

CATEGORY 3
ESTABLISHING/STRENGTHENING AN
ENVIRONMENT CLUB



ESTABLISHING/STRENGTHENING AN ENVIRONMENT CLUB - CATEGORY 3

Overall Objective: To ensure a student group is started or strengthened to continue working with students on environmental issues.

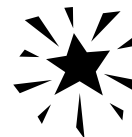
While you want to have the whole school involved in your environment programme, one of the most effective ways to get activities done is to have a core of student leaders.

Forming an Environment Club in your school is a useful way to do this. This group can be the voice of environmental concerns in your school and community and can take the lead in implementing some

activities. If starting a new club is not feasible, environmental activities can be carried out by other clubs eg 4H, science and key clubs. Schools that choose not to have a club but to adopt a whole school approach may do so. However, you will be required to show evidence of student leadership and students should be involved in planning activities. Records of activities undertaken by all classes must be kept.



THE CLUB WILL BE EXPECTED TO UNDERTAKE AT LEAST TWO SMALL PROJECTS OR ONE YEAR- LONG PROJECT WITHIN THE SCHOOL AND MAY ALSO PARTICIPATE IN A COMMUNITY OUTREACH ACTIVITY



CASE STUDY: PEP CLUBS

The Portland Environmental Protection Association (PEPA) is a strong parish-based NGO. PEPA has encouraged the formation of student environment clubs called PEP Clubs at several schools in Portland. The Clubs have elected officers, a motto, pledge, song, hand-sign and club manual. PEPA holds training workshops for principals and teacher coordinators to increase their level of environmental awareness and also to

teach specific skills, such as gardening and composting.

PEP Clubs have established school gardens, implemented litter control programmes, conducted research projects and developed drama presentations and skits. "It is good being involved in the club as we can tell people about what not to do, help people not to litter the place and not destroy the ozone layer," says 10-year old Danielle Nicoleson, President of the PEP Club at the Gideon Education Centre.

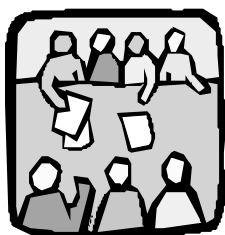
FORM AN ENVIRONMENT CLUB AND ELECT OFFICERS

Objectives:

Students will:

1. Demonstrate leadership skills
2. Take action to address environmental issues
3. Plan and implement environmental projects in and outside the school
4. Make presentations to the general school population about environmental issues

LEADERSHIP AND PARTICIPATION



The environment club will be expected to be organized by students, with student leadership. However, each club should have at least one faculty advisor. The role of the faculty advisor is very important, especially with younger children. Care must be taken that projects are not too ambitious, especially at first.

Students should nominate and then vote on a slate of officers (President, Vice-President, Secretary, Treasurer). The Secretary will keep minutes of all the meetings held by the club reflecting decisions taken. The group will also decide how often they plan to meet (at least once per month). The role of the club leaders is to help the group stay on track by asking questions and helping the group to think clearly and make good choices.

SELECTING A FOCUS AND PROJECTS

The Club needs to select a name to reflect its activities and focus. The first two or three meetings should discuss the type of projects the Club would like to undertake. Students

should be encouraged to decide what kind of Club they want:

- Will it be an advocacy group?
- An educational group?
- Will the group do on-the-ground activities?

IN-SCHOOL EFFORTS

Club efforts should be focused mainly in the school and with PTAs, school vendors, or 4-H clubs and other clubs. Clubs could undertake any of the activities listed in the other categories of this programme.

EFFORTS OUTSIDE THE SCHOOL

Clubs should undertake at least 2 projects each year, one of which could be targeted to a community outside of the school. Clubs are also encouraged to find ways to share environmental information with another school especially ones which are not a part of any environmental education programme.

FUND RAISING

Environment Clubs sometimes need funding for special project activities and field trips.

After the group has decided on what it wants to do, students must:

- **Quantify the costs involved and decide how funds are to be raised**
- **Identify cash or in-kind contributions that can be obtained. Parents or the PTA can be asked to help with contributions.**

The Club should be encouraged to develop income-generating activities, such as cake sales or walk-a-thons. Some schools have done Trash-a-Thons as well.

Category 3: Environment Club

(See background information on fund-raising for schools)

INFORMING THE ENVIRONMENT CLUB

The Club needs to make sure its members are informed on environmental issues, seek out guest speakers and encourage projects and field trips.

SUSTAINABILITY

The main difficulty with maintaining a strong environment club is continuity. As students move through the school, it may get harder for them to find the time for student clubs.

The Club needs to devise a membership policy to ensure a constant inflow of students from junior grades. However, leadership is often more effective if students are older. There needs to be a clear mechanism for hand-over to younger leaders.

Club leaders can also discuss ways to include other non-member students in environmental activities.

SUCCESSFUL PROJECTS

Encourage the students in the environment club to consider the following issues when deciding on the type of projects to be undertaken:

- **Will the project survive the summer holiday? Environment Clubs often do tree planting without planning how the trees will survive the long summer holiday.**
- **Is the project sustainable? Again, clubs often do short-term clean-ups which have to be repeated over and over. Challenge the club to think of ways to ensure their project will be sustainable over the long term.**

- **Are club meetings interesting? Often meetings become boring and membership falls off.**
- **Are the chosen activities fun as well as educational? Activities such as field trips boost morale.**
- **Are projects too ambitious. Keep in mind your capabilities when planning projects and be moderate about your expectations. Most environmental projects have to be looked at over the long term.**

COMMUNITY OUTREACH ACTIVITIES

The club members can be effective advocates for environmental issues. Community outreach programmes also bring students a greater appreciation of obstacles to good environmental practices, such as improper garbage disposal, illegal sand mining, deforestation, water contamination by factories, etc.

Students must document the steps they take in doing community outreach. Photographs may be useful to help the judges understand what the club has done.

PRESENTATIONS

Club members should consider making presentations at assembly, PTA meetings and to community groups. Club leaders may also organize activities that will involve the vendors on or around the school compound.

RECORD KEEPING

Students will be expected to keep records of meeting dates, agendas, decisions made, and activities undertaken. Faculty advisors can help club members brainstorm things that should be recorded and help choose appropriate recording forms (lists, graphs, reports).

ORGANIZING EFFECTIVE MEETINGS

Category 3: Environment Club

The club is encouraged to spend time learning how to organize effective meetings, where the purpose and outcome of the meeting are clear and everyone can participate fully. Students can practice having a written agenda (posted for all to see) listing each topic to be dis-

cussed at the meeting. Each meeting should conclude with an action plan which includes a

completion date and list of the persons who are responsible for each task to be accom-

This activity can be infused into the following area of the Primary curriculum

Grade 4 Social Studies

Unit 2; Term 2; Unit title: How We Affect the Environment As We Meet Our Economic Needs

Focus question 2: How can we preserve the environment while meeting our economic needs?

Objective

Pupils will:

- ◆ Develop a commitment towards stewardship of the environment

Procedure/activity (Page 302)

#7 Form an environment club for the care and protection of the school environment

ACTIVITY: LITTER WARDEN PROGRAMME

Objectives:

Students will

1. Demonstrate proper waste handling
2. Demonstrate a sense of responsibility for their environment
3. Discuss the topic "Garbage is everybody's problem"
4. Keep their surrounding clean



Discuss the need to keep our environment clean. Involve the students by getting them to decorate the drums with slogans that promote putting trash in garbage cans. This will

make the drums more appealing and encourage students to dispose of litter properly.

Litter wardens should be selected from each class. Environment club members may also become litter wardens. Litter wardens should wear badges or sashes and should decide how

their duties are to be carried out. Litter wardens could inspect school grounds daily or weekly. They could grade areas of the school and report to assembly how well the school is doing. Litter wardens could give talks to the school on how much garbage the school is producing. Litter wardens must not simply pick up litter, but must observe students littering and take steps to encourage them not to do so.

The function and importance of these wardens should be properly explained to the student body and to parents to ensure the work of these students is valued and supported.

BACKGROUND INFORMATION LINK

- ∞ **How long does it take garbage to biodegrade?**



See page 27 in the Garbage Management section for guidelines for implementing a litter warden programme



ACTIVITY: ENVIRONMENTAL PRESENTATIONS TO THE SCHOOL

Objectives:

Students will

1. Explore environmental issues
2. Inform the wider school community about those issues

The environment club could identify an issue of importance to the school and surrounding area. Examples are: a land use issue (such as deforestation, industrial development or large scale agriculture), a pollution issue (such as bauxite processing, a factory operation, or a burning dump), a marine issue (such as dying coral reefs, beach erosion or over-fishing), a human health issue (such as solid waste disposal or sewage treatment), a water issue (such as flooding, water shortage, water conservation or the water cycle), an energy issue (such as solar and wind energy or the environmental effects of fossil fuel energy). You are not limited to these examples.

The students should research the issue and perhaps consider a field trip, if appropriate. They should thoroughly understand the issue and consider solutions. Environment club students could also ask an informed speaker to make a presentation to the club.

Having gathered the necessary information, students should brainstorm some possible solutions.

Students should then design their presentation to the assembly meeting. Bear in mind that one person speaking is the least interesting way of presenting information. Students should consider a visual presentation using slides or a video if possible, or they could write skits, songs, poetry or short drama presentations and perform them for the school.



This activity can be infused into the following area of the Primary curriculum

Grade 6 Science

Term 3; Unit 1; Unit title: The Environment and Us

Focus question 3: Why is it important to care for the environment?

Objective

Pupils will:

- ◆ Examine local/national/global environmental problems (pesticides, smog, deforestation, industrial and domestic waste, endangered species, noise pollution, misuse of water resources, CFCs, green-house effect, acid rain)

Procedure/activity (Page 367)

#4 As a class, discuss, plan and design, then create a presentation for a wider audience (e.g school or community) on a selected aspect of the environment

ACTIVITY: COLLABORATION WITH OTHER SCHOOL CLUBS

Objectives:

Students will:

1. Work with other groups, to develop synergies among school clubs
2. Inform other school clubs about environmental issues

If your school has other clubs, such as a 4H Club, a Key Club, a Science Club, Cubs, Scouts, Guides or Brownies, meet with their members to inform them of planned environmental club activities. Try to get them involved with your plans. Ask for their input into the activities you intend to carry out.

- The 4H club may already be doing a gardening project or keeping animals. It is easier for the environment club to try to influence them to address environmental concerns than to start a new garden. Students should consider issues such as soil conservation, water conservation, or-

ganic gardening, safe use of fertilizers and pesticides.

- If the 4H club is resistant to doing the whole garden organically, suggest a small plot. Compare the results of both types of gardening.
- If the 4H club is keeping animals, you need to discuss with them how the animals are going to be kept away from your garden.
- You can use animal manure for your compost heap and as fertilizer for your garden.
- Key clubs can be involved in clean-ups, poster competitions, tree planting, walk-a-thons, Trash-a-thons, and recycling.
- Science clubs can be involved in research.

Scouts, Guides, Cubs and Brownies can work for environmental badges and be involved in a range of activities.



ACTIVITY: **ADVOCACY CAMPAIGN ON AN ISSUE OF IMPORTANCE TO THE COMMUNITY**

Objectives:

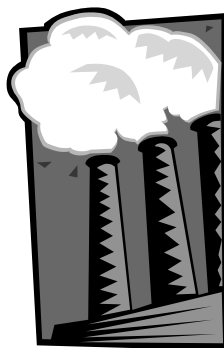
Students will:

1. Describe and explain the environmental issues which affect their community
2. Take steps to deal with such issues
3. State the functions of government in dealing with environmental issues

Select the issue that students are interested in. This can be done after the first few meetings as it is often already a concern. Some possible ideas are:

- **Deforestation:** caused by coal burning, housing, logging, agriculture, forest fires.
- **Marine issues:** such as dying coral reefs, water pollution, over-fishing, beach erosion, effects of tourism on local people.
- **Pollution issues:** such as bauxite processing, burning, factory operations, garbage dump management, sewage treatment, gully cleaning.
- **Land use issues:** such as squatting, large scale agriculture, housing.
- **Solid waste management:** particularly relating to vendors near the school or other local issues.
- **Water issues:** such as flooding, water shortages, water quality, declining rainfall, streams drying up, pollution of sources of underground water.

This list is not exhaustive. You can select any other issue of concern to students and the community at large.



Students should research the issue they have chosen. Divide students into groups:

- those who will do library research
- those who will talk to community members affected by the issue
- those who will talk to those causing the problem
- those who will find out the relevant government department which should deal with the particular issue

Consider a field trip for students to see the problem themselves, if that is applicable.

Then have a meeting for students to share their findings.

- **Design the advocacy campaign**
- **Decide what kind of media will be used;** press, radio or TV
- **Consider a petition or letter-writing campaign, or possibly calling a talk show.**
- **Write directly to the government agency involved and the factory or farm or housing development office.**
- **Follow up with letters.**

A meeting with a key person may also be possible. Private sector leaders can be influenced by a group of well-informed students. Doing your homework is very important, though, because polluters often have their own information to show that they are not polluting. It is not necessary to be confrontational, just firm. If the company or government agency has a solution in progress, ask for the time frame for completion and follow them up.

Document your advocacy programme. Keep your research, campaign plan and copies of your letters and any replies you receive.

BACKGROUND INFORMATION LINK

∞ **How to conduct an advocacy campaign**

This activity can be infused into the following areas of the Primary and ROSE curricula

Grade 3

Term 3; Unit 2; Unit title: Caring For My Environment

Focus question 3: How can I persuade others to care for the environment?

Objective

Pupils will:

- ◆ Create and depict ways of influencing others to appreciate the importance of proper use and management of the environment

Procedure/activity (Page 288)

#1c Write letters to a newspaper editor or friends encouraging others to care for the environment

#2 Create sketches for a poster with a message advocating care for the environment

Grade 8 Social Studies

Unit 3: Using Our Resources and Related Environmental Matters

Subtopic C: Mining & Manufacturing

Specific learning outcomes

Knowledge

Students should be able to:

8 Assess the impact of mining and manufacturing on the environment

9 Discuss attempts at conservation/preservation by mining and manufacturing industries in Jamaica

Attitudes

Students should:

3 Show commitment to preservation of the physical environment

Content

5 Pollution inherent in these activities and measures for environmental protection

6 Sources of energy used for these industries and how these impact on the environment

Learning activities Page 80)

8 Inviting a resource person from NEPA or a local environmental group to discuss pollution occasioned by industrialisation

9 Collecting newspaper articles /cartoons on the subject of pollution and discussing in groups some solutions to the problems associated with pollution

10 Designing a poster to alert residents in a community of the dangers of industrial pollution

Advanced learning activity

1 Writing letters to the editor of a newspaper to suggest possible solutions to the pollution problem

ACTIVITY: MAKE POSTERS TO PUT AROUND THE SCHOOL

Objectives:

Students will:

1. Visualize the problem or issue
2. Use their artistic skills
3. Inform the general school population on environmental issues
4. Make posters to disseminate environmental information



Consider involving the art and craft teacher in this activity. You could have a main focus for the posters or you could have groups making posters on different environmental

issues. You could organize a competition for the best posters.

Students from all grades can participate in this activity. Members of the environment club could visit all classrooms and encourage students to make posters.

Some students could work on posters showing the problems. Others could do posters showing solutions. It is very important not to remain completely focused on the problem. We have to understand the problem before we can take corrective action, but we must also visualize how we would like things to be. Have students dream about how they would like their school and community to look.

Consider reusing waste materials in the posters. If this is a popular activity, do new ones often. Consider mounting a display of the best posters on an open day or in the library.



This activity can be infused into the following areas of the Primary and ROSE curricula

Grade 2

Term 3; Unit 1; Unit title: This Is My Community

Focus question 3: Who are the people in my community

Objective

Pupils will:

- ◆ Tell ways they can take care of home/school and the things in these places

Procedure/activity (Page 156)

#9 Create a poster to show ways of protecting the environment

Grade 4 Social Studies

Term 2; Unit 2; Unit title:How We Affect the Environment As We Meet Our Economic Needs

Focus question 2: How can we preserve the environment while meeting our economic needs?

Objective

Pupils will:

- ◆ Describe ways in which they can minimize/prevent environmental damage in their home, school and community

Procedures/activities (Page 302)

#5 In groups develop cartoons illustrating how each of the following community problems which the residents identified could be corrected

- factory emitting smoke and soot and discharging waste in the nearby sea or river
- Farmer using chemicals and fertilizer heavily on crops or rearing animals and not carefully disposing of their waste
- Mining establishment creating dust, destroying vegetation, making noise (24 hours) daily
- Coal burning activity creating smoke

#6 Display cartoons for the rest of the school to see

Grade 5 Social Studies

Term 2; Unit 2; Unit title: Resources Of The Caribbean

Focus question 2: How can the use of Caribbean resources be protected?

Objective

Pupils will:

- ◆ Present information in graphic form

Procedure/activity (Page 273)

#6b Design posters to inform others about the value of our wetlands and forests (e.g. as tourist attractions and habitats for rare species of wildlife) as well as alert them to the dangers of their abuse and what can be done to preserve them. Mount posters in strategic locations in the school/community

Grade 6 Visual Arts

Term 2; unit 1; Unit title: Words, Images and Messages

Focus question 2: How can I use words and images to convey messages?

Objective

Pupils will:

- ◆ Develop an information concept using visual images

Procedures/activities (Page 291)

#2d I identify a message that addresses a topical issue within the school community

2f Develop a poster design from selected images

#3c Determine wording necessary to be added to poster designs

ACTIVITY: CAMPUS, BEACH, ROAD-SIDE OR GULLY CLEAN-UP

Objectives:

Students will:

1. Estimate the scale of the garbage problem in Jamaica
2. Describe solutions
3. Discuss/Explain why garbage disposal is a community issue
4. Take action
5. Carry out hands-on activities
6. Involve other members of the community in problem solving and environmental activities.

CAMPUS CLEAN-UPS

First, assess the nature of the problem.

- **Why is the school campus dirty?**
- **Is garbage thrown on the ground only in certain areas, such as the canteen?**
- **Is there waste left over from a construction activity?**
- **Is there a pile of broken school furniture?**
- **Is the area to be cleaned an old garbage dump?**
- **Is there a problem because there are not enough garbage drums, or are the drums not put in the right place, or not emptied regularly enough?**
- **Is garbage collection from the school regular?**
- **Is the school simply producing too much garbage to be handled effectively?**



- **Are students aware of how to dispose of their waste properly?**

Involve ground staff in your discussion of the problem.

You should make plans to address whatever problems are discovered before your clean-up. If you don't do this, you will do a lot of hard work, clean up the campus and then in a very few weeks, it will be dirty again. The only exception to this is a pile of construction or other waste which has been around for along time. When you have decided what is to be done about the problem and identified the solution, then you can tackle your campus clean-up.

- **You will need garbage bags, gloves and masks for student volunteers. See if a parent can donate these, or ask Recycle for Life for help (See contact information in the resource list in the background information section of the manual).**
- **If the waste is not suitable for garbage bags, such as construction waste, you will need a front-end loader and a truck to take it away.**
- **You may need a truck or open back van to take away your garbage in any case. Or you could call the local Parks and Markets organization in your area and ask them to send a truck to collect your waste at the end of the clean-up day**
- **You will need to ensure that the school has enough garbage drums. Punch holes in the bottom to prevent them from being stolen.**

Category 3: Environment Club

- **Part of your clean up should be providing information on how and why to dispose of garbage.**

Invite parents and community members to participate. Think about providing food and drink, picking up garbage is hot, thirsty, tiring work!

Consider transforming an old garbage dump into a garden. There is nothing more satisfying. Consider having some students paint the garbage drums with designs or environmental messages to make them attractive.

End your campus clean-up with a little celebration. Try to take photographs, showing "before", and "after". Make sure students wash their hands after they have finished picking up garbage and before eating and drinking.

BEACH CLEAN UP

This is more of a challenge than a campus clean-up because typically, many other people use our beaches.

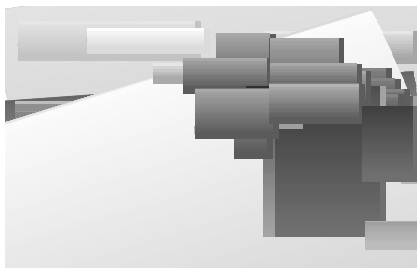
- **Start with a visit to the beach to assess the size of the problem.**
- **Where is the garbage coming from?**



- **Is it brought by those who use the beach? You will have to consider ways of educating them and involving them in your clean up.**
- **Is it washed up by the sea? This is a long-term international, public education issue, and the most you can do is probably to pick up this kind of beach debris.**
- **Is the beach a working beach, such as a fishing beach? You will have to talk to the fishermen and vendors on the beach.**
- **Is there large-scale illegal dumping taking place? Rather than try to clean up such a beach, you might want to consider using the illegal dumping as your advocacy issue.**

The cardinal rule about a beach clean-up is to speak to and involve those who use the beach.

If the beach clean-up seems manageable, proceed as with the campus clean-up.

- **You will need garbage drums (preventing them from being stolen is a real challenge), garbage bags, gloves, gravel rakes (not fan rakes), and dust masks.**



 **A beach clean-up is more of a challenge than a campus clean-up because typically, many other people use our beaches** 

Category 3: Environment Club

- **Arrange for collection of the garbage from a reputable firm, such as the Parks and Markets organizations.**

Consider joining one of the organized beach clean ups on International Coastal Clean-Up Day on the third Saturday in September each year.

Again, involve parents and community leaders. Take photographs “before” and “after”. Celebrate your efforts!

GULLY CLEAN UPS

This is the most difficult of all clean ups, because gullies are often not very accessible. Also, the type of garbage in a gully is often very noxious, and may not be possible for students to handle. (Dead dogs, for example).

- **Students can visit a gully, observe and record the health and other effects of disposal of garbage in gullies.**
- **A gully clean-up may be possible in a very small gully, or if your school has significant resources at its disposal.**

However, gully clean ups can be depressing, because the next rain will almost certainly bring more garbage from another community. You can use this as an opportunity to raise awareness of waste disposal issues.

OPEN LAND CLEAN UPS

Often there are areas of open land in communities which are used as garbage dumps. You could plan your clean up in such an area.

- **Collaborate with people who live in the area.**
- **Consider turning the land into a pocket park, something very simple with grass, a**

few trees and a bench or two. This is a very satisfying project to do, which could transform our communities without expending a lot of resources.

RIVER AND CANAL CLEAN UPS

Schools are sometimes located along river banks or canals. Again, study the river or canal to see what the problem is.

- **Sometimes vendors are throwing waste into the river, sometimes houses along the river are putting their sewage into the water, sometimes the waste is washed down into the river or canal from other sources.**
- **Because a river or canal is a moving source of water, it is not very easy to clean up, as more waste keeps arriving.**

Consider a public education campaign for the people along the banks of the river or canal. Students can also clean up the river banks, if the garbage has washed high up.

Talk to community members about washing clothes in rivers.

Most detergents contain phosphates which encourage plant growth in the river. This can lead to the river becoming choked with vegetation and the oxygen in the river being depleted. If this happens, fish will die.

Encourage people who wash in the river to collect water from the river in a wash basin and then throw the dirty water on plants away from the river. Talk to community members about how pollution in the river affects everyone downstream.

For a canal, consider whether there is a health

OTHER ACTIVITY IDEAS

OPEN DAY FOR PARENTS ON ENVIRONMENTAL ISSUES

Objectives:**Students will:**

1. Showcase their work
2. Discuss environmental issues with parents and community members

Schools are often experienced at having Open Days which can be done in a variety of ways. Some schools have one theme for the open day, others have a different theme for each class. Displays can be set up in a library or in each classroom, or a combination of both. Open Days

can include posters, models, recycling displays, tours of the garden and nature walks, presentation of skits, songs, poetry and drama. Open Day can be scheduled for the day of the Judges' visit as well.

Students must be trained to be guides on Open Day. They must be able to explain what they have done and why.

This activity can be infused into the following area of the Primary curriculum

Grade 6 Social Studies

Term 1; Unit 3; Unit title: Using Earth's Natural Resources

Objectives

Pupils will:

- ◆ Discuss the effects of population growth on earth's resources
- ◆ Discuss the effects of the misuse of resources and its impact on the environment (e.g. depletion of the ozone layer, acid rain, destruction of natural habitat)
- ◆ Discuss the importance of proper management of earth's natural resources

Procedures/activities (Page 154)

#5 Observe ways in which resources are used in home, school and community. Make suggestions for more efficient and careful use and in groups do illustrated flyers to encourage careful use of resources in the home and community

#6 Plan a project for Earth Day and implement this at the appropriate time

ESSAY OR POETRY COMPETITION WITH AN ENVIRONMENTAL THEME

Objectives:

Students will:

1. Write about environmental issues
2. Educate the general school community
3. Demonstrate creativity in making posters

Select the environmental theme and make posters announcing the poetry or essay competition. It would be a good idea to involve the English or Literature teacher. Develop the

guidelines, such as the length of the entries. Decide on a deadline date and prizes. Choose judges. Announce the competition at assembly. After the winners have been selected, have a prize-giving ceremony at assembly. Have the winning entries read out. Submit the winning entries to a newspaper.

DEVELOP AND PERFORM ENVIRONMENTAL SKITS, SONGS, POETRY, DRAMA, DANCE

Objectives:

Students will:

1. Create audio-visual demonstrations of environmental issues
2. Educate the general school and wider community
3. Present environmental issues in a way that is relevant and exciting to them

This is an activity that can work well with a drama or music club.

Have students pick the issue they want to high

light. Divide students into groups to do research and then report to the entire group. Have the students write the dialogue for skits, the lyrics for songs and the poems. Poetry can be done in literature classes. Consider having costumes, which could be made from waste material, such as paper, scandal bags, scraps of cloth etc. Use music as much as possible. It is best not to make your presentations too long. Remember, if your school goes through to regional and or national judging, the judges will only have one an hour to see everything. Try to keep presentations for the judges under 20 minutes. Presentations can also be performed at assembly or open days.

This activity can be infused into the following areas of the Primary curriculum

Grade 3

Term 3; Unit 2; Unit title: Caring For My Environment

Focus question 2: Why and how should we care for the environment?

Objective

Pupils will:

- ◆ Explain why it is now most urgent to protect the physical environment

Procedures/activities (Pages 286—287)

#6 Create a dance depicting the difference between a polluted and clean environment

#7 Working in groups use a rhythmic pattern to make up a dub poem or rap to show what they have learnt about care of the environment

Focus Question 3: How can I persuade others to care for the environment?

Objective

Pupils will:

- ◆ Create and depict ways of influencing others to appreciate the importance of proper use and management of the environment

Procedure/activity (Page 289)

#4 Using words relating to the care of the environment, create a song and then perform it

Grade 4 Language Arts

Term 3; Unit 1; Unit title: How Do We Find Out and Tell About Storage, Pollution and Purification of Water?

Objective

Pupils will:

- ◆ Write completely different kinds of creative pieces

Procedure/activity (Page 339)

#1 Act out a scene in which persons are washing in a stream, while a public health worker is trying to convince them about the harmful effects of this practice

Grade 6 Music

Term 1; Unit 2; Unit title: Music In Everyday Life

Focus question 3: How do I select and sequence sounds to create songs and accompaniments reflecting different styles, moods and structures?

Objective

Pupils will:

- ◆ Manipulate the elements of music to create songs relating to everyday life

Procedures/activities (Page 74)

#1 Make up suitable lyrics (texts) for selected melodies and vice versa

#4 Critique and improve the rehearsal of their composition in preparation for a performance/recording

Grade 7 Science

Unit 3: Living Things and How They Reproduce

3.1 Gross Structure of Flowering Plants

Specific objectives

Students should be able to:

6 Suggest ways in which plants are important to the environment



Suggested student activity

3 Following a discussion on the importance of plants to the environment and various industrial sectors ask students to write a poem, song or essay on this topic

BEE KEEPING IN COLLABORATION WITH A 4H CLUB OR AGRICULTURAL PROGRAMME

Objectives:

Students will:

1. Explain the importance of bees
2. Describe their role in pollination
3. Set up bee hives to generate sustainable income for the school
4. Plan and implement an income generating programme

For information on bee-keeping contact Decton Hylton at International School of Jamaica or the Jamaica Bee Keepers Association (See Resource list in the background information section of the manual).

ORGANISE A TRASH-A-THON

Objectives:

Students will:

1. Organise and implement a fundraising activity for the school or environment club
2. Clean up an area
3. Explain/Discuss why garbage is a community issue.

Select the area to be cleaned up. It could be on the campus or in the community. Decide how

the amount of trash collected is to be measured. An easy way is number of garbage bags. Make up sponsorship sheets. Give to students, who will seek sponsors for the number of garbage bags they collect.

BACKGROUND INFORMATION LINKS

- ∞ **How take environmental action**
- ∞ **Valuing trash to secure cash**

ORGANIZE AN ENVIRONMENTAL FIELD TRIP

Objectives:

Students will:

1. Identify and describe an environmental problem
2. Explain the effects of the environmental problem
3. Identify and describe actions that they can take to address the problem
4. Plan and undertake a field trip to get an upclose look at the problem

Plan where your field trip will take place. Some suggestions:

- A local garbage dump
- A local industry that is causing an environmental problem

- A local protected area, river, wetland, forest, beach
- Mason River Reserve, Clarendon (Contact the Institute of Jamaica)
- Montego Bay Marine Park (Contact Montego Bay Marine Park)
- Negril Marine Park (Contact Negril Coral Reef Preservation Society)
- Blue and John Crown Mountains (contact Jamaica Conservation and Development Trust - JCDT)
- Hollywell and Oatley Mountain Trail (contact JCDT)
- Rio Grande Valley Hikes (contact Valley Hikes)

This activity can be infused into the following area of the Primary curriculum

Grade 2

Term 3; Unit 2; Unit title: Places of Interest In My Community

Focus question 1: What are the places in our community that we find interesting?

Objectives

Pupils will:

- ◆ Write with feeling to record personal experiences and observations
- ◆ Discuss the changes they would like to see in their environment
- ◆ Record observations about their home, school and community

Procedures/activities (Page 163)

#10 Discuss interesting natural features of the community which may include:

- river, pond, waterfall, spring
- garden, wetland/swamp, woodland
- cave, hill, rocky outcrop, cliff, beach

Visit these, where possible, highlight the important features and compile a brochure to encourage people to visit the community to see these places.

#11 List ways in which they can enhance or keep a place of interest pleasant to visit (e.g. disposing of garbage, not writing on walls, not breaking artifacts/monuments)

DEVELOP AN ENVIRONMENTAL PLEDGE FOR THE SCHOOL

Objectives:

Students will:

1. Identify the elements of good environmental citizenship
2. Inform the wider school community about environmental issues
3. Identify methods of gaining support of students and teachers in the school to be good environmental citizens.

Decide what elements are to go into the pledge.

- **How do people affect the environment?**

- How can they make their effects on the environment less harmful?
- Divide the pledge into commitments from students, teachers and parents.
- Ask students to write the kind of pledge they would like and then pick the best one, or you may combine elements of more than one.

Get the pledge typed on a computer, or put on posters. Encourage teachers, students and parents to sign it. Ask that the environmental pledge be read at assembly.

