





Irmo Middle School Green Steps Checklist

Category	Name of Project	Mentor	<i>Check the box when you have a photo or video showing students doing each of these for the project and check when you've sent them to your project's mentor.</i>		
			Learning	Doing	Teaching
Conserve					
Project #1	Reduce - Share Table	Traude Sander			
Project #2	Recycle - Recycling	Traude Sander	See below	See below	See below
Project #3	Green Purchasing - Plant Sale	Jay Keck	See below	See below	See below
Protect					
Project #1	Air - Plants in the Classroom	Richenda Batson			
Project #2	Water - Trout in the Classroom	Sarah Chabaane	See below	See below	See below
Project #3	Litter Prevention - Campus Clean Up	Lauren Robinson			
Restore					
Project #1	Soil - Composting	Jay Keck		See below	See below
Project #2	Soil - Hill Beautification	Jay Keck	See below	See below	See below
Project #3	Habitat - Monarchs and Milkweed	Jay Keck	See below	See below	See below
Project #4	Habitat - Pond Shoreline and Carolina Fence Garden	Jay Keck	See below	See below	See below

CONSERVE

Project	Lead Teacher	Mentor	Learn	Do	Teach
Share Table (Reduce)	Brittany Frohnhoefer	Traude Sander	<p><i>Due to scheduling issues and cafeteria food options not really meeting the requirements for sharing, this project was unable to be completed this school year.</i></p> <p align="center"><i>*no picture*</i></p>	<p><i>Due to scheduling issues and cafeteria food options not really meeting the requirements for sharing, this project was unable to be completed this school year.</i></p> <p align="center"><i>*no picture*</i></p>	<p><i>Due to scheduling issues and cafeteria food options not really meeting the requirements for sharing, this project was unable to be completed this school year.</i></p> <p align="center"><i>*no picture*</i></p>
Recycling (Recycle)	Johnny Cooley	Traude Sander	 <p><i>teach my students what can and can't be recycled.</i></p>	  <p><i>Weekly, we collect recycling from every classroom, and make sure that no item enters the Sonoco bin that comes to pick up the recycling.</i></p>	 <p><i>Foreign Language classes have made posters that show what to & what not to recycle in the language of the classes. We have also printed & laminated signs and affixed them to the recycle bins of every classroom that recycles.</i></p>

Plant
Sale
(Green
Purchasing)

Will Green
Cacie
Davenport
Matt
Cunningham

Jay
Keck



Students learn about planting, transplanting, and germination rates of plants. learn about the financial aspects of gardening.



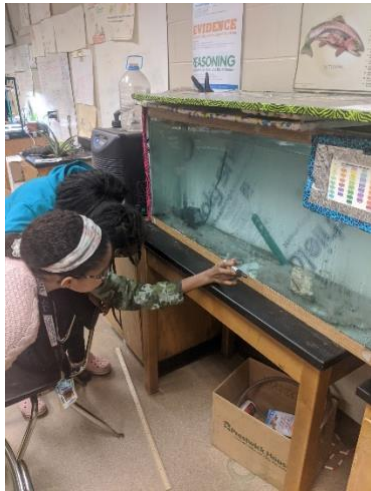


Plant and plan a plant sale. Due to the COVID-19 pandemic, the annual plant sale at the IMS greenhouse had to be adjusted. An electronic form was created so that orders could be made prior to pick-up. Pick-up was conducted in a "drive thru" fashion as customers found boxes of plants that were labelled with the customer's name.


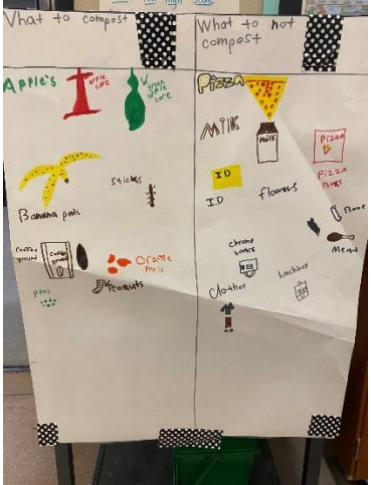


Students create an informational text about care for the plants.

PROTECT

Project	Lead Teacher	Mentor	Learn	Do	Teach
Plants in the Classroom (Air)	Brittany Frohnhoefer	Richenda Batson	<p><i>My homeroom students learned about indoor air quality and how plants help improve the air quality.</i></p> <p align="center"><i>*no picture*</i></p>	<p><i>We were given 12 poinsettias from local churches and community members after the holidays. Students took care of them, learned how to prune them back to encourage regrowth and repotted into #10 cans from the cafeteria that had been painted IMS colors.</i></p> <p align="center"><i>*no picture*</i></p>	<p><i>Students were working on a presentation to share with teachers and students about the plants and a survey to ask who wanted a plant in their classroom.</i></p> <p align="center"><i>*no picture*</i></p>
Trout in the Classroom (Water)	Marc Alexander	Sarah Chabaane	 <p><i>Students will learn how humans can positively and negatively affect a trout's ecosystem.</i></p>	 <p><i>Students will care for and maintain a habitable ecosystem for our trout.</i></p>	 <p><i>Students will teach other students what the requirements are to maintain a habitable trout ecosystem. They will also display what we can do to minimize negative human effects on a trout's ecosystem.</i></p>
Campus Clean Up (Litter Prevention)	Johnny Cooley	Lauren Robinson Laura Blake-Orr	<p><i>I discuss with my students the implications of litter.</i></p> <p align="center"><i>*no picture*</i></p>	<p><i>We collect litter around the campus.</i></p> <p align="center"><i>*no picture*</i></p>	<p><i>We tell people to pick up their trash and put in a trash can!</i></p> <p align="center"><i>*no picture*</i></p>

RESTORE

Project	Lead Teacher	Mentor	Learn	Do	Teach
<p>Composting (Soil)</p>	<p>Corinne Jimenez</p>	<p>Jay Keck</p>	<p><i>Taylor Hunter, from City Roots, came and taught the students about how they compost on the farm, why composting is helping the environment, and then gave us lessons on what we should start with in our school composting.</i></p> <p><i>*no picture*</i></p>		 <p><i>Students have made composting posters to teach what can and can't be composted. They are in the process of making videos about why we should compost and what we can compost. When complete, the videos will be shown during lunch and on the morning announcements.</i></p>



Students sorted through the material in the school compost bins from last year. Organic matter that turned to compost was used in the 6th grade garden (the students spread it in cooperation with Dr. Cunningham's students. The organic matter that wasn't ready, the students put back into the bins. Students devised a collection method for appropriate food scraps, and collect food waste during 6th grade lunch. They dump that into the bins weekly, and turn the bins.

Hill
Beautification
(Soil)

Lori
Wenzinger

Jay
Keck



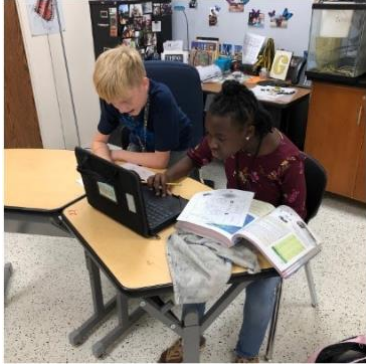


Students have participated in a series of training sessions with Mr. Jay Keck from SC Wildlife Federation. He has taught the 5th period Leadership & Service Learning class about the importance of increasing our native bird and plant population. Care for our environment is a focal point.



Students placed five nesting boxes and one screech owl box on our school campus. Next, students will plant buttonbush along the pond shoreline to provide more habitats. Students will also supplement the schoolyard habitat with more perennials and shrubs native to South Carolina. Finally, we will add a Carolina fence garden this spring. All of this was made possible by our Bright Ideas grant award of \$1,000. Zach



Cherish Taylor won the Palmetto Pride 3rd annual book contest, "Litter Trashes Everyone". Cherish made an educational and entertaining book to teach elementary-age children about the dangers of littering. A copy of her book will be placed in every elementary school library across the state. She was interviewed on WLTN and received public attention from the mayor and representative Chip Huggins. Cherish has also been invited to the Palmetto Scribe event at the Irmo Library. She will be one of 25 authors highlighted and have an opportunity to talk more about her book, and she will be honored at the next Irmo town council meeting. Cherish has been given the opportunity to educate many through her story.

				<i>Steinhauser from Wingard's Nursery is advising us on plant selection.</i>	
Pond Shoreline and Carolina Fence Garden (Habitat)	Lori Wenzinger	Jay Keck	<i>Some of the information in the project above applies here as well. This project was going to be completed later in the spring.</i>	<i>Some of the information in the project above applies here as well. This project was going to be completed later in the spring.</i>	<i>Some of the information in the project above applies here as well. This project was going to be completed later in the spring.</i>
Monarchs and Milkweed (Habitat)	Will Green Cacie Davenport	Jay Keck	 <p><i>Monarchs, Milkweed and Migration is a 7th grade expedition that involves nearly 180 students. Teachers in all content areas are using the issue of the Monarch butterfly population decline as a lens to engage students in their regular studies. This will include standards related to informational text, data collection, statistics, measurements, chemistry, ecology, genetics, and human body. Students will learn about many topics related to Monarchs and the milkweed necessary to sustain them. Students will also participate in the collection of real scientific data that will help to determine the migration routes of East coast Monarchs. This work includes a garden on school grounds with a variety of plants to attract Monarch butterflies and other pollinators. Students capture and tag Monarchs attracted to this garden. This expedition features partnerships and volunteer work to educate the community and encourage citizens to</i></p>	 <p><i>Students will learn through this Monarch lens in all classes. Students will also take active roles in maintaining a garden that is attractive to Monarchs and other pollinators, grow and sell milkweed in the greenhouse, and tag/collect data on Monarchs that are captured. The success of their work can be measured by the number of pollinators counted in the garden, number of plants grown/sold, and number of Monarchs tagged.</i></p>	 <p><i>Posters to educate the community were previously created and can be found throughout the community. Students will also be involved in community education through the creation of plant cards, brochures, and a children's book that documents the work of this expedition. Students will additionally teach others through the creation of personalized plant guides that will be given out when milkweed is sold. Though these products, students will teach the local community about the importance of Monarchs and the milkweed they require for survival. The expedition will finish with a culminating events that features students their learning after school including: garden and greenhouse tours and station sore students to share their learning.</i></p>

			<p><i>plant native milkweed in order to build back the corridor necessary to aid in conservation of the species. Students will be involved in community education through the creation of a brochure and a children's book that documents the work of this expedition. Field work will give students the opportunity to restore milkweed habitat out in the local community.</i></p>		
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