

# The Publicists

*Naomi, Brynn, Owen, Charles, Nolan, and Sophie*

# Eco Network

On January 28th, Jared Regier, one of the two Earthkeepers teachers at Aden Bowman, presented his students with their first project based learning task: to reclaim the damaged land around the Potash Corps Eco Science and Indigenous Learning Centre. This new Eco Centre was built on School Division owned Brightwater land to teach youth the importance of living sustainably and to have an appreciation for nature. Unfortunately, during construction the land surrounding the Eco Centre was harmed. The job of reclaiming the area was given to the Earthkeepers. Shortly after this exciting task was presented, the Earthkeepers broke up into four different groups (project managers, landscape planners, botanists, and publicists) and began to work.

The project managers are in charge of writing a proposal for reclaiming the site, as well as researching related case studies, an ESD assessment, the reclamation strategy, and a timeline for this project. The second group, the landscape planners have the job of preparing a site plan to scale, that will reveal how the damaged area will be replanted. They must also produce several perspective drawings of the land once it is planted, as well as one or more section drawing to scale, to show the elevation change and soil grading. The second last group is the botanists. The botanists are in charge of knowing the native and invasive plants on Brightwater's land. They will also create a booklet containing key features of native and invasive plants. The last group are the publicists. They have the role of presenting written stories to local media. They also must write a story and present a video documenting the Earthkeepers progress to the school division and public.

During the spring, we will be presenting our project proposal to the public at the Eco Centre, please come and show your support for the project.

Brynn Walker  
Earthkeepers student

# Star Phoenix (same as spsd)

Earthkeepers, the one semester integrated outdoor education class from Aden Bowmen Collegiate were recently assigned a restoration project. The class of 23 were given the project by Jared Regier, one of their two teachers. The area to be restored surrounds the newly constructed Potash Corps Eco-Science and Indigenous Learning Center, on Saskatoon School Board's Brightwater land, constructed with a million dollar donation by PotashCorp. However, when the building was set on the site, it disturbed the surrounding land.

Brightwater is a learning initiative, providing programs for elementary and high school students. The programs teach through inquiry about the land, its animals, plants, the connection to First Nations people, sustainability, and the value of nature for everyone. The EcoCenter also has sustainable features such as a high efficiency fireplace, rain barrels for non drinking water, and heat catching windows. The EcoCenter was designed to represent the important worldview in circles, and to reflect the shape of a traditional medicine wheel and a compass.

The class was split into four groups. Project managers were researching similar case studies, completing an ESD assessment, planning the reclamation strategy, as well as completing a written proposal of the project. Botanists, were in charge of compiling a booklet of native plants. The landscapers were to make a scaled drawing of the site, make perspective drawings, and complete a section drawing. Lastly the publicists had the role of documenting and writing a general story for the public; the EcoNetwork, a newspaper, and the Saskatoon school board. With these goals in mind, the Earthkeepers began to plan, research, photograph, draw, write, and interview, knowing that by March 14th they would be giving their presentation to the public and local school board executives. The youth were also aware of an offer of native plants by the Saskatchewan native plant society, helping their work.

Although each group worked independently on their separate roles, they met up each week to share their progress, explain struggles, and update their to do list. Group members also met with their teacher Jared for further planning and work sharing.

On January 31st the entire class went on their first trip to Brightwater. The students were able to see the land they were planning on landscaping, however the land was under snow. Specialists for each group were present, and they split up, learning about the ethnobotany of plants, how to draw site plans, what native plants were common in the area, the general information of the Brightwater area, and were showed a small piece of land where plants that had been near the EcoCenter were moved to be saved. Earthkeepers had access to the Brightwater area and center on two other occasions.

The students were also introduced to the agricultural greenhouse on the university grounds the next day. After a tour of the greenhouse, the youth began seeding the native plants which would be transplanted around the EcoCenter. Throughout the project the youth had access to the building, and a few afternoons were planned for tending to the plants.

On March 5th the students met with Janet McVittie at the education building on the University of Saskatchewan campus. Janet spoke about the importance and history of native plants and grasslands, and how the notion of beauty has effected how individuals view native plants. Similar projects done outside of the education building and at North Park Wilson school were also discussed.

Week by week the project began to blossom. The project managers researched similar case studies, talked regularly with other groups, completed the ESD assessment, planned how the work would be done and wrote the proposal for those who would attend the final presentation. The botanists began constructing a native plant book with ethnobotany, characteristics, Latin names, and the habitat. They also realized that though they seeded the plants in soil, at Brightwater the terrain was sand. By questioning, researching, and discussing they solved this issue. The landscapers measured the land they were working with, learned how to draw scaled drawings of the plants, made several perspective drawings and a section drawing. The publicists took photos, videos of interviews with specialists and fellow students, and began compiling the knowledge, learning, and project into a story for the public.

Near the end of the project the students were informed that due to an unfurnished EcoCenter, the final presentation date would be pushed back. The students however, will still give the presentation in the spring at the EcoCenter to the school board and invite the public to attend.

Earthkeepers student, Naomi Bird

# Planet S

The Aden Bowman Earthkeeper's outdoor-integrated program teacher, Jared Regier, recently presented his students with their first project based learning task: to reclaim the land around the Potash Corps Eco-Science and Indigenous Learning Centre. The Eco Centre was built on public school division Brightwater land to teach youth the importance of living sustainably and to have an appreciation for nature. Unfortunately, the construction site was harmed. The Earthkeepers divided into groups (project managers, landscape planners, botanists, and publicists) and began to research, analyze, write, question, draw, and learn how to reclaim this land.

The project managers were in charge of writing a proposal for reclaiming the site, as well as researching related case studies, completing an ESD assessment, planning the reclamation strategy, and making a timeline for this project. The landscape planners had the job of preparing a scaled site plan to reveal how the damaged area will be replanted. They also had to produce several perspective drawings of the proposed project, and one or more scaled section drawings showing the elevation change and soil grading. The botanists were in charge of learning native and invasive plants inhabiting Brightwater's land, and were in charge of deciding which plants will be planted around the Eco Centre. They were also to create a booklet containing key features of native and invasive plants. The last group, the publicists, had the role of presenting to the media. They could use written articles, video, and interviews to document the project.

During the spring, the Earthkeeper's will present their proposal to the school board and invite the public to attend. For more information and the video, please go to [www.theearthkeepersrevolution.ca](http://www.theearthkeepersrevolution.ca)

Brynn Walker and Naomi Bird  
Earthkeepers students

