



ENVIRONMENTAL CAREER Awareness Bulletin



ECO Club Spotlight

Meet...
**MAC Environmental Action Council (MEAC), Sir John A.
MacDonald Collegiate, Agincourt, ON**

When and why was your Environmental Club created?

Our council was created in September 2006 to bring environmental awareness to our school, building on the work of various incarnations of environmental clubs that had existed in previous years in the school.

How many members do you have?

We have 17 executive members as well as numerous club volunteers.

What projects are you currently working on?

We are currently promoting recycling in the school ("You've Been Caught Recycling", Weekly Recycling Club) as well as an overall awareness of the state of the environment. We have a display case that changes each month, providing information such as organic foods, green cleaning products, and a sustainable lifestyle. Furthermore, we are looking to achieve a Platinum Status as an Eco-School (a school board initiative to recognize schools that excel in environmental education and minimize environmental impact).

What is your club's biggest accomplishment?

Our latest and biggest project was a kick-off assembly held for the entire school. In the assembly, we addressed the current state of the environment and the consequences of continuing down a path of environmental destruction. We also provided the school with environmentally conscious solutions to improve the situation.

How do you get other students/people involved and interested in environmental issues?

We have interactive initiatives, such as "You've Been Caught Recycling" with "Eco-Ninjas", and a display case that is updated each month with a different eco-theme. November's theme is organic foods. We also utilize the media to our advantage, creating a website, (<http://www.meac.pwnedjoo.net/>)

Facebook group

(<http://www.facebook.com/group.php?gid=99052981405>), and music videos to be played on the school's televisions (MAC TV).

Want your eco club to be in the spotlight of our next bulletin?
Please contact career.awareness@eco.ca.



ECO Canada Video Contest

The ECO Canada Student Video Contest has begun. Grade 9-12 students, along with a local environmental practitioner working on a local environmental issue for a chance to win \$2,000 for a school initiative. Creativity, community outreach, and current issues are key! To enter a team from your school, go to www.eco.ca/videocontest.



Eve Savory National
Specialist Reporter, CBC News

Featured Green Job: Environmental Reporter

Environmental reporters are responsible for informing the public of current environmental issues and the diversity of views associated with them. Their goal is to raise public awareness and to encourage active participation in environmental protection.

How did you gain interest in the environment? My father did not work in an environmental occupation though he saw the world through the eyes of a naturalist. Under his guidance I grew up enjoying the wilderness of British Columbia and learning to respect its importance.

What do you do to stay current? If you do not keep up with current events in this line of work, you are not doing your job. I read four newspapers per day, many magazines, news releases, and emails. Watching television and listening to the radio is a part of my work. When I have the chance I attend the Canadian Science Writers Association conference. It can be very challenging to keep up because you not only have to be familiar with what is happening, you need to be anticipating what is about to happen. A reporter has to always be ready for the next assignment.

What does the future of environmental reporting look like? There is a growing need for accurate reporting in this area. Awareness of environmental issues stimulates more interest in the environment. I believe the various environmental crises we are facing will become more and more evident and people will start to demand action from their politicians. For myself, I would love to see a new show on the CBC where environmental issues could be discussed on a weekly basis. If the news value of these issues continues to increase we may see such a program.

For more information on Environmental Reporters or other Environmental Career Profiles go to www.eco.ca

ECO Poll

What Environmental projects would you like to implement in your school/ community?

- a) Indoor Classroom/ Garden
- b) Recycling Program
- c) Environmental Field Trips
- d) Alternative Energy Projects
- e) Other

VOTE!

ECO Canada Scholarships

Congratulations to Lars Boggild (Vancouver, BC), Camila Das Gupta (Halifax, NS), Bradley Jennings (Deleware, NS), and Emily Rafus (Windsor, NS) for being the first-ever recipients of ECO Canada's environmental scholarships. These four students were chosen for their involvement in their community in an environmental capacity! To find out more about the annual ECO Canada scholarship go to www.eco.ca/scholarship.

LESSON PLAN:

Getting the Word Out

The role of the media in shaping our views about issues in the environment

Total time: 75 minutes. The lesson will enable students to:

- Examine and compare the ways information is communicated
- Explain the role of communicators in affecting the way students feel about issues
- Role play as communicators
- Practice oral presentation skills
- Evaluate the techniques used in communicating information

Your students have been exposed to a barrage of information about the environment, which will have influenced their feelings about their future on this planet.

Try this exercise with your students. As you say each of the following words or phrases, have the students write either a "G" if the word tends to make them feel good or positive, or a "B" if it tends to make them feel sad, negative, or bad. If they feel neither, or if they feel nothing in particular, they can write a "N" for neutral. The words are: whale, oceans, snake, logger, forest fire, farmer, littering, pesticide, miner, hunter, drycleaner, deer, factory, tractor, sailboat, chainsaw, rat poison.

Break the class into five groups and assign each group three or four of the words from the list. Their assignment:

- For each work word, list the reasons why each student wrote either B, G, or N. Beside each reason, try to think of where you might have encountered the information that made you feel that way.
- Summarize your findings for each word or phrase. Determine whether your group as a whole felt positively or negatively about each one.
- Ask a volunteer from your group to present your findings to the class.

Allow 15 minutes for each group to develop a short statement and select a spokesperson from the group to respond to the issue of the proposed development. Encourage the first two groups to promote their cases with the goal of winning public opinion, while the third group should be non-partisan in its report, and the fourth group should attempt to present the public's position from the point of view of government.

If possible, all groups should find pictures to support their arguments (any pictures of parks or factories or generic shots will do). Spokespersons should decide whether to speak emotionally and passionately, or more calmly and rationally.

Have each spokesperson present a two- to three minute report. Did the use of pictures, if any, affect how they felt about the presentation? Did the passion- or lack of passion- of the presenters sway them one way or the other? Did the presentations vary in emphasis on different points to reflect the positions of the presenter? Discuss the importance of these "environmental communicators" to society. Ask students to theorize what types of companies would hire environmental communicators and why governments and non-profit organizations would hire them as well.

For additional activities connected to this lesson plan or for more great lesson plans go to www.eco.ca



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