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| Plan: | Artemis Place Society One Planet Plan |
| Plan type: | Organisation |
| Organisation: | Artemis Place |
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Health and happiness



Outcomes

| Name | Detail |
|--|--|
| Nature Connection | Foster and expand opportunities for connection to earth and nature based relationship for wellness |
| Increased Wellness and Self-regulation | Embed yoga and mindfulness into curriculum. Connect science and psychology to outdoor education. |



Actions

| Name | Detail |
|---|--|
| Educate students about nature-health relationship and create opportunities for relationship building. | Integrate teaching about how belonging to and being in nature supports positive mental health. Also, create regular opportunities for nature immersion through the garden, outdoor ed and other field trips. |
| Schedule garden sessions and outdoor education regularly through the year. | Intentionally build opportunities for students to access nature, outdoors and recreation in a safe, positive and educational way. |



Equity and local economy



Outcomes

| Name | Detail |
|---------------------|--|
| Locally Grown Foods | Do garden box purchases, (mason st), increase food buying from local farms |



Actions

| Name | Detail |
|---|---|
| Buy produce and goods from local producers and suppliers. | Intentionally plan to purchase from local gardens, businesses and suppliers. There are many local farms and let's explore strengthening our relationship with these groups. |
| Distribute school-grown foods to students | When there is harvest beyond what we can use in the program and daycare kitchens, distribute fresh produce to students to use at home. |



Culture and community



Outcomes

| Name | Detail |
|-----------------|---|
| Model Behaviour | Staff to lead and role model practices that support One Planet principles |



Actions

| Name | Detail |
|--|---|
| Articulate Artemis Place as a One Planet community | When possible and appropriate, weave in One Planet Principles into meeting, coursework and planning to support students in understanding and engaging with One Planet Principles in their own lives as well as within the school community. |



Land and nature



Outcomes

| Name | Detail |
|------------------------|--|
| Reduce littering | Increase awareness and education around impacts of plastics, including cigarette butts being littered and impacting our environment, including waterways; participate in cigarette butt recycling project, purchase pocket ashtrays; |
| Nature-based Education | Expand connections to nature across curriculum; volunteer with restoration groups in the community; |
| Water Feature | Add a water feature into the garden to support pollinator and wildlife diversity |



Actions

| Name | Detail |
|------------------------------|--|
| Water Feature in the Garden | Look at the feasibility of having a water feature in the garden to provide habitat and water source for birds and pollinators. |
| Prioritize Indigenous Plants | Plant and support indigenous plants in the garden, teach students and model behaviour and relationship to plants. Look especially for plants that support bees and butterflies. Plants native trees. |
| Plant trees | Look to plant trees on site, in local areas as part of curriculum and also as commitment to land-health relationship. |



Sustainable water



Outcomes

| Name | Detail |
|--------------------|--|
| Water Conservation | Be mindful of water use in program; look at possibility of capturing rain water in the garden. |



Actions

| Name | Detail |
|---|---|
| Post signage to conserve water and educate students | Have water conservation be a part of the program norm but discussing and role modelling this behaviour. |



Local and sustainable food



Outcomes

| Name | Detail |
|----------------------|--|
| Expand Food Security | Increase food production in garden, distribution and use in programming |
| Install Greenhouse | Considering lease, work towards design, purchase, and install of greenhouse in garden; would need to develop distribution plan for produce |
| Plant-based Meals | Reduce amount of meat consumed in the program and replace with more appealing and creative plant based options |



Actions

| Name | Detail |
|-----------------------------------|--|
| Local & Sustainable Food Sourcing | Move menus and food purchasing to be centered around products that are grown or produced locally and/or sustainable sourcing, such as coffee. Shop at farms, markets, the Root Cellar and other stores that support local growers. |
| Indigenous Food practices | Learn from local First Nation's knowledge keepers around traditional food practices. |
| Reduce food waste | Plan volume of food to prepare and send students home with leftovers, awareness to not buy items we already have. Put a pen and painting tape on both fridges for clear labeling. |
| Tour local farms | Take students to tour local farms such as Mason St, Madrona and Haliburton to support education around local and sustainable food sources and local economy. |



Travel and transport



Outcomes

| Name | Detail |
|----------------------------|---|
| Community Active Transport | Encouraging walking, cycling or other modes of active transport for staff and students; maintain BC Transit UPass program for students; |



Actions

| Name | Detail |
|-------------------------------|--|
| Invest in an Electric Vehicle | Plan to have a Society electric vehicle that staff use to support students in community appointments and other program needs. This will reduce carbon output and also support staff who are able to walk, bike or bus into work. |



Materials and products

Outcomes

| Name | Detail |
|-----------------------|---|
| Reduce Waste | Refill containers for foods and supplies from bulk product sources, including soaps; use more cloths in the kitchens versus paper towels; replace plastic wrap with reusable storage cloths; enhance compost system; increased sorting stations in the building for recycling; intentional planning to reduce waste from cooking/meals; |
| Reusable Wrap | Use less saran wrap and make reusable storage wraps for throughout the program and teach the students how to make them |
| Reduced Paper Use | Intentionally reduce paper use in all areas of programming. Make some shifts to google classrooms/assignments to reduce paper use. |
| Decrease Plastic Toys | Reduce and recycle plastic toys in daycare. Move towards toys made of wood or other renewable resources. |

Actions

| Name | Detail |
|--|---|
| Toy Material in Daycare | Assess the materials of toys in the daycare. Move towards plastic-free toys by investing in sustainable and renewable materials, as well as purchasing 2nd hand. Recycle plastic toys. Also source locally made toys or items where possible. |
| Double side paper printing | When you have to print, always ask can it be done double sided? |
| Make reusable beeswax cloths for use in kitchen. | Workshop led to teach students and also to create cloths for program use. |
| Make reusable cloth bags | For multiple uses in the program, source material that is not new if possible, reuse, etc |
| Soap Refill Products | Work to shift towards refillable soap and cleaning products. |



Zero waste



Outcomes

| Name | Detail |
|-----------------------------------|--|
| To Go Mugs | Purchase used to go mugs for coffee outings |
| Enhanced Recycling and Composting | More clear signage, education and support with students and staff for full range of reducing landfill waste. More reusable coffee cups and water bottles for students. |



Actions

| Name | Detail |
|---|--|
| Buy used & reusable coffee to go cups and water bottles | To reduce single use plastic bottles, drinking cups, coffee lids, etc. The program takes students out for various events and these items could reduce our waste. |
| Facilitate recycling and composting workshops each year | Twice a year educate and remind students of what and how we sort our waste within the program. |



Zero carbon energy



Outcomes

| Name | Detail |
|-------------------|---|
| Reduce Energy Use | Do an Energy Audit, and look at implementing strategies for reducing energy use |



Actions

| Name | Detail |
|--|---|
| Research Energy Assessment Companies | Determine which company has the best value and good references for energy audits. |
| Install clothesline and drying rack. | The dryer is used daily in the daycare and almost daily in the school kitchen. |
| Reduce Energy Use | Turn off lights when not in use and reduce the number of hallways lights on throughout the building. Ensure heat is turned down over weekends and holidays. Shut down computers and other devices when not in use. |
| Attain an electric vehicle for work-related travel. | Having an electric vehicle for staff to use would reduce carbon producing vehicle traffic on the road in addition to allowing staff to bike, walk or bus in to work as they wouldn't have to bring their car for work-related purposes. |
| Install a clothesline & drying rack | The daycare would like to use a clothesline to reduce dryer use and staff are interested in installing a drying rack in the kitchen as another alternative to dryer use. |
| Install solar panels and battery for energy storage. | These would be connected to the new electric vehicle on site and explore the possibility of energy being fed into our other electricity needs in the building. |
| Turn lights down or off when not in use. | Many people don't like the fluorescent lights anyway, can we make do with less lights on in the building through the day? |