PLEASE SHARE CHALK TALK WITH YOUR COLLEAGUES !!!

Letter from the Editor

Dear Educators,



What will you be doing on Saturday, March 28, 2009 at 8:30 p.m. local time? Perhaps you'll be turning off your lights, appliances and computers as part of Earth Hour. [Click on the banner, above, for more information or to sign up.]

At the time that I am writing this, 2,848 cities and towns in 84 countries around the world have registered to participate in 60 minutes of reduced consumption of generated power. Life will not come to a screeching halt, it will just not be as bright, I think. Many will choose to eat, read, walk, talk, play board games, etc. by candlelight. While for some it may feel like the 19th century, others may consider it mood changing like a romantic dinner under the stars or moonlight walk in some exotic vacation spot.

For city dwellers, such as myself, it will feel DARKER. Residents of small towns, camping enthusiasts or weekend cottagers understand night in a very different way. They may not experience such a drastic difference when they turn out the lights but for those of us who rarely see more than a few dozen stars even in the clearest sky, an hour of significant darkness can have a tangible, even visceral, impact.

For some this event represents more of a token gesture than a measurable way to improve the Environment. Still, energy will be saved and awareness of this very global issue will be raised, collectively strengthening the bond that we have with our planet, and even, with each other. In the days leading up to this year's Earth Hour, I've noted the usual controversies about global warming have begun to fill the airwaves. Famous environmentalists, such as, Canadian singer-songwriter, Alanis Morissette, and Oscar nominated actor, Edward Norton, appear on CNN's *Larry King Live*, using their celebrity to promote living a greener lifestyle, while others, those who remain skeptical of the seriousness of climate change, haul out statistics in support of their point of view. I find it difficult to understand why those who remain unconvinced that climate change is real, are opposed to reducing energy consumption. In Europe, where energy costs are much higher than in North America, conservation is taken for granted and has been part of everyday life for many decades. What is the down-side?

This week's issue features environmental programs that encourage students to observe their world and participate in finding solutions to our eco-challenges. CoEd Communications is dedicated to supporting the important work of teachers by providing resources on a range of topics for the classroom. We invite you to visit our website at 4edu.ca to view the many free teachers' resources on offer.

Let us know what you think!

Cary Korach

Mary Kovack

Environment Canada's Biosphère offers customized training for teachers in English and French

The Biosphère is pleased to offer free training in English and French for elementary and secondary school teacher s, educational advisors and science teachers across Canada. These training session s will help t eachers integrate environmental concepts into their teaching and encourage young people to take action to protect the environment. Varying in length from one to two days, the sessions are offered at the Biosphère or at your school on request and during specific periods throughout the year.

Environmental education and engagement: fundamentals and practice

Introduction to the concepts, principles, and practices of teaching about the environment and environmental engagement. This intensive training facilitates an understanding of the various levels of commitment and integrates this concept into teaching.

Environmental education and experiential learning strategies

Experiential learning strategies can be used to help students acquire new behaviours and new competencies. The aim of this training is to develop and enrich the competencies of teachers in using these practical techniques. After this session, participants will be able to use strategies such as nature field trips, decision making, and resolving environmental problems.

Environmental Training

Block I: Climate Change and Energy

Block II: Water and Forests

Offered in two separate blocks, this traini ng allows educators to learn about climate change and energy or about water and forests. Participants will receive practical tools to help them design learning activities on these subjects and the issues involved.

For more information on the Biosphère's teacher training:

www.biosphere.ec.gc.ca, section Activities for groups

• telephone: 514-496-8282 or 1-866-487-8282 (toll free)

fax: 514-496-8588

email: reservations.biosphere@ec.gc.ca



Environment Canada Environnement Canada



Statistics Canada ... Newsworthy Everyday!



<u>Households and the Environment Survey, 2007</u> — *The Daily*, Statistics Canada, February 10, 2009

Increasing n umbers of Canadi an hou seholds are taking a dvantage of energy and water-saving devices in their home...In 2007, 62% of Canadian households reported they had a low-flow shower head, up from 54% the year before.

This late st Househol d and the Environment survey reports on several behaviours related to energy and water conservation, indoor environment, pesticide use and consumer habits. See the report's highlights and check its tables to compare your province to the rest of Canada.

<u>Study: Participation in e nvironmentally active lifestyles, 2006</u> – *The Daily*, Statistics Canada, December 9, 2008

About 45% of Canadian households had very environmentally active lifestyles in 2 006, as measured by their participation in at least four of six selected environmental behaviours. The most environmentally active province was Prince Edward Island, where close to two-thirds of households participated in four or more environmental behaviours. In comparison, Quebec and Manitoba had the lowest proportion of house holds engaged in four or more behaviours.

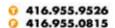
Find the se and other key information sources in the <u>Environment: Key Resources</u> page of "Learning Resources" in the Statistics Canada website.

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The opinions, conclusions and other information expressed in the preceding content do not necessarily reflect the views of and are not endorsed by CoEd Communications.



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