



GreenLearning Canada Foundation  
**2014–2015 Annual Report**

# Better teaching. Better learning. A better tomorrow.

## Mission

Our mission is to develop innovative teaching resources and rich educational experiences that empower young Canadians to effect positive social and environmental change in their own lives, schools and communities.

## About GreenLearning Canada Foundation

GreenLearning Canada Foundation is a registered charitable, not-for-profit organization incorporated federally in 2010. The GLCF Board represents a broad cross-section of environmental education stakeholders.

## Vision and Values

GreenLearning Canada Foundation envisions a generation of young Canadians who are enabled and inspired to actively create a sustainable and just world.

## We believe

- in providing students with objective and balanced information from varied perspectives so they can think critically and act collaboratively.
- educational resources should provide students with a deeper understanding of issues.
- learning must be solution-focused, with action components so students can shape their vision of the future.
- educational resources should be free and accessible to all.

GLCFs program's empower students to create positive change with the best web-based teaching tools for our evolving world. Developed by teachers, for teachers, our tools are easy to use and always free.

## How is our mission achieved?

1. **Responding to teacher needs** with resources developed by teachers to accommodate students' varied learning styles.
2. **Addressing complex and controversial issues** to provide students with opportunities to explore, test and participate in solutions.
3. **Direct work with stakeholders** through our open development process for educational resources.
4. **Multifaceted learning techniques** such as critical thinking, curiosity and collaboration are integral to our activities.
5. **Building action components in our lessons** gives students an opportunity to make a difference.
6. **Alignment with provincial curricula** for easy classroom integration.
7. **Online accessibility** removes barriers to rich educational experiences.
8. **Supporting teachers** through professional development opportunities.
9. **Collaboration** with related organizations and agencies.

# Strategic and long-term development plan

## GreenLearning's 7 key strategies to reach our goals and ensure longevity and sustainability



Expand and steward **strategic partnerships** with university teacher education programs, provincial departments of education and non-profit organizations.

**Grow** and **promote** GreenLearning.ca as a leader in developing and implementing the best web-based teaching tools for our evolving world.

Develop a **secure funding base** through diverse and mutually beneficial partnerships, and sustain this base through a comprehensive sponsor stewardship and engagement program.

Establish a strong **national presence** in sustainability education in Canada.



Aggressively **expand** the **marketing** and **delivery** of all programs and resources to teachers and youth leaders.

Develop **new programs** on GreenLearning.ca, and grow existing programs.



Ensure each GreenLearning.ca program is regionally **appropriate** and **available**.

# Message from our leaders

## 2014 was a year of action, leadership and transition for the GreenLearning Canada Foundation

As we reflect on 2014 and strategize to build on our successes moving forward, we are astounded at the progress GreenLearning Canada Foundation made in 2014 and the potential this represents going forward.

Our success starts with leadership. Beckie Granatstein joined GreenLearning Canada Foundation as our new Executive Director. The Board of Directors expanded to add broader national leadership. The staff continues to be world class. Collectively, the GLCF team is a motivated, dedicated and professional group committed to empowering and inspiring young Canadians to create a sustainable and just world.

Our achievements begin with innovative initiatives. The creation of our International Climate Change eCard gave students a voice at an international level, and our virtual townhall on the Council of the Parties 20 meeting (COP 20) brought together students from across Canada to collaborate on solutions.

Our impact comes from partnerships. GLFC engages expertise from government, industry, academic and educational sources in the development of programs. Our strong relationship with the Centre for Global Education allowed us to engage students in microfinancing in developing nations. In our work with the Federation of Canadian Municipalities, students wrote a white paper, *Our Communities: A Youth Agenda for Change*, and had an opportunity to engage directly with municipal leaders. None of these programs would be possible without the generosity of financial supporters, and in 2014 we added new funders, including the Federation of Canadian Municipalities, Servus Credit Union, private family foundations and individual donors.

In 2014, GreenLearning transitioned to become a highly respected contributor to energy and sustainability education in Canada. We plan to build on this success and continue to design, develop and deliver high-quality programs and services that empower young Canadians to create a sustainable future.

**—Jeff Reading, Vice-chair**



While I've had the pleasure of being at the helm of GreenLearning for almost two years, 2014-2015 marks my first full academic year with the organization.

The Board of Directors and the staff are very excited about what has been accomplished this year. We have done a lot to improve our existing programming and develop new learning modules. The two initiatives I'm most proud of are our GreenLearning Associates Program and our new International Climate Change Conferences eCard.

This pilot year of our GreenLearning Associates program saw the implementation of on-the-ground GreenLearning representation in Ontario and Alberta. Through this program we were able to reach more teachers and members of public than ever before, engaging even more classrooms in authentic learning around energy, environment and sustainability.

Our eCards program ([ecards.greenlearning.ca](http://ecards.greenlearning.ca)) has been our most popular since its launch in 2007. This year, our new International Climate Change Conferences card was launched to engage students in the United Nations climate talks in Peru.

I'm delighted with what we've accomplished in 2014, and I can't wait for what's in store next year. With the development of our new spiral inquiry (a simple way to implement the inquiry method of teaching), the launch of our first Oil Sands Education Dialogue modules, and bringing on more GreenLearning Associates, 2015-16 is poised to be an even stronger year than the last.

**—Beckie Granatstein, Executive Director**

# The need for GreenLearning

## Programs at a glance

### **Sustainability Economics and Finance**

**Education Program:** A new program that broadens students' understanding of the interplay between the economy, the environment and society, tying personal financial success with other priorities, such as personal happiness, a more equitable society and sustainable future.

### **Climate Change Where I Live (CCWIL):**

This program facilitates student inquiry into the impacts of climate change where they live and the mitigation and adaptation measures required to address these impacts.

**Oil Sands Education Dialogue:** Students explore issues related to the Oil Sands, with an emphasis on collaboration, critical thinking and multi-stakeholder problem-solving.

**GreenLearning Associates:** GLCF representatives provide professional development to the teaching community. For further information, see page 7.

**Redfish School of Change:** An intensive post-secondary youth leadership field school for people aged 19 to 24.

**COOL 2.0:** This free online community boasts an extensive database of teaching resources about energy and sustainability.

“There is a growing interest in connecting ‘21st-century learning’ with sustainability education. GreenLearning is unique in its interactive approaches to topics that are underserved across the country, including serious climate change and energy discussions.”

—Saskatchewan Sustainability Policy Network

Children in kindergarten today will begin to retire in 2070, and we have no way of knowing what the world will be like.

Young people will face many complex global issues such as climate change, poverty, health issues, water shortages, terrorism and environmental migration. So how do we educate them to be full participants in change, engaged in understanding, imagining and creating a sustainable future? GreenLearning offers transformative education by:

- Engaging students as learners, critical thinkers and problem solvers.
- Connecting students to the emerging global shifts, developing big solutions to a big problem, such as critically analyzing their province's climate action plans or analyzing carbon pricing models.



6,989

Teachers registered to GLCF since launch with a 2.4% increase since 2013/2014

# Programs and initiatives

## Lending a Hand: Pilot microfinancing module a success

This year saw the launch of our Sustainability Economics and Finance Education Program (SEFEP) with *Lending a Hand*, our pilot module on microfinancing.

In the winter of 2015, GreenLearning partnered with the Centre of Community Engagement and Servus Credit Union to offer two classrooms in Alberta the unique opportunity to learn directly from microeconomics experts and to support community initiatives in Ghana.

### How Lending a Hand works:

- Students learn about microfinancing, credit unions, debt repayment and finances.
- Students select community initiatives to support from the micro-lending site [kiva.org](http://kiva.org).
- Students raise money to fund their chosen initiatives.
- As the loans are repaid, future students can reinvest the funds, supporting more low-income or underserved entrepreneurs and students across 86 countries.

Building on the pilot's success, the Lending a Hand module will be adapted for a national audience and will be included in GreenLearning's SEFEP national learning activities in the fall of 2015.



### Lending a Hand Pilot

- Students at Queen Elizabeth High School in Edmonton and Bowness High School in Bowness Valley raised nearly \$1,000 to support a chosen micro-lending initiative.
- With matching funding from Servus Credit Unions, the classes contributed nearly \$4,000 to community initiatives that are helping to fight hunger and poverty.

“I think it has been a great way to educate students on microfinance and actually get involved, hands-on—to earn the money to loan and to make a difference. The loans give people a sense of fulfillment. It’s a win-win situation.”

—Christian B., Grade 11, Bowness High School, Calgary



Follow Queen Elizabeth High School's microfinancing initiative on [Twitter](#) and [Instagram](#).



30,089

Social media reach, up 1,752% from 2014



586%

Increase in social media engagement in 2014, from 167 to 978

# Programs and initiatives

## GreenLearning Associates Program

The GreenLearning Associates Program launched in winter 2015 to provide more professional development opportunities than ever before. The ultimate goal of the program is to have a trained educational professional representing GreenLearning in each major city, offering development opportunities to teachers and spreading the word about our organization. In this pilot year, **Elaine Ho**, Redfish program alumna, represented GreenLearning in the Greater Toronto Area, and **Kimberly Gray** travelled to events across Alberta. Elaine and Kimberly managed to engage more than 70 teachers and close to 400 members of the general public, including students. In the 2015-2016 year, we will add an associate in British Columbia.



## Climate Change Where I Live

Our flagship program, *Climate Change Where I Live* (CCWIL), brings the global issue of climate change down to the local level.

Over the past year, five CCWIL inquiry modules were researched, developed, pilot-tested and evaluated, including My Municipality, Recreation, Extreme Weather, My Watershed and Maple Syrup. These are now being adapted for online use and added to the [CCWIL-Space in COOL 2.0](#). We are currently working to develop additional versions of these inquiries with the Hastings Prince Edward District School Board in Ontario, and Climate Change in My Community for Toronto and Saskatchewan.

Next year, we'll be ramping up work with school boards and ministries of education, as well as developing a CCWIL-branded space in our COOL 2.0 database. We're also launching our CCWIL Commit2Act app, where students can explore ways to reduce their impact on the environment, committing to an action and sharing their progress on social media.

*"I have been teaching for 20 years and integrate everything about the environment in my lessons. Your resources are amazing."*

*—Betty MacDonald-Gray, Calgary Board of Education*

## CCWIL highlights:

- A student in Ontario used an inquiry to take real action, researching and developing a climate-change plan for his family's commercial berry farm.
- High school students in Saanich, B.C., were tasked with the challenge, "How can we make Saanich more resilient with regards to climate change?" They presented their research on climate risks and solutions in agriculture, transportation, etc., to a panel that included a local farmer, a city official and BC Ministry of Transportation staff.

# Programs and initiatives

## Students on the international stage

GreenLearning Canada partnered with the Centre for Global Education to offer students the opportunity to have their voices heard at the 2014 United Nations Climate Change conference (COP 20) in Peru.

More than 300 students from six high schools across Canada participated in a virtual town hall session on November 20, 2014, to discuss their vision for Canada's position going into COP 20. From this, the students created a climate action strategy, *COP20: Canadian Youth White Paper on Climate Change*.

Students also created International Climate Change Conference eCards, and four youth delegates travelled to Peru, meeting with delegates, presenting their paper and displaying hundreds of these eCards for the COP 20 attendees to see.



### Virtual Town Hall by the numbers

- **100 hours** of teacher facilitation
- **1,500 hours** of student collaboration
- **1 month** of online teamwork



5,068

Total eCards created and sent since program launch



### Putting the plan into action

Some 20,000 students from nearly all provinces and territories will take this paper to their municipalities, implementing the suggestions and working together to raise awareness of municipal issues in the 2015 federal election.

## Bringing students and municipalities together

In our first collaboration with the Federation of Canadian Municipalities (FCM), GreenLearning and the Centre for Global Education offered students an opportunity to have their voices heard on the municipal issues that matter most to them.

More than 200 students from six schools across Canada came together in May 2015 for a virtual online session to discuss their vision for their municipalities' futures. Student writers synthesized all the content from student blogs and online discussions into one voice to draft a collaborative paper, [\*A National Youth White Paper: Our Communities—A Youth Agenda for Change\*](#). The following month, students attended FCM's annual conference to share their thoughts with municipal representatives.

# Programs and initiatives

“A hallmark of GreenLearning’s education programs is that they not only provide enriched curriculum-linked learning, but more importantly, they engage young people in positive action from conserving energy in the classroom to reducing their personal greenhouse gas emissions.”

—Jeff Major, Thomas Valley District School Board



49,791

**National visits to GreenLearning.ca’s properties**

includes GreenLearning programs modules, Cool 2.0, Re-energy, and Red Fish School of Change

## Redfish takes on the Salish Sea

The Salish Sea is shared by Canada and the United States, and many of the gifts and challenges of the bioregion affect both nations.

In partnership with Western Washington University, Redfish students look at how people from both countries are working together to create change.

Eighteen students and three instructors travel by kayak, bicycle, bus and foot to explore strategies for creating ecological sustainability and social equity. Students use this knowledge to develop initiatives that promote effective actions in their communities.

“Bioregional issues very rarely stop at international borders,” says Ryan Hilperts, director of the Redfish School of Change. “I’m thrilled to be able to explore these lands and waters with Redfish students, and to begin broadening perspectives on the issues shared by Canadians and Americans living in this place.”

## Dealing with controversial issues in the classroom

GreenLearning has been working tirelessly this year on the development of our Oil Sands Education Dialogue program (OSED), a framework for dealing with controversial issues in the classroom.

In our fall 2014 national survey teachers told us that we needed to develop learning modules, so we developed five that span a variety of issues.

Teacher writers from Alberta, Ontario and British Columbia have been drafting our first three modules:

- **In Consultation:** Showcasing the consultation process, students learn about the various First Nations perspectives on oil sands development, while honing negotiation skills.
- **Oil Sands Hearing:** Simulates an Alberta Energy Regulation Hearing, as well as related procedures and practices that take place across Canada.
- **Price of Oil:** Students learn what the current cost of oil means for individuals and various sectors throughout Canada.

These modules are going to be pilot tested in fall 2015 for launch in 2016.



# 2014 Financials and statistics

## Statement of operations

	2014	2013
<b>REVENUE</b>		
• Grants	\$203,003	\$78,741
• Individual Donations	26,117	11,400
• Honorarium	1,500	—
• Tuition Fees	—	45,880
• Program cost recovery under contractual agreements	—	26,585
• Reimbursed expenses	—	225
<b>Total revenue</b>	<b>\$230,620</b>	\$162,831
<b>EXPENSES</b>		
• Contractor services	\$104,946	\$148,081
• Wages and wage costs	75,708	—
• Travel	11,229	15,956
• Project materials and supplies	5,102	3,359
• Office	4,636	4,454
• Professional fees	4,000	3,395
• Insurance	2,751	2,944
• Advertising	1,672	—
• Unrecoverable GST	802	1,053
• Interest and bank charges	71	42
<b>Total expenses</b>	<b>\$210,917</b>	\$179,284
<b>EXCESS (DEFICIENCY) FROM OPERATIONS</b>	<b>\$19,703</b>	(\$16,453)
<b>DEBT FORGIVENESS</b>	—	\$18,498
<b>EXCESS OF REVENUE OVER EXPENSES</b>	<b>\$19,703</b>	\$2,045
<b>DEFICIT, BEGINNING OF YEAR</b>	<b>(\$19,517)</b>	(\$21,562)
<b>SURPLUS (DEFICIT), END OF YEAR</b>	<b>\$186</b>	(\$19,517)

## Statement of financial position

	2014	2013
<b>Assets</b>		
<b>CURRENT ASSETS</b>		
• Cash	\$56,644	\$18,863
• Accounts receivable	—	20,400
• Contributed intangible assets	1	1
<b>Total Assets</b>	<b>\$56,645</b>	\$39,264
<b>Liabilities and Net Assets</b>		
<b>CURRENT LIABILITIES</b>		
• Accounts payable	\$19,305	\$36,432
• Deferred revenue	37,154	22,349
<b>Total Current Liabilities</b>	<b>\$56,459</b>	\$58,781
<b>NET ASSETS</b>		
• Surplus (deficit)	\$186	(\$19,517)
	186	(19,517)
<b>Total Liabilities and Net Assets</b>	<b>\$56,645</b>	\$39,264

Financial period: July 31, 2014 to August 1, 2015. For more information, please contact [beckie@greenlearning.ca](mailto:beckie@greenlearning.ca).

# Thanks to our supporters

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**Thank you to all of our founding and current supporters who are helping to build a better tomorrow.**

## **Funders and Supporters**

- Alberta Council for Environmental Education
- Alberta Tomorrow
- BC Lake Stewardship Society
- Catherine Donnelly Foundation
- Cenovus
- Centre for Global Education
- The Centre for Global Engagement
- Clean Air Champions
- Conoco Phillips
- Columbia Basin Trust
- Devon Energy
- Earth Rangers
- EcoSpark
- Edmonton Community Foundation
- Kootenay Community Bat Project
- MyClean City
- Nature's Path Oolichan Fund
- Nexen
- Pearson College
- Pembina Institute
- Pembina Trails School Division, Winnipeg
- Pollution Probe
- Private family foundation
- SEEDS Foundation
- Servus Credit Union
- Shell Canada
- Slocan Lake Stewardship Society
- Staples Canada
- Suncor Energy Foundation
- TakingITGlobal
- TD Canada Trust
- Toronto Renewable Energy Co-operative, Education
- University of Victoria School of Environmental Studies

- Victoria Foundation
- Village of New Denver, BC
- WildBC
- The Winnipeg Foundation

## **Education partners:**

GreenLearning works with more than 100 school boards and schools to develop and implement GreenLearning programs, including:

- Toronto District School Board, on student inquiries into climate change in the GTA, and on teacher training
- Manitoba Department of Education, to identify and address a gap in climate change education
- Edmonton Public Schools, to develop and implement a service-learning project on green microfinancing
- Other school boards, to develop new courses and new inquiries based on our Climate Change Where I Live (CCWIL) program

## **Community and NGO partners**

- The cities of Toronto, Saanich, Kingston, Gananoque
- Canadian Wildlife Federation
- Sustainability in Education Policy Network
- Alberta Council for Environmental Education
- Conservation authorities

# Staff



**Beckie Granatstein, Executive Director**, manages the day-to-day operations of GreenLearning. She has extensive expertise in running children's science programs.



**Gordon Harrison, Senior Education Specialist**, infuses his love of nature and his background as an educator in his role at GreenLearning. He primarily works on the *Climate Change Where I Live* program.



**Ryan Hilperts, Director of the Redfish School of Change**, heads up GreenLearning's university-credited experiential learning course. She is also a sessional lecturer and researcher in the University of Victoria's School of Environmental Studies.



**Stephen MacKinnon, Consultant and Project Leader**, has been GreenLearning's e-learning consultant since 2006, working on various online education projects. He is a retired IT teacher.



**Dick Holland, Researcher, Writer and Facilitator**, is GreenLearning's lead teacher writer. He's involved in researching and developing modules, as well as running workshops and in-service training.

## GreenLearning Associates

**Elaine Ho** is GreenLearning's professional development representative in the Toronto area. She is also a member of the Climate Reality Leadership Corps.

**Kimberly Gray** is GreenLearning's professional development representative throughout Alberta. She is the founder of K. Gray Consulting, a communications consulting firm that provides services in communications, web, media and strategic planning.

# Board of Directors



**Rob MacIntosh, Chair,** consults as president of Dejanira Enterprises and is a senior partner with Green Planet Communications. He co-founded the Pembina Institute for Environmental Research and Education.



**Patrick Robertson, Treasurer,** is a teacher, educational consultant and director of community organizations focused on sustainability, social justice, literacy and the environment. He is a faculty associate in the University of British Columbia's Faculty of Education.



**Barb MacIntosh, Secretary,** is director of student life at Havergal College in Toronto. She's taught science, geography and environmental studies over the past 20 years, and has worked with the International Development Research Centre, the Pembina Institute and others.



**Skid Crease, Director,** is an internationally respected educator, author, political commentator, newspaper columnist, storyteller, keynote speaker, workshop leader and chair for global, environmental and outdoor education conferences.



**Jeff Reading, Vice-chair,** is director of business development at Carbon Management Canada. He brings extensive education experience and is active with the ENGO community.



**Tim Grant, Director,** has co-edited the non-profit magazine *Green Teacher* for the past 20 years. He has also edited six popular books on environmental education, including the Teaching Green series.



**Gordon Harrison, Director,** is an education specialist at GreenLearning. A former teacher, he has developed several environmental education programs.

## Volunteers

Marie-Cristina  
Beaulieu-Morency  
Katherine Joanna  
Fumerton  
Doaa Abou Hussein  
Toni R. Taras

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