describe all organisms in terms of their roles as part of interconnected food webs. Describe ways in which species interact with each other.

Social Studies: Demonstrate understanding of sustainability, stewardship, and renewable versus non-renewable natural resources.

Programs in the Park (Grades K – 12)

4. Pond Study (Grades 1- 5)

Activity: Explore the life found in the pond system and compare to the surrounding ecological zone. A pond dip will allow the students to identify and understand invertebrate life cycles. The students will understand the value of wetlands and how they can protect these important areas.

Learning Outcomes:

Physical Education: Participate in physical activity performed in a natural setting.

Science: Identify the stages in the life cycle of a plant and of a pet or other animal. Demonstrate how plants and other organic material can be recycled back into the environment. Compare the life cycle of an animal hatched from an egg with one born from the mother. Compare and contrast different types of plant life cycles. Describe structures that enable different plants to survive in different environments compare and contrast different types of animal life cycles. Compare and contrast plant and animal life cycles. Describe structures that enable animals to survive in different environments. Demonstrate a knowledge of what animals need to survive. Explain how animals interact with one another. Relate the structure and behaviour of local organisms to their survival in local environments. Discuss how changes in an organism's habitat can affect the survival of individual organisms and entire species. Give examples of how the differences in individuals of the same species may give an advantage in surviving and reproducing. Relate the growth and survival of organisms to a variety of conditions. Describe all organisms in terms of their roles as part of interconnected food webs. Describe ways in which species interact with each other. Compare and contrast the major biogeoclimatic zones of B.C. Determine the limiting factors for local ecosystems.

Social Studies: Move safely and sensitively through all environments. Demonstrate awareness of natural and human-built environments. Describe how they interact with different environments. Practice responsible behaviour in caring for their immediate environment. Describe how physical environment influences human activities. Demonstrate understanding of sustainability, stewardship, and renewable versus non-renewable natural resources.

5. Nature Walk *Rotten Log Study, Signs of Fall, or Ethnobotony* (Grades K - 12)

Activity: Topics of study include rotten log, signs of fall, plant and animal life cycles, mountain pine beetle, and Ethnobotony (the traditional use of trees and plants for food and tools). The students will learn through a variety of activities, including: identification of trees and shrubs of the Okanagan, scavenger hunt, xeriscape plants, ecosystems walk, predator and prey games, animal bingo, as well as stories and legends.

Students will learn about the ecology of the park in which the program takes place. Students will be able to identify common plants, trees, and shrubs of the Okanagan. The participants will be introduced to indigenous use of plants for food, medicines and tools. As well, they will learn about some of the common wildlife, and the value of protecting parks and their values.

Learning Outcome:

Physical Education: Participate in physical activity performed in a natural setting. Identify and describe positive benefits gained from physical activity in a natural setting. Identify factors to consider when planning outdoor activities and the impact of physical activities on the environment. Move safely in a variety of alternative environments. Use movement concepts and skills to participate in alternative-environment activities. Demonstrate activity-specific motor skills in a variety of alternative environments. Participate safely in activities in a natural or alternative setting. Plan and participate in an outdoor experience.

Science: Describe the characteristics of a variety of plants. Describe the diversity of plants within the home and school environment. Collaborate with others in the care of a plant or animal. Determine the requirements of healthy plants and healthy animals. Identify the stages in the life cycle of a plant and of a pet or other animal. Demonstrate how plants and other organic material can be recycled back into the environment. Describe the characteristics of rocks, soil, and water. Classify rocks and soil according to their physical characteristics. Describe the properties of air. Describe the effects of weather on living things. Identify characteristics of each season. Demonstrate a knowledge of how plants take in water, nutrients, and light. Compare and contrast different types of plant life cycles. Describe structures that enable different plants to survive in different environments. Suggest reasons for the endangerment or extinction of plant species. Categorize the various uses of water. Outline the importance of water for life. Use the physical properties of water to describe or illustrate the water cycle. Identify living resources in the local environment. Describe how humans use B.C.'s living resources. Describe the known and potential environmental impacts of using B.C.'s living resources. Devise a strategy for sustaining a living resource. Identify factors responsible for weather systems locally and globally. Describe the key features of a variety of weather conditions. Identify and measure the factors that influence local weather. Compare the roles and interrelationships of senses in interpreting the environment. Describe the environmental conditions in the major biomes. Evaluate how major natural events and human activity can affect local and global environments and climate change. Define *resource* and *forest*. Describe factors affecting forest-use decisions. Demonstrate awareness of a variety of perspectives and values related to forests and forest use. Define *ecology*, *environment*, and *ecosystem*. Describe processes in and components of ecosystems. Demonstrate awareness of forests as complex ecosystems. Describe the roles that fungi, microbes, and lichens play in a forest ecosystem. Define *structural diversity* and *biological diversity*. Assess the effects of natural and human forces on the forest. Describe a variety of food chains and food webs.

In addition we are able to compare and contrast the major biogeoclimatic zones of BC, determine the limiting factors for local ecosystems, and outline the stages of recovery of a damaged local ecosystem. Describe nutrient cycles and energy flow in forest ecosystems, relate climatic factors to plant distribution, and describe forest succession. Identify factors that have an impact on forest health, identify the roles of various insects and diseases in forest ecosystems, and describe how forest management decisions are affected by insects and diseases - specific to Regional Parks.

Social Studies: Demonstrate awareness of natural and human-built environments; describe how they interact with different environments, practice responsible behavior in caring for their immediate environment. Demonstrate understanding of Aboriginal people's relationship with the land and natural resources.

6. Endangered Species and Spaces (Grade 4 - 6)

Students learn that hundreds of Canada's species and ecosystems at risk are in the Okanagan valley. They will understand how we use resources impacts our environment. By practicing sustainable lifestyles we can reduce our environmental footprint and in turn provide for the habitat needs of vulnerable wildlife and ecosystems.

Key concepts that are covered in the program include: habitat, ecosystems, sustainable resources, extinction, extirpation, biodiversity, limiting factors, and non-point source pollution.

Activity: A range of activities and games are available to convey the concepts to the students, they include: Connections – Food Web, Ecological Footprint, Actions that Impact Biodiversity, Sustainable Development game, Habitat Lap Sit, Development Scenario (secondary school), Who am I? – An activity that explores the endangered species in BC.

Learning Outcomes:

Science: Describe the appearance and behaviour of a variety of animals. Relate the life processes of an organism to its use of nutrients, water, and oxygen. Determine the requirements of healthy plants and healthy animals. Identify similarities and differences among animal species. Compare and contrast different types of animal life cycles. Describe structures that enable animals to survive in different environments. Demonstrate a knowledge of what animals need to survive. Explain how animals interact with one another. Suggest reasons for the endangerment or extinction of animal species. Relate the structure and behaviour of local organisms to their survival in local environments. Discuss how changes in an organism's habitat can affect the survival of individual organisms and entire species. Give examples of how the differences in individuals of the same species may give an advantage in surviving and reproducing. Relate the growth and survival of organisms to a variety of conditions. Describe all organisms in terms of their roles as part of interconnected food webs. Describe ways in which species interact with each other. Compare and contrast the major biogeoclimatic zones of B. C. Determine the limiting factors for local ecosystems. Suggest reasons for the endangerment or extinction of plant species. Identify living resources in the local environment. Describe how humans use B.C.'s living resources. Describe the known and potential environmental impacts of using B.C.'s living resources. Devise a strategy for sustaining a living resource. Describe all organisms in terms of their roles as part of interconnected food webs. Describe ways in which species interact with each other. Compare and contrast the major biogeoclimatic zones of B.C. Determine the limiting factors for local ecosystems. Outline the stages of recovery of a damaged local ecosystem. Compare the roles and interrelationships of senses in interpreting the environment. Describe the environmental conditions in the major biomes. Compare and contrast how various organisms have adapted to the conditions in each biome and how these organisms interact with each other. Evaluate how major natural events and human activity can affect local and global environments and climate change. Define *resource* and *forest*. Describe factors affecting forest-use decisions. Demonstrate awareness of a variety of perspectives and values related to forests and forest use.

Social Studies: Demonstrate awareness of natural and human-built environments. Describe how they interact with different environments. Practise responsible behaviour in caring for their immediate environment. Describe how physical environment influences human activities. Demonstrate understanding of their responsibility to local and global environments. Demonstrate understanding of sustainability, stewardship, and renewable versus non-renewable natural resources.

7. Heritage Exploration (Grade 3 - 6)

Discover the secrets of centuries past in the Okanagan: two families that were pioneers in the Central Okanagan are showcased within Regional Parks. Learn about the agricultural industry, how orchardists would transport their produce, and about the way of life in the 19th century.

Location:

Lake Country: Gibson Heritage House at Kopje Regional Park

Westside: Gellatly Heritage Cemetery Regional Park

Activity: A range of activities and games are available to convey the concepts to the students. They include participation in a play about the family history, guided exploration of the homes and surrounding sites, cemetery hunt (Gellatly Heritage Cemetery), amateur anthropology, and snooping for change.

Learning Outcome:

Social Studies: Describe how peoples' basic needs are met in a variety of cultures. Demonstrate understanding of timelines. Compare the "discovery" and "exploration" of North America from European and Aboriginal peoples' perspectives. Demonstrate understanding of Canadian culture.

8. Kokanee Salmon (Grade K - 12)

Activity:

Students will observe Kokanee Salmon, the land locked salmon that return each fall from Okanagan Lake to Mission Creek to spawn. Learn about the salmon anatomy and the lifecycle, observe the social interaction as they complete the journey up stream, and understand how the Kokanee relate to our environment and us.

Location:

Mission Creek Regional Park

Peachland Creek at Hardy Falls Regional Park

Learning Outcome:

Science: Identify the stages in the life cycle of a plant and of a pet or other animal. Demonstrate how plants and other organic material can be recycled back into the environment. Compare the life cycle of an animal hatched from an egg with one born from the mother compare and contrast different types of animal life cycles. Describe structures that enable animals to survive in different environments. Demonstrate a knowledge of what animals need to survive. Explain how animals interact with one

another. Suggest reasons for the endangerment or extinction of animal species. Relate the structure and behaviour of local organisms to their survival in local environments. Discuss how changes in an organism's habitat can affect the survival of individual organisms and entire species. Give examples of how the differences in individuals of the same species may give an advantage in surviving and reproducing. Relate the growth and survival of organisms to a variety of conditions. Describe the basic structure and function of the organs involved in digestion. Compare and contrast the digestive systems of humans and various animals. Describe the basic structure and function of the skeletal and muscular systems. Relate the life processes of an organism to its use of nutrients, water, and oxygen. Describe the changing requirements of organisms as they grow. Relate dietary habits and behaviour to an organism's health. Categorize the various uses of water. Outline the importance of water for life.

Social Studies: Demonstrate awareness of natural and human-built environments. Describe how they interact with different environments. Practice responsible behaviour in caring for their immediate environment. Describe how physical environment influences human activities. Demonstrate understanding of their responsibility to local and global environments. Analyse how people interact with their environment, in the past and in the present. Assess effects of lifestyles and industries on local and global environments. Compare use of resources and conservation practices in Canada and other countries. Analyse ways that people interact with their physical environments change over time. Evaluate the impact of natural processes and human-induced changes on communities.

9. Scenic Canyon Physical Geography/Geology (7-12) (numbers in brackets indicate grade level)

Activity:

Scenic Canyon provides some a spectacular setting to view geological formations that shape much of the Okanagan Valley. These include volcanic eruptions, local fault lines, true anticline and syncline folding, large normal fault displacement, earth slumps, erosion and natural river structures. Students will be able to apply the information learnt in class to a true geological/physical geographical field setting. The aim of this program is to provide Physical Geography and Geology students with the experience of field investigation in a natural setting. Course material will vary according to the prescribed learning outcomes for Physical Geography or Geology.

Location:

Scenic Canyon Regional Park

Learning Outcome: (numbers in brackets indicate grade)

Earth Sciences: (7) Analyse the dynamics of tectonic plate movement and landmass formation. (7) Explain how the Earth's Surface Changes over time. (8) Demonstrate how properties can be used to distinguish among minerals. (8) Describe the major processes by which rocks are formed and classified. (8) Compare and Contrast weathering, erosion and deposition. (10) Compare a variety of techniques used to learn about the earth. (10) Identify major factors responsible for earthquakes, volcanic eruptions, and mountain building. (10) Identify evidence that supports the theory of

plate tectonics. (10) Assess impacts of volcanoes and earthquakes on the environment. (11) Demonstrate the elastic rebound theory. (11) Outline evidence for plate tectonics theory. (11) Relate folding and faulting to mountain building. (11) Compare magma to lava. (11) Identify intrusive and extrusive igneous rocks. (11) Distinguish between weathering and erosion. (11) Use examples to distinguish between mechanical weathering, chemical weathering and biological weathering. (11) Describe the process by which glaciers and running water erode rock and sediment. (11) Identify local features that are evidence of past glaciation. (11) Describe the effects of stream slope, water volume, and sediment particle size in stream erosion. (11) Correlate common local sedimentary deposits with possible origins, methods of transport, and environments of deposition. (11) Evaluate the practicalities and implications of controlling weathering and erosion. (11, 12) Differentiate between rocks and minerals. (11) Use physical and chemical properties to identify and classify selected rocks and minerals. (11, 12) Describe the formation of igneous, sedimentary, and relate them to the rock cycle. (11) Classify rocks as igneous, sedimentary, and metamorphic using texture and composition. (11) Describe the relationship between crystal size and cooling rate in igneous rocks. (11) Classify igneous rocks as volcanic (extrusive) or plutonic (intrusive) on the basis of texture. (11) Recognize ways in which the study of rocks relates to local geology and industries. (12) Interpret the rock cycle. (12) Demonstrate and understand that uniformitarianism is a fundamental principle of geology. (12) Demonstrate an ability to use the noted properties in identifying some of the required common minerals.

Geography: (12) Identify the physical components and describe the interactions among the atmosphere, biosphere, hydrosphere, and lithosphere. (12) Explain how physical and human systems interact within an ecosystem. (12) Describe the features and processes associated with plate tectonics, including volcanism, earthquakes, and folding and faulting. (12) Explain how various local and global landforms have resulted from tectonic processes. (12) Describe the landforms associated with weathering and mass wasting. (12) Assess the features and processes of erosion and deposition associated with water and ice, including groundwater, rivers and continental glaciation. (12) Assess the effects of water and ice on human activity. (12) Assess the compatibility of human activities and population growth with concepts of sustainability. (12) Analyse factors that make proposed resource management solutions challenging to implement.

10.Mission Creek Gold (5-12) (numbers in brackets indicate grade level)

Activity: Mission Creek, which runs through Mission Creek Regional Park, Mission Creek Greenway and Scenic Canyon Regional Park, has had a long history of gold discovery and extraction. In this program classes will have the option of concentrating on the history of the events and people who shaped the Mission Creek ‘golden years’ or looking at the gold (the mineral), the geology of vein accumulation, how it gets into the rivers systems and the role of its physical and chemical properties in the gold hunt. Both programs feature gold panning lessons, an investigation into the origin of Mission Creek gold, where it accumulates in the creek and the resource management and environmental challenges associated with placer gold extraction.

Location:

Scenic Canyon Regional Park

Learning Outcomes:

Social Studies: (5) Explain how supply and demand are affected by population and the availability of resources. (6) Assess the relationship between cultures and their environments. (10) Assess and defend a variety of positions on controversial issues.

Earth Science: (8) Demonstrate how properties can be used to distinguish among minerals. (10) Compare a variety of techniques used to learn about the earth. (11) Describe the process by which glaciers and running water erode rock and sediment. (11) Describe the effects of stream slope, water volume, and sediment particle size in stream erosion. (11) Correlate common local sedimentary deposits with possible origins, methods of transport, and environments of deposition. (11) Evaluate the practicalities and implications of controlling weathering and erosion.

Geography: (12) Identify the physical components and describe the interactions among the atmosphere, biosphere, hydrosphere, and lithosphere. (12) Explain how physical and human systems interact within an ecosystem. (12) Describe the landforms associated with weathering and mass wasting. (12) Assess the features and processes of erosion and deposition associated with water and ice, including groundwater, rivers and continental glaciation. (12) Assess the effects of water and ice on human activity. (12) Assess the compatibility of human activities and population growth with concepts of sustainability. (12) Analyse factors that make proposed resource management solutions challenging to implement.

11. Bear Aware Program (easily adapted for K-12)

The British Columbia Conservation Foundation's Bear Aware Program has arrived in the Okanagan! Each year in British Columbia, nearly 1000 black bears and 45 grizzly bears are destroyed due to bear-human conflicts, which occur when bears enter our neighbourhoods in search of an easy meal. The Bear Aware Program hopes that by educating children, we will create a new generation who respects bears and knows how to live alongside them. The 45-60 minute presentations cover the following topics: learning how to differentiate between a grizzly bear and a black bear; how to recognize bear attractants in your yard; how to "bear-proof" your neighbourhood; what are natural versus unnatural food sources; what do you do if a bear is in your yard; and how to avoid meeting bears. Students will learn the importance of becoming Bear Aware! This program can be easily modified to suit various grade levels.

Activity: A variety of the following interactive bear activities are used in each presentation depending on the grade level and interests of the participating class. Visual aids are used extensively, including black bear and grizzly bear claws, bear hide, skull, backyard attractants and bear images.

1. Everybody Needs a Home! (3-7)

Students are challenged to use their imagination and artistic talent to investigate the habitat requirements of people and bears

2. The Bear Café (4-9)

Student volunteers are transformed into hungry bears in search of a quick bite! Students will discover natural versus unnatural food sources and how bears feeding habits change with the seasons.

3. Backyard Attractant Skit – Bear-Proof That Yard! (K-7)

The entire class is appointed as official Bear Aware Specialists and given the responsibility of bear-proofing that yard! They will be called upon to identify and provide solutions for properly managing backyard bear attractants in this interactive skit.

4. Bear Show and Tell (K-12)

Bear props, such as grizzly and black bear claws, skulls, bear hides and attractants accompany this introduction to bears.

5. Who's Who in Bear Country? (4-12)

Students are placed in small groups and given a variety of bear images to examine. They must identify the bear species and back up their answer using distinguishing characteristics and adaptations.

6. Habitat Lap Sit (6-12)

Students take on the role of live props to illustrate the necessary components of a bear's habitat and how all of these elements are required for survival.

Learning Outcomes:

Sciences (K-7):

- Describe the basic needs of local plants and animals
- Describe how the basic needs of plants and animals are met in their environment
- Describe ways in which plants are important to other living things and the environment
- Determine how personal choices and actions have environmental consequences
- Analyze the roles of organisms as interconnected food webs, populations, communities and ecosystems
- Assess survival needs and interactions between organisms and the environment
- Assess the requirements for sustaining healthy local ecosystems
- Evaluate human impacts on local ecosystems

Social Studies (K-7):

- Demonstrate understanding of student's responsibility to local and global environments
- Demonstrate awareness of natural and human-built environments
- Identify strategies to address problems
- Present information using oral representation
- Organize information into a presentation with main idea and supporting details
- Practice responsible behavior in caring for student's immediate environment
- Demonstrate understanding of sustainability, stewardship and renewable versus non-renewable natural resources

Social Studies (8-10):

- Identify and clarify a problem, issue or inquiry

- Cooperatively plan, implement and assess course of action that addresses problem, issue or inquiry

Social Studies (11):

- Explain environmental impact of population growth and urbanization
- Identify and assess environmental issues facing Canadians
- Recognize connections between events and their causes, consequences and implications

WASTE REDUCTION

INTRODUCTION

The Regional Waste Reduction Office offers exciting programs that teach youth the importance of our environment and how we can become better environmental stewards. We have programs designed to meet the specific learning outcomes for various classes; however, should you want to emphasize a particular aspect of a program, we can tailor it to suit your needs. The programs generally run for 1 hour to 1.5 hours, although other arrangements can be made.

For program information, please contact the
Waste Reduction Office at:

Ph: 469-6258

Fax: 762-7011

Email: recycle@cord.bc.ca

For bookings at the Compost Education Garden (EECO Centre, Mission Creek Regional Park), please call 469-6140.

PROGRAMS

1. The 4 R's – Reduce, Reuse, Recycle and Responsibility (Grades K - 12)

Students will learn the definitions of reduce, reuse, and recycle and discuss examples of each. They will discover what recyclables are made into after the items leave their home and school. Students will learn how important it is to practice the 3 R's. This program can be modified to suit various grade levels.

Activity: Recycling game

Learning Outcome (2004):

Social Studies: Demonstrate understanding of their responsibility to local and global environments

Learning Outcomes (2005/2006):

Science (Kindergarten, *Physical Science*): Describe ways to rethink, refuse, reduce, and recycle.

Science (Grade 1, *Processes and Skills in Science*): Communicate their observations, experiences and thinking in a variety of ways (e.g. verbally, pictorially, and graphically).

Science (Grade 5, *Earth and Space Science*): Analyze how BC's living and non-living resources are used. Describe potential environmental impacts of using BC's living and non-living resources.

Science (Grade 7, Life Science): Assess requirements for sustaining healthy local ecosystems, and evaluate human impacts on local ecosystems

2. Composting and Worms (Grades K - 6)

Students will learn about the composting process and its importance. Soil, how important it is to us and other living creatures, and what can and cannot be composted will be discussed. Students will learn about composting worms and about some of their features such as: sight, hearts, how much “garbage” worms eat, breathing, cocoons etc.

Activity: Meet the Worms – Students will have the opportunity to feel, touch and smell worms and their compost.

Learning Outcome (2004):

Science: Learn how living materials can be recycled back into the environment

Learning Outcome (2005/2006):

Science: (Grade 2, Earth and Space Science): Describe physical properties of air, water, and soil. Distinguish ways in which, air, water, and soil interact. Explain why air, water, and soil are important for living things.

3. The Lorax (Grades 4 - 5)

Students will read the Lorax by Dr. Seuss. Afterwards the class will discuss the mistakes the Once-ler made and how he could have done differently. The class will also discuss the definitions and differences between renewable and non-renewable resources.

Activity: What’s Behind the Buy? In groups, using a “resource inventory” help sheet, students list items they have used in the last few hours and the packaging, disposal and resources used to make this product.

Learning Outcome (2004):

Social Studies: Demonstrate understanding of sustainability, stewardship and renewable versus non-renewable natural resources.

Learning Outcome (2005/2006):

Science (Grade 4, Life Science): Identify how personal choices and actions have environmental consequences.

Learning Outcome (2005/2006):

Science (Grade 5, Earth and Space Science): Identify methods of extracting or harvesting and processing of BC’s natural resources.

4. How do I use the Environment? (Grades 8 - 12)

Students learn that using natural resources impacts our environment and by reducing waste and practicing sustainability we can reduce the impacts of resource extraction and harvesting.

Activity: How do I use the Environment? In groups, students discuss their use of water, electricity, forests (wood), oil and gas. They then identify the impacts of using these resources and ways to lessen their impact.

Learning Outcome (2004):

Life Science: Assess the impacts of using natural resources and relate it to sustainability and reduction of waste

Learning Outcomes (2005/2006):

Science (Grade 8, Life Science): Critique the hypothesis that the Earth is like a living organism. Assess different impacts of using renewable and non-renewable natural resources, compare and contrast the practical, ethical, and economic dimensions of population growth and polluted environments, and relate the extraction and harvest of Earth's resources to sustainability and reduction of waste.

Science (Grade 10, Applications of Science): Analyze costs and benefits of alternatives in resolving socioscientific issues.

Earth Science (Grade 11, Geological Science): Distinguish between renewable and non-renewable resources, describe the value of resource conservation, suggest strategies to conserve both material and energy resources, and evaluate two non-conventional forms of energy.

Resource Science (Grade 11, Land Use Planning): Describe sustainable development and its relationship to land use and relate public involvement to land-use planning decisions.

Geography (Grade 12, Resources of the Earth): Describe the characteristics of renewable and non-renewable resources, explain contemporary concepts of sustainability, and explain how the concepts of sustainability vary with time and place.

5. The Rotten Truth about Garbage (Grades 8 - 12)

This program examines current methods of landfilling and problems of waste disposal, including hazardous waste. Students will learn about decomposition rates in landfills and how leachate and methane are collected, as well as how new technology affects “garbage” and employment opportunities.

Activity: “Believe It Can Rot-Or Not”

Learning Outcome (2004):

Science and Technology: describe the changes in the skills required by the workforce involved in resource use and management (e.g., global positioning system, geographical information system) and describe the role of current scientific research in improving resource use and management.

Learning Outcomes (2005/2006):

Science (Grade 8, Applications of Science): Demonstrate how Scientific Principles are applied to in technology.

Earth Science (Grade 11, Earth and its Environment): Identify both local and regional earth science related careers.

Science and Technology (Grade 11, Resource Management and environmental Planning): Demonstrate an awareness of the challenges faced by resource management and predict how technology might address these concerns.

Geology (Grade 12, Surficial Processes): Describe how the following human activities affect the quality and quantity of groundwater: urbanization, waste disposal, agriculture, conservation and reclamation.

Additional activities for various grades:

Students learn that natural resources support the economy of this province. To ensure their sustainability we need to learn to conserve them.

Activity: Lifecycle Analysis of a Chocolate Bar – the class will go through the resources/energy required from land, transportation, refrigeration, processing, purchasing etc. up to eating a chocolate bar.

Activity: Develop a recycling program for your school.

Learning Outcomes (2004):

Earth Science – students will be able to describe the value of resource conservation and suggest strategies to conserve both material and energy resources.

Social Science – students can explain the environmental impact of economic activity, population growth, urbanization, and standard of living.

Science and Technology – students will be able to define and describe types of pollutants and will learn to implement a 3-R waste management system at home or school.

Learning Outcomes (2005/2006):

Social Studies (Grade 11, Environmental Issues): Identify and assess environmental issues facing Canadians, apply the following theme of geography to relevant issues: how humans interact with the physical environment (the way humans depend on, adapt to, and modify the environment).

Science and Technology (Grade 11, Pollution): Develop and implement a 3-R (reduce, reuse, and recycle) waste management system at home or school, outline the detrimental effects of pollutants on society, identify undesirable and unexpected byproducts and relate them to specific technologies, describe the interactions of technology and society

in the historical development of a specific waste management technology, and relate individual and community responsibilities to societal waste problems.

Science and Technology (Grade 11, *Energy*): Identify alternative energy sources in B.C. and the potential impact of their use.

Science and Technology (Grade 11, *Consumerism*): Analyze their individual consumption of resources (e.g., water, paper, food, electricity), describe the use of technology in the advertising industry and the influence of advertising on consumption patterns, and differentiate between human needs and wants.

Science and Technology (Grade 11, *Future*): Analyze the effects of technologies on society and predict future effects, locally and globally, demonstrate an awareness that decisions made today will influence the future of society, assess the extent to which science and technology are involved in a vocation of particular interest.

WATERSHED HEALTH

INTRODUCTION

The City of Kelowna Environmental Division is pleased to offer FREE sessions on watershed health. Participants learn local environmental facts and ideas about how they can help the environment. Sessions can be arranged year round at your school or at an outdoor location. We have programs designed to meet the specific learning outcomes for various classes; however, should you want to emphasize a particular aspect of a program, we can tailor it to suit your needs. The programs generally run for 1 hour to 1.5 hours but other arrangements can be made.

For program information, please contact:
City of Kelowna Environmental Division

Ph: 469-8983

Fax: 862-3338

Email: tguidi@kelowna.ca

For outdoor bookings at Mission Creek Regional Park please call 469-6140

Programs

1. Introduction to Watersheds (Grades K – 12)

All sessions begin with the following group discussions, which are easily modified to suit various grade levels:

- **Clean Water, Streams and Fish:** a Holistic View of Watersheds. Students will learn the definition of a watershed (all of the creeks, wetlands, lakes and waterways AND all of the land which drains to a common area). Students will also learn the impacts to a watershed from pollution, urbanization, forestry, agriculture and industry, and how these impacts affect drinking water, fish and wildlife. Students are taught about their environmental address and how they affect the watershed we live in. The discussion concludes with a review of the wildlife that use our local watersheds.
- **Save our Streams.** Students today, stewards tomorrow. Students will learn how they can help our local streams and watersheds. The discussion also includes dos and don'ts for creek health.

Activity: Group Discussion

Learning Outcomes:

Sciences (K-7):

- Describe the basic needs of local plants and animals
- Describe how the basic needs of plants and animals are met in their environment

- Describe ways in which plants are important to other living things and the environment
- Determine how personal choices and actions have environmental consequences
- Analyze the roles of organisms as interconnected food webs, populations, communities and ecosystems
- Assess survival needs and interactions between organisms and the environment
- Assess the requirements for sustaining healthy local ecosystems
- Evaluate human impacts on local ecosystems

Social Studies (K-7):

- Demonstrate understanding of student’s responsibility to local and global environments
- Demonstrate awareness of natural and human-built environments
- Practice responsible behavior in caring for student’s immediate environment
- Demonstrate understanding of sustainability, stewardship and renewable versus non-renewable natural resources

Teachers may then choose 1 or 2 activities from the following:

2. Creek Health Pictures (Grades K - 12)

In groups, students will be presented with local stream pictures and learn how to identify the conditions that contribute to a healthy or unhealthy stream. Students will also discuss methods of restoring streams to a healthier state. Groups will then discuss their pictures in front of the class. This program can be easily modified to suit various grade levels.

Activity: In small groups, students will explore pictures of local creeks and learn to identify the conditions that make a creek healthy or unhealthy and what can be done to improve the health of our local streams.

Learning Outcomes:

Sciences (K-7):

- Describe the basic needs of local plants and animals
- Describe how the basic needs of plants and animals are met in their environment
- Describe ways in which plants are important to other living things and the environment
- Determine how personal choices and actions have environmental consequences
- Analyze the roles of organisms as interconnected food webs, populations, communities and ecosystems
- Assess survival needs and interactions between organisms and the environment
- Assess the requirements for sustaining healthy local ecosystems
- Evaluate human impacts on local ecosystems

Social Studies (K-7):

- Demonstrate understanding of student's responsibility to local and global environments
- Identify strategies to address problems
- Present information using oral representation
- Organize information into a presentation with main idea and supporting details
- Demonstrate awareness of natural and human-built environments
- Practice responsible behavior in caring for student's immediate environment
- Demonstrate understanding of sustainability, stewardship and renewable versus non-renewable natural resources

3. Kokanee Survival Game (Grades 2 - 7)

Students learn the challenges of kokanee survival in an exciting outdoor game that teaches the life cycle of kokanee salmon and the obstacles they encounter as they travel through the watershed. Students learn how erosion, pollution, and predation affect the kokanee populations and what they can do to help local kokanee populations. Prior to the game beginning, an "egg to fry" rack is shown to the class to demonstrate the different life stages of kokanee. At the completion of the game a discussion is held about how many kokanee survive in nature and what students can do to be good stewards of the creek.

Activity: The Kokanee Survival Game is a tag game where students begin as kokanee fry and must make it through an obstacle course without being tagged by erosion, pollution, fisherperson, or predators to reach the end as a spawning adult.

Learning Outcomes:**Sciences (K-7):**

- Describe features of local plants and animals
- Describe basic needs of local plants and animals and how these needs are met in their environment
- Analyze the roles of organisms as part of interconnected food webs, populations, communities and ecosystems
- Assess survival needs and interactions between organisms and the environment
- Describe potential environmental impacts of using BC's living and non-living resources

Social Studies (K-7):

- Identify strategies to address problems
- Demonstrate understanding of student's responsibility to local and global environments
- Practice responsible behavior in caring for student's immediate environment

4. Get Swamped! With the Wonders of Wetlands! (K-7)

Explore wetland plants (cattails and bulrushes) and animals (beavers, turtles, great blue herons, muskrats, wood ducks and dragonflies). Learn about the importance of wildlife trees and who uses them. Discover how wetlands clean water and filter out sediment and pollutants!

Activity: A group discussion using visual aides, accompanied by an interactive wetland activity.

Learning Outcomes:

Sciences (K-7):

- Describe the basic needs of local plants and animals
- Describe how the basic needs of plants and animals are met in their environment
- Describe ways in which plants are important to other living things and the environment
- Analyze the roles of organisms as interconnected food webs, populations, communities and ecosystems
- Assess survival needs and interactions between organisms and the environment
- Assess the requirements for sustaining healthy local ecosystems
- Evaluate human impacts on local ecosystems

Social Studies (K-7):

- Demonstrate understanding of student’s responsibility to local and global environments
- Demonstrate awareness of natural and human-built environments
- Practice responsible behavior in caring for student’s immediate environment
- Demonstrate understanding of sustainability, stewardship and renewable versus non-renewable natural resources

5. Wheel of Death

This popular activity works great in conjunction with the kokanee survival game. Students become kokanee salmon and spin the wheel to determine their fate! The lifecycle of the kokanee from egg to spawning adult is examined using the egg-to-fry rack, along with the numerous obstacles on the wheel that kokanee must face to survive. The single “You Live” space on the wheel represents the number of kokanee that return to their natal streams as spawning adults, based on 2500 eggs laid. Obstacles for the kokanee include such tragic fates as, “trampled by cattle as an alevin”, “poisoned by pesticide runoff as a fry”, and “eaten by an aquatic insect as an egg”!

Activity: Spinning the wheel of death, examining the egg-to-fry rack and discussing the obstacles that kokanee must overcome to survive.

Learning Outcomes:

Sciences (K-7):

- Describe the basic needs of local plants and animals

- Describe how the basic needs of plants and animals are met in their environment
- Describe ways in which plants are important to other living things and the environment
- Analyze the roles of organisms as interconnected food webs, populations, communities and ecosystems
- Assess survival needs and interactions between organisms and the environment
- Assess the requirements for sustaining healthy local ecosystems
- Evaluate human impacts on local ecosystems

Social Studies (K-7):

- Demonstrate understanding of student’s responsibility to local and global environments
- Demonstrate awareness of natural and human-built environments
- Practice responsible behavior in caring for student’s immediate environment
- Demonstrate understanding of sustainability, stewardship and renewable versus non-renewable natural resources

6. Sum of the Parts (Grades 3 – 7)

By developing a piece of property along a creek, students demonstrate how everyone contributes to the pollution of a creek as it flows through a watershed. Students are divided into groups and asked to illustrate a business, industry or residence along a stream. Pieces of the stream are then put back together to create an entire watershed. A jar of water helps illustrate pollution contributions. The terms point source and non-point source pollution are introduced with the discussion.

Activity: In groups, students are asked to illustrate a specific activity next to a creek. Groups present and explain their illustrations, which are put together as an entire creek and the effects of pollution noted.

Learning Outcomes:

Sciences (K-7):

- Determine how personal choices and actions have environmental consequences
- Assess the requirements for sustaining healthy local ecosystems
- Evaluate human impacts on local ecosystems

Social Studies (K-7):

- Demonstrate understanding of student’s responsibility to local and global environments
- Identify strategies to address problems
- Present information using oral representation
- Demonstrate awareness of natural and human-built environments
- Practice responsible behavior in caring for student’s immediate environment
- Demonstrate understanding of sustainability, stewardship and renewable versus non-renewable natural resources

7. Dilemma Derby (Grades 6 - 12)

Students examine the pros and cons of different solutions in managing a watershed. Students will discuss a variety of watershed issues including species introduction, water conservation, wetland development, streamside development, floodplain development, and water quality. For each proposed solution, students must consider cost (monetary and environmental), time, energy, persons or wildlife affected, personal values, emotions and instincts.

Activity: In groups, students debate the pros and cons of different solutions to water management issues. Groups then discuss their findings with the class.

Science - Analyze the effects of economics and politics and the environmental impact on resource use and management.

Social Studies - Identify and clarify a problem, issue or inquiry. Identify and assess environmental issues facing Canadians. Assess a variety of positions on controversial issues.

8. Community Planning Model (Grades 6 - 12)

Students have an opportunity to create their own city while taking environmental and economic factors into consideration. During the development of their city, a variety of environmental factors will be discussed including habitat requirements for fish, sewage treatment plants, water quantity, water quality, and watershed impacts by agricultural and development.

Activity: In groups, students are provided with a map of an area, pieces of a town including roads, farms, houses and businesses and background environmental information. Groups must come up with a stewardship plan that will ensure a healthy community for future generations. Groups then discuss their findings with the class.

Learning Outcomes:

Science - Compare and contrast the practical, ethical, and economical dimensions of population growth and polluted environments.

Social Studies - Identify and clarify a problem, an issue, or an inquiry. Analyze how people interact with and alter their environments. The way humans depend on, adapt to, and modify the environment.

9. Mission Creek Tour (Grades 2 - 12)

Please note this activity is available at Mission Creek Regional Park only. Students will tour parts of Mission Creek Regional Park and examine the creek. They will learn how to identify problems with the creek and think of solutions to help make the creek healthier. Students will identify potential sources of pollution and the route of access into the creek. A comparison of the spawning channel with the main stem of the creek will also be done. This program can be easily modified to suit various grade levels.

Activity: Using a map of Mission Creek Regional Park students will identify potential pollution sources, problems with the creek and healthy components of the creek.

Learning Outcomes:

Science - Describe human impacts on the Earth's water resources. Discuss how changes in an organisms habitat can affect the survival of individual organisms and entire species.

Social Studies - Identify and clarify a problem, issue or inquiry. Assess effects of lifestyles and industries on local and global environments. Analyze how people interact with and alter their environments.

10. Neighborhood Watershed Tours (Grades K - 12)

Do you have a stream or wetland in your neighborhood? Streams and wetlands are everywhere. They run through our backyards, along our roads and next to our schools. There are 29 streams and numerous wetlands in the City of Kelowna. Most likely one of these is right near your school! Watershed health presentations can be customized so students learn and appreciate their local environment. Presentations involve information about your neighborhood stream or wetland combined with any of the above activities or students can participate in a bug identification session. Students become stewards of their environment by participating in a creek/wetland clean up, storm drain marking or any of the other stewardship activities offered by the City.

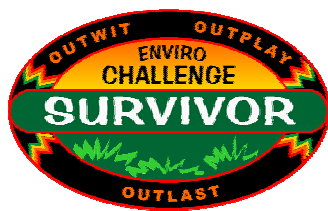
Activity: Customized to suit your neighborhood stream or wetland.

Learning Outcomes:

Sciences and Social Studies: Learning outcomes dependent on activities selected.

Additional Activities for various grades:

11. Environmental Survivor (Grades 2- 7)



Students must outwit, outplay and outlast their classmates in this interactive environmental challenge. This 40 minute presentation is suitable for grades 2 to 7 and is best played outdoors! Running water is also recommended, although activities can be tailored to suit your needs. Topics covered include watershed health, water conservation, waste reduction, and transportation alternatives

12. Environmental Fear Factor (Grades 6-12)

Environmental Fear Factor is an exciting 45 minute assembly presentation by the EECO-Heroes (Environmental Educators of the Central Okanagan). The game is geared toward middle and high school students and covers environmental issues and solutions in the Central Okanagan. The game consists of 4



events including the Environmental Mind Grind trivia contest, the Crazy Carpool Challenge and the Amazing Kokanee Obstacle Race. The conclusion to this zany presentation is the dreaded Compost Guzzle! All games are exciting, educational and entertaining for participants and the audience.

WATER SMART

Introduction

The City of Kelowna *Water Smart* program offers informative and interactive presentations that teach youth about the importance of water on a local and global level. The presentations meet the specific learning outcomes for various grades and vary depending upon the grade level. The presentations generally run 45 to 90 minutes.

For program information, please call the *Water Smart* program

Ph: 868-3339

Fax: 868-8211

Email: watersmart@look.ca

PRESENTATION

1. The Wonder of Water (Grades 3 - 5)

Students will learn the importance of water to life. Beginning with the hydrologic (water) cycle, this presentation looks at how students interact with water on a daily basis, how water use impacts the environment, and what students can do to reduce their own water use. The intent is to foster a sense of wonder about water, from the puddle in the school yard to the vast oceans.

Activity: Toothbrush Study: Students will demonstrate and measure the amount of water wasted when letting the tap run while brushing teeth.

Learning Outcome:

Earth Sciences: Categorize uses of water; the importance of water to life; physical properties of water; compare and contrast fresh and salt water environments; describe human impacts on the Earth's water resources.

2005 Anti Idling School Project

\$400 in Prize Money awarded to each class who completes the project. The project is fun and only takes a couple of hours to complete.



An anti-idling school campaign is underway to encourage parents and caregivers to turn off their vehicles while parked around local schools. A recent survey of local elementary schools showed that 24% of parents idle their vehicles while waiting to pick up their children.

The Anti Idling Project is designed to reduce idling of vehicles around your school so as to reduce air pollution and greenhouse gases. One class from your school may register to be part of this project. The project will only take a few hours to complete and will earn your class \$400 to go towards a prize of your choice.

The following is an outline of project tasks:

- Baseline survey to determine the number of vehicles idling while parents wait to pick up their children
- Notify parents of the “No Idling at School” project through the school’s news letter.
- Students hand out information cards about the Anti Idling program to people waiting to pick up their kids from school. Parents or caregivers also receive a free air freshener for their vehicle.
- Follow-up survey to determine the number of idling vehicles.

For more information about the program please contact Regional Air Quality Coordinator, Corey Davis, at 469-8984 or cdavis@kelowna.ca





STUDENTS LEADING STUDENTS: REDUCING CAR TRIPS TO SCHOOL



How Slow Can You Go? Bike Race

The off ramp program trains and supports secondary school student leaders in developing ideas and techniques to encourage their peers to travel to school by walking, cycling, skateboarding, in-line skating, riding transit and carpooling. With a number of tried and true, fun and exciting activities and events to choose from, student leaders adapt these ideas to suit their school.

An off ramp group consists of 5 to 7 student leaders, a support teacher and an off ramp program coordinator. Participating students have the opportunity to increase their skill level in:

- ★ group dynamics
- ★ communications
- ★ transportation and environmental issues
- ★ leadership

The off ramp program coordinator works with the student led group to plan events and offer advice on transportation and environmental issues.



Game Show



For more information please contact the Central Okanagan off ramp Program Coordinator at 250-469-8709 or ehallas@kelowna.ca.

City of Kelowna Watershed Stewardship ENVIRONMENTAL PARTICIPATION PROGRAMS

1. Creek Clean-up

(suitable for all grades)

- ◆ Remove litter along one of Kelowna's 27 creeks
- ◆ City provides garbage bags and pick-up

2. Storm Drain Marking Program

(suitable for grades 4 to 12)

- ◆ students paint a fish symbol with non-toxic paint next to storm
- ◆ yellow fish remind the community that substances entering storm drains could be poisoning fish in a nearby creek.



3. Weed Removal

(suitable for grades 4 to 12)

- ◆ help eradicate weeds, which can invade areas next to creeks and can suffocate native species

4. Replant Native Vegetation

(suitable for grades 3 to 12)

- ◆ plant vegetation to aid in watershed health streambank vegetation:
 - cools and shades the creek
 - provides habitat and food for wildlife
 - stabilizes the banks and reduces erosion

5. Adopt a Stream Program

(suitable for grades 3 to 12)

Schools can choose to adopt a section of creek for a minimum of 2 years and during that time the group must:

- ◆ Remove the garbage twice per year
- ◆ Remove the invasive weeds twice per year
- ◆ Paint the storm drains in the area once within the 2-year period.

An Adopt A Stream sign will be placed at your adopted location after the first clean up occurs.



To register for any of the above please contact:
City of Kelowna Environmental Division at 469-8982.



WASTE FREE LUNCH PROGRAM



The Waste Free Lunch program shows students how their choices as consumers can either benefit the environment or not. By reducing or even eliminating packaging waste from their lunches, students help the environment by reducing the amount of garbage going to the landfill and reduce the cost to their school for garbage disposal. This program is an easy, fun way for students to do their part to help the environment!

Your school may choose to run this program once a year (example, during Waste Reduction Month in October), once a month, once a week or every day!

Here are some tips to make your Waste Free Lunches successful:

- Turn over all garbage cans. Post signs explaining the program.
- Raise awareness using posters, an environmental bulletin board, newsletters, students newspapers, web site or morning announcements.
- Hold a contest where students get points for every reusable item they bring: Drink and food containers, cloth napkins, cutlery, and lunch bags are some examples.
- Recognize achievements by announcing and posting names of students and staff or by offering a prize.

For more information or for help setting up your program, call the Waste Reduction Office at 469-6250.

Tote Your Own Trash Day

With this fun, sometimes silly program, students carry their trash around for a day. When their garbage just doesn't go away, they realize how much garbage they generate. This will prompt students to think about ways to reduce their waste.

Instructions:

One Week Before Tote Day: Let students know you are planning a special activity and they should bring a plastic grocery bag and wear either a belt or pants with belt loops on the selected day.

Morning of Tote Day: Explain the purpose of the day. Ask students to tie their plastic bag to their belt or belt loop. Turn any garbage and recycling bins over. Instruct students to put all the waste they produce that day in their own personal garbage bag (unsanitary items not included). Complete individual and class audits at the end of the day.



Linking the 3Rs to Your School

Paper

- Use both sides of the paper.
- Use smaller print, fewer pages and half-page format.
- Maximize the use of black/white boards in the classroom.
- Reform faxes or purchase fax information stamps so a cover sheet is not necessary.
- Instead of individual copies, post memos next to teachers mailboxes, or create a "memo" binder with a place for teachers to initial after reading.

Supplies and Purchasing

- Use permanent tape dispensers throughout the school.
- Empty garbage bags into one large container to save bags.
- Use refillable pens and pencils.
- Use reusable mugs and a reusable coffee filter.
- Reuse wall decorations or exchange with other teachers.
- Use refillable toner cartridges. Send used cartridges to be refilled or rebuilt.
- Purchase cleaners in refillable, reusable, or recyclable containers.
- Purchase products that are more environmentally responsible. (i.e. Products that are recyclable, contain recycled content, less toxic etc.) For a list of EcoLogo products visit www.environmentalchoice.com.

Class Rides Free!



Use transit to get to your next field trip or take your students out to experience the Kelowna Regional Transit System and receive complimentary passes for everyone.

Public transit plays an essential role in ensuring a strong community by creating jobs, protecting the environment, enhancing our quality of life and providing mobility and freedom of choice. We believe that it is important for children to experience the transit system and understand how it works and its many benefits.

For more information please contact 250-469-8709 or e-mail ehallas@kelowna.ca.

Transit - getting you where you want to go!







Sign your school up for....

ENVIRONMENTAL

FEAR FACTOR

This action packed one-hour assembly features lots of environmental learning for the whole school including:

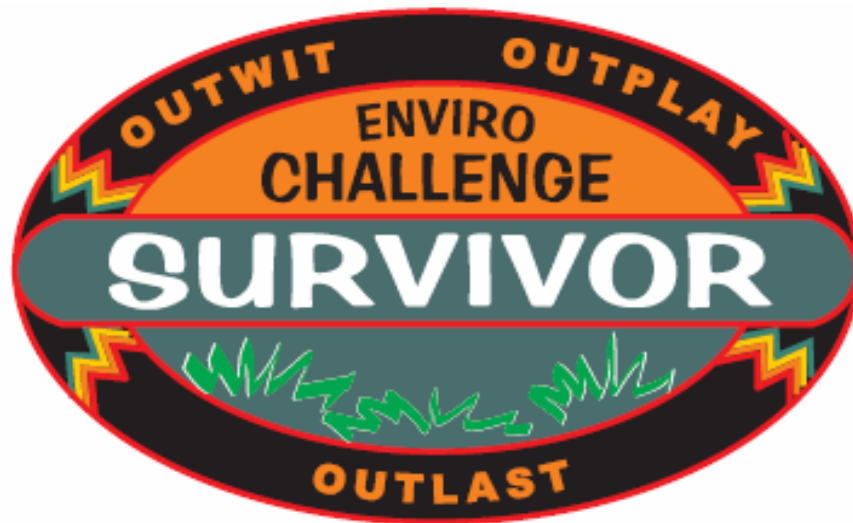
-  **Environmental Mind Grind**
-  **Crazy Transit Challenge**
-  **Amazing Kokanee Obstacle Course**
-  **Compost Guzzle**

**Book your assembly today
by calling 469-8983**

Brought to you by:



ENVIRONMENTAL SURVIVOR



Students must outwit, outplay and outlast their classmates in this interactive environmental challenge. This 40 minute presentation is suitable for grades 2 to 7 and is best played outdoors!

Topics covered include:

- ◆ Watershed health
- ◆ Water Conservation
- ◆ Waste Reduction
- ◆ Transportation Alternatives

To book your presentation today, contact 469-8983, or tguidi@kelowna.ca

Brought to you by:



Help your class become...

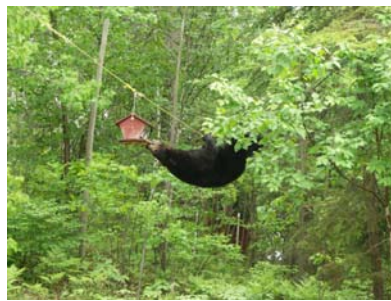
Bear aware



The British Columbia Conservation Foundation's Bear Aware Program hopes to reduce bear-human conflict in our communities through public education, creating a new generation of individuals who respect bears and know how to live alongside them.

This interactive 45-60 minute program includes:

- How to differentiate between grizzly and black bears
- How to identify bear attractants in your own yard
- How to 'bear-proof' your neighbourhood
- What are natural versus unnatural food sources
- What to do if a bear is in your yard
- How to avoid meeting a bear



*For more information, contact Bear Aware Program Delivery Specialists
Rebecca Whidden and Danielle Drieschner at 808-BEAR (2327)*

To book your presentation today, contact the EECO Centre at 469-6140



Integrated Resource Package 2005/2006



SCHOOL ECO-CHALLENGE

1st Place Prize:

- ✓ \$1000 for your school
- ✓ Ice cream for the entire school
- ✓ Winner of 2006 Mayor's Environmental Achievement Award

2nd Place Prize:

- ✓ \$750 for your school

3rd Place Prize:

- ✓ \$500 for your school

Show your schools **GREEN** side by participating in some of the following activities/programs or create your own ways to help the environment:

- | | |
|--|--|
| <ul style="list-style-type: none"> ➤ Waste Free Lunches ➤ Environmental Fear Factor ➤ Kokanee in the Classroom ➤ Living Greener Pledges for the School ➤ Anti-Idling Campaign ➤ Environmental Survivor Games ➤ Walk to School Program | <ul style="list-style-type: none"> ➤ School Yard Naturalization ➤ Mission Creek Regional Park Field Trip ➤ Commuter Challenge ➤ Adopt A Stream ➤ Environmental Awareness Assemblies ➤ School wide Recycling & Composting ➤ Energy Saving Programs |
|--|--|

The school with the most points at the end of the year will win!

To sign up for the School Eco-Challenge or for more information on available programs contact 469-8982.

**Presented by the EECO Heroes
(Environmental Educators of the Central Okanagan)**



The EECO Center

250-469-6140

In Mission Creek Regional Park



Environmental Education Centre for the Okanagan

Special Events

*Displays
Programs*

*Information
Day Camps*

Kids Activities

Hours of Operation

April - October: Mon. to Sun. 9am to 5pm

November to March: Mon to Fri. 10am to 3pm; Sat. & Sun. 10am to 4pm

Imagine

Discover



Come on in!

Explore



Play

EECO
2363A Springfield Rd.,
Kelowna, BC
V1X 7N7

Learn

Create



Find your way...

About Your Regional Parks

- 1 **Antlers Beach/Hardy Falls Regional Park**
Hardy Road from Highway 97 S in Peachland
• swim area, trail into Hardy Falls
- 2 **Coldham Regional Park**
- 3 **Gellatly Heritage Regional Park**
Gellatly Road from Highway 97 S
• historic cemetery, log home and barn
- 4 **Gellatly Nut Farm Regional Park**
Whitworth Road from Gellatly Road S
• Park Grand Opening September 17, 2005
- 5 **Glen Canyon (Powers Creek) Regional Park**
Access from Aberdeen, Blue Jay, Glenrosa, and Gellatly Roads or Last Mountain Park
• nature trails, boodoos, flume, cliffs, dam

- 6 **Shannon Lake Regional Park**
Shannon Lake Road
• lakeside trail, picnic area
- 7 **Mount Boucherie Regional Park**
- 8 **Kalamoior Regional Park**
Collens Hill Road
• swim area, nature trails
- 9 **Rose Valley Regional Park**
Westlake Road from Highway 97 S
• nature trails, pond
- 10 **Raymer Bay Regional Park**
Westside Road
• swim area, boat beach, covered picnic area, playground

- 11 **Trader's Cove Regional Park**
Westside Road past Bear Creek Provincial Park
• boat beach, swim area, covered picnic area, playground
- 12 **Okanagan Lake Forest Recreation Site**
Westside Road past Fintry Provincial Park at the Boleau Lake Road intersection
• campground, beach
- 13 **Kopje Regional Park**
Carrs Landing Road
• swim area, heritage house museum, playground, field area
- 14 **Kaloya Regional Park**
Trask Road from Oyama Road
• swim area, covered picnic area, walking trails, lily pond, playground, boat beach
- 15 **Reiswig Regional Park**
Wooddale Road from Highway 97
• track, swim area, picnic area, field
- 16 **Okanagan Centre Safe Harbour**
Okanagan Centre Road W.
• boat launch, safe harbour (emergency only)
- 17 **Mill Creek Regional Park**
Spencer Road from Old Vernon Road
• trail into Kelowna Creek Falls
- 18 **Stephens Coyote Ridge Regional Park**
- 19 **Robert Lake Regional Park**
Curtis Road from Valley Road North
• birdcatching, viewpoint, limited parking
- 20 **Mission Creek Regional Park**
Springfield Road or Hall Road
• interpretation centre, spawning channel, nature trails, creek trail, playground, ponds, xeriscape and compost education gardens, covered picnic area
- 21 **RDCO Office**
1450 K.L.O. Road
- 22 **Mission Creek Greenway 1 & 2**
Parking at Mission Sportsfields, Mission Creek Regional Park, Hollywood Road S. and Field Road
• 16.5 km trail along Mission Creek, ranging from easy to moderate walking
- 23 **Scenic Canyon Regional Park**
Field Road from McCulloch Road
• nature trails, viewpoints, picnic areas, spectacular geology including the Pinnacle, Layer Cake Mountain and the Rock Ovens
- 24 **Woodhaven Nature Conservancy**
End of Raymer Road from Gordon Drive
• nature trails, irrigation flume
- 25 **McCulloch Regional Park**
- 26 **McCulloch/Hydraulic Lake Forest Recreation Site**
McCulloch/Idabel Lake Road from Hwy. 33
• campground, walking trails, fishing
- 27 **Bertram Creek Regional Park**
Lakeshore Road in the Mission
• boat beach, swim area, covered picnic area, walking trails, playground, field
- 28 **Cedar Mountain Regional Park**
Closed due to hazardous conditions from forest fire **CLOSED**

LEGEND

- Regional Park
- Regional Park Not Currently Open
- Campsites
Camp fees are \$10 per night, \$5 seniors and handicapped. First come, first served basis. No reservations.
- Closed During Winter
- Dogs Permitted on leash.
Be a responsible pet owner and please clean up after your pet.

Book your events now!
Having a group picnic, wedding or other special event in the park? Don't forget you need a permit. Just call 868-5232.



For photos and more info, visit www.regionaldistrict.com and follow the links to Parks and Recreation

WALK AND ROLL CAR FREE DAY

Saturday September 24th, 2005

11:00 a.m. to 3:00 p.m.

Abbott Street

(between Lake and Cadder Avenues)



FREE FUN FOR EVERYONE

BBQ

BICYCLE TRICKS

GAMES/PRIZES

FACE PAINTING

LIVE MUSIC

BIKE MAINTENANCE

STREET ART

BIKE PARADE



Come out and enjoy lots of fun, free activities while experiencing a car free environment and celebrating International Car Free Day!

FOR MORE INFORMATION CONTACT 469-8709

BC RIVERS & FISHERIES AWARENESS DAY



SUNDAY, SEPT. 25th
Mission Creek Park
11:00 a.m. – 3:00 p.m.

The City of Kelowna and the Regional District of the Central Okanagan would like to invite the public to a free, fun, family educational event.

- Watch the Kokanee spawn!
- Go on an interpretive tour
- Take part in activities, displays and games
- Learn about our local environment
- Bring your lunch and enjoy a day in the park!

It's for everyone!



INTERNATIONAL



October 4, 2006



CLEANER ENVIRONMENT



HEALTHIER STUDENTS



SAFER STREETS



STRONGER COMMUNITY



For more information:

Phone: 250-469-8709 Email: ehallas@kelowna.ca Fax: 250-862-3349



**Invite you to:
FAMILY ENVIRONMENT DAY**

**Sunday, April 9th, 11:00 am - 3:00 pm
At Mission Creek Regional Park
2363 Springfield Road**

Bring your lunch and stay for the day at the FREE, Fun, Family Event!

-  **Play games**
-  **Participate in an environmental scavenger hunt**
-  **Build a bird feeder**
-  **Observe threatened species**
-  **Learn local environmental facts!**

**For more information, contact the Environmental Division,
City of Kelowna, 469-8982.**

**Rain or Shine, come to the EECO Centre
for exciting outdoor and indoor activities**

Where Does Our Recycling Go?



Your Class is Invited to a Special Open House
at the Recycling Plant, March 6-10

- See what happens to your recycling after it is picked up from your home
- Learn what new things recycled stuff like plastic milk jugs, tin cans and writing paper are made into
- Learn how to make your own recycled paper

To book your class tour (approx. 1 hour)
or for more info., call Betty at 491-2242

Presented By:



Book a tour for your class today!

Mayor's Environmental

*Coming May 2006
8:30AM to 3:00 PM*

For more information or to register
your class, please contact
469-8984

Explore and investigate over 40 interactive displays and environmental projects, from recycling to energy conservation to renewable resources

Participate in the Environmental Trivia Quest

Register your class in a pre-registered event such as Environmental Survivor

Valuable for kindergarten to Grade 12 - learn about exciting environmental fields

Expo
2006







Register your school
team for the

Environmental **MIND GRIND** Challenge

April 22, 2006

Categories for Elementary, Middle and High Schools

-  Students will learn about local environmental issues: Airshed Health, Endangered Species, Ethnobotany, Forestry, Pond Studies, Waste Reduction, Water Conservation, Fisheries and Watershed Health.
-  Great prizes for all participants (pizza parties, movie passes, fleece vests, hats, t-shirts...)!
-  Study packages are provided, which include all the information needed for preparation. You may also request special presentations to help your class prepare for the contest.
-  Call 469-8983 before February 10th to register! Call early as space is limited.

Presented by the City of Kelowna, Regional Waste Reduction Office, Regional Parks, the Water Smart Program, and Terasen.

Proudly supported by Waste Management Services Canada, Council of Forest Industries, Fortis BC, Tolko Industries, Richmond Steel, Metro Waste Paper Recovery Inc. and Harmony Honda.





COMMUTER CHALLENGE

June 4-10, 2006



Get active. Be healthy. Protect the region you love!

The Commuter Challenge is a friendly competition that encourages people across Canada to choose healthy and environmentally friendly forms of transportation between June 4th and 10th, 2006.

To participate, challenge students, staff, parents and other schools to find environmentally friendly and healthy ways to get to school. Riding the school bus (or transit), carpooling, walking, running, in-line skating, and skateboarding all count; anything BUT driving alone.

Participation is EASY!

1. Register your school by calling 250.469.8709.
2. Use the FREE Promotional Kit, to promote the Commuter Challenge at your school.
3. Have FUN and tally the number of participants from June 6th to 10th (tally sheets will be provided).
4. Submit your results at the end of the week.

WIN GREAT PRIZES

and/or the SCHOOL CLEAN AIR TROPHY!

Biking accessories, bikes, clothing, backpacks, coupons, free passes and much more!



Contact Emma Hallas with any questions, to register or to receive your FREE Promotional Kit.
Phone: 250.469.8709 Email: ehallas@kelowna.ca Fax: 250.862.3349

Win a
bike!

Clean Air Day Poster Contest

- ★ The winning poster will be professionally printed and displayed throughout the Central Okanagan to promote the Commuter Challenge.
- ★ Students from any grade level can enter and winners will be chosen from four categories: Elementary Group One (K to 3), Elementary Group Two (4 to 6), Middle (7 to 9) and Senior Secondary (10 to 12).
- ★ All posters must be submitted to City Hall by February 28, 2006. Please ensure that your name, teacher, grade level, and school are clearly printed on the back.
- ★ The overall concept of your poster should promote environmentally friendly and healthy forms of transportation - be creative and have fun!



The winning poster will be used to promote the Commuter Challenge, an annual event in which local residents, businesses, schools, and churches are challenged to increase their use of environmentally friendly and healthy forms of transportation (riding transit, cycling, walking, carpooling, running, in-line skating, kayaking, canoeing, and skateboarding).

For more information please contact 250-469-8709



Environmental Assemblies

Book your class for a FREE One Hour assembly by the EECO Heroes

Some of the activity-filled environmental education programs designed to meet Learning Outcomes for all grade levels include:

Airshed Health

Ethnobotany

Watershed Health

Endangered Species

Waste Reduction

Ecology

Transportation Alternatives

Water Conservation

Pond Studies

To book your class or if you have any questions please call 469-8983.

Presented by the EECO Heroes
(Environmental Educators of Central Okanagan)

