DEVELOPING ACTIVE CITIZENSHIP SKILLS

IN GRADE 10 CIVICS
ACKNOWLEDGEMENTS
The Government of Canada’s Climate Change Action Fund provided major funding for Ontario EcoSchools. Please see back cover for more information on all of the partners involved in the development of the program.

Ontario EcoSchools: Developing Active Citizenship Skills in Grade 10 Civics

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DESIGNER: Comet art + design
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Civics and EcoSchools

Developing Active Citizenship Skills in Grade 10 Civics is one in the series of Ecological Literacy resources created by Ontario EcoSchools that offer teaching and learning strategies to teachers. These guides offer teachers a new lens for seeing the environmental learning possibilities in the Ontario curriculum.

The EcoSchools program guides support student learning and actions that address climate change. In Civics, students explore what it means to be a “responsible citizen” and examine political decision-making processes. In this resource, case studies are provided so that students can assess the roles of environmental activists and organizations. A simple Public Policy Primer helps students see how they can influence issues. Students create a personal policy statement in response to the Government of Canada’s policy in response to climate change.
PATHWAYS TO DEVELOPING ECOLOGICAL LITERACY

*Improve Student Achievement through Ecological Literacy*

**Learning In, About, and For the Environment**
Evidence is growing which supports the connection between environment-based education and increased student achievement. Improving student achievement through ecological literacy can be developed in many ways. The Ontario Ministry of Education’s policy framework, *Acting today, Shaping tomorrow*, links ecological literacy to environmental education and defines it as “education about the environment, for the environment, and in the environment.” Teaching and learning in, about, and for the environment are powerful means to develop ecological literacy both in and outside of the classroom. (See diagram on page 4 for additional strategies.)

**Inquiry-based Learning**
Part of developing ecological literacy is using inquiry-based learning to reveal our dependence on the healthy functioning of the Earth’s living systems, which give us clean air, water, soil, food, and all the other resources we depend on. As our understanding of the interrelatedness and complexity of life deepens, we can find ways to live on Earth that take into consideration the well-being of all life on the planet. Ecological literacy allows us to understand this dependence and interrelatedness, as well as the urgency of developing protective, sustainable, and restorative relationships with the natural systems that are affected by our daily activities.

**Systems Thinking**
Systems thinking is an approach to learning that encourages students to think in terms of systems, and to recognize the world as an integrated whole with networks that define the way the parts function. One way students can use systems thinking is by connecting the dots in their learning, identifying interactions between the human and the natural world. Analyzing these interactions helps students understand some of the causes and consequences of human impact on the environment and vice versa. Through this process, students may discover that the whole is greater than the sum of its parts, thereby understanding how complex human and natural system interactions are.

Tools that support systems thinking include:
- Concept mapping: Visual representation of ideas that makes relationships explicit through arrows and linking words.
- Consequence mapping: Visual tool for illustrating the many kinds of future effects related to a real or imaginary event, issue, problem, or trend.
- Scenario mapping: Visual tool to help students show how an activity depends on resources from the Earth and sun.

Ontario EcoSchools

The Ontario EcoSchools program (www.ontarioecoschools.org) offers many additional program resources that can support student achievement through ecological literacy.

Through teaching and learning in, about, and for the environment and using a systems thinking approach, we can deepen students' ecological literacy and empower them to become active, engaged citizens of the Earth.

“When students are engaged in their learning and social environment, they are better able to develop the skills and knowledge and grasp the opportunities that can help them reach their full potential, pursue lifelong learning, and contribute to a prosperous, cohesive society.”

Becoming an active citizen involves learning about major issues that will affect individuals and societies, then acting with both your own welfare and that of others in mind. This document offers a framework for integrating environmental citizenship into Grade 10 Civics, with a special emphasis on climate change. The idea of environmental citizenship extends beyond political boundaries to encompass the entire planet. Understanding climate change – which knows no boundaries – and learning about ways to respond to it is a responsibility we share as both local and global citizens.

In this sequence of activities, students focus on what it means to be a citizen by learning about people and organizations that take action to effect change. These activities should be introduced after students have developed a basic understanding of law and the workings of democracy. As a class, students will create an Environmental Activist Bulletin Board; individually, students will assemble an Environmental Citizenship Portfolio, which represents the culminating task.

This resource includes:

- **Teaching/learning strategies**: Planning notes for the teacher and a number of activities.
- **Student worksheets** supporting all activities.
- **Case studies** of environmental organizations that allow students to assess the role of individuals and groups in influencing change.
- **A Public Policy Primer** that helps students identify opportunities to influence government.
- **An exercise in personal policy-making** as students respond to the Government of Canada’s policy to reduce emissions that contribute to climate change.
- **Assessment sheets** and an evaluation rubric based on the Ministry of Education achievement chart.
- **Web resources** to support teaching and learning for teachers and students.
CURRICULUM EXPECTATIONS

These expectations are suggestions only and were used to develop the evaluation tool. Teachers may wish to include additional expectations.

Overall Expectations

**INFORMED CITIZENSHIP**
- explain what it means to be a “global citizen” and why it is important to be one

**PURPOSEFUL CITIZENSHIP**
- demonstrate an understanding of the beliefs and values underlying democratic citizenship and explain how they guide citizens’ actions

**ACTIVE CITIZENSHIP**
- demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes

Specific Expectations

**INFORMED CITIZENSHIP**
- explain the roles played by elected representatives, interest groups, and the media in the political process
- evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs

**PURPOSEFUL CITIZENSHIP**
- compare the varied beliefs, values, and points of view of Canadian citizens on issues of public interest
- explain how different groups define their citizenship, and identify the beliefs and values reflected in these definitions
- analyse Canadian issues or events that involve contrasting opinions, perspectives, and civic purposes
- describe how their own and others’ beliefs and values can be connected to a sense of civic purpose and preferred types of participation
- describe and assess the contributions that citizens and citizens’ groups make to the civic purposes of their communities

**ACTIVE CITIZENSHIP**
- analyse important contemporary cases and issues that have been decided or resolved through the public process of policy formation and decision making, taking into account the democratic principles that underlie that process
- demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters
- compare the impact of various types of non-violent citizen participation in resolving public issues in Canada
- demonstrate an understanding of their responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project of personal interest and civic importance
Background: Climate Change 101

Source: Canada’s Action on Climate Change (www.climatechange.gc.ca)

Climate change is a long-term shift in overall weather conditions over time. It is measured by changes in temperature, precipitation, wind, snow cover, and other indicators. When we speak of climate change on a global scale, we are referring to changes in the climate of the Earth as a whole.

While the Earth’s climate is naturally variable, its average state is regulated by factors such as the Earth’s orbit around the sun and the natural greenhouse gas effect. In fact, the Earth would not be warm enough to sustain life without the natural greenhouse gas effect. The atmosphere is like a blanket, or greenhouse, trapping heat escaping from the Earth’s surface. The principal natural greenhouse gases are water vapour and carbon dioxide. By burning fossil fuels such as coal, oil, and natural gas, we release more carbon dioxide into this blanket. Changing land use, such as deforestation and the conversion of land to agricultural use, has also contributed carbon dioxide to this blanket.

Causes of climate change can be divided into two categories – those related to natural causes and those created by humans.

Natural Causes
The climate can be affected by natural factors that are external to the climate system, such as changes in volcanic activity, solar output, and the Earth’s orbit around the sun. It can also be affected by natural internal changes, such as variations in ocean currents, which can influence the climate for periods of decades.

Human Causes
Climate change can also be caused by human activities, such as the burning of fossil fuels and the conversion of land for forestry and agriculture. Since the Industrial Revolution began about 250 years ago, climate change due to human influences has increased significantly because of the combustion of fossil fuels (such as oil, natural gas, and coal) and, to a lesser extent, because of changes in land-use practices. As a result, the amount of heat-trapping gas in the atmosphere has increased, enhancing the warming capability of the natural greenhouse effect.

It is this human-induced enhancement of the greenhouse effect that causes the most environmental concern, because it has the potential to warm the planet at a rate that has never been experienced in human history, causing glaciers to retreat, sea levels to rise, and climatic zones to shift. Depending upon emissions during the twenty-first century, most experts agree that average global temperatures could rise by one to six-and-a-half degrees Celsius over this century. In Canada, this could mean an increase in annual mean temperatures in some regions of more than double the increase in the global average.

But climate change is more than just a warming trend. Increasing temperatures will lead to changes in many aspects of weather, such as wind patterns, the amount and type of precipitation, and the types and frequency of severe weather events that may be expected to occur. Such climate change could have far-reaching and/or unpredictable environmental, social and economic consequences.


Broken link? Google search Climate change Canada → Canada’s Action on Climate Change → Climate Change 101
SECTION 2
Developing Active Citizenship Skills in Grade 10 Civics
## OVERVIEW OF ACTIVITIES

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<thead>
<tr>
<th>Activity 1: page 11</th>
<th>Activism and Citizenship</th>
<th>60 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 2: page 17</td>
<td>Introduction to Environmental Citizenship Portfolio</td>
<td>20 min.</td>
</tr>
<tr>
<td>Activity 3: page 20</td>
<td>Focus on Activism</td>
<td>60 min.</td>
</tr>
<tr>
<td>Activity 4: page 29</td>
<td>Methods of Influencing Change</td>
<td>60/120 min.</td>
</tr>
<tr>
<td>Activity 5: page 34</td>
<td>Actions that Work!</td>
<td>120 min.</td>
</tr>
<tr>
<td>Activity 6: page 47</td>
<td>Exploring Policy</td>
<td>60 min.</td>
</tr>
<tr>
<td>Activity 7: page 53</td>
<td>Policy at Work</td>
<td>120 min.</td>
</tr>
<tr>
<td>Activity 8: page 74</td>
<td>Policy Planning</td>
<td>60 min.</td>
</tr>
<tr>
<td>Activity 9: page 78</td>
<td>Making Policy Personal</td>
<td>180 min.</td>
</tr>
</tbody>
</table>

TIME: 60 MINUTES

Overview
This activity is intended to spark student interest in the unit and engagement with the challenges and possibilities of democratic citizenship. It does this by focusing first on individuals who have made a difference in various ways and then on ordinary citizens’ responsibilities and opportunities for involvement.

Planning Notes
- Make an overhead of Appendix 1.1a Social Activists and make copies to distribute to each student.
- Provide paper for students to write definitions. (These will be added to the bulletin board in Activity 3.)

Teaching/Learning Strategies
- Briefly introduce the unit by explaining that students will be exploring what it means to be a citizen of Canada and the world, using climate change as an example of an issue that citizens need to understand and respond to.
- Display the overhead of Appendix 1.1a Social Activists. Ask students if they have heard of any of these people. What do these people have in common? Generate responses from the students about what these people have done and what it took to draw attention to their cause. Complete the first two columns of the chart as students answer. Students record the information on their copies of the chart and put it in their notebooks.
- Are students aware of other social activists? Add these names to the list. Develop a class discussion that focuses on the characteristics that these people share and what motivates them to become involved. List these on the board.
- Students work in pairs or groups to complete the final column, which relates the actions of individuals to democratic values (e.g., for Mandela - equality, freedom of speech). Discuss their answers as a class.
- Next, working in the same groupings, have students brainstorm a list of the actions and characteristics of a responsible citizen in our society. You may use Appendix 1.2 Environmental Citizen Graphic Organizer to help students structure their thoughts. Supply them with this definition of society: “Society is a community of people who share basic human needs and wants.” In their groups, have students develop their own definitions of citizenship.
- Groups write their definitions on pieces of paper and read them to the class.
Activity 1

- Develop a class discussion on citizenship (see questions below.) Ask students to reconsider their definitions and make adjustments as necessary. Students write their definitions on large sheets of paper for display and post them in the classroom.

- Individually, students write a paragraph about two important aspects of being a responsible citizen and what actions they personally would need to take in order to fit that definition. Go through Appendix 1.3 Paragraph Evaluation Checklist to remind students of the criteria for good paragraph development. Students should submit these paragraphs for assessment.

Assessment & Evaluation
Formative assessment of student paragraphs. (see Appendix 1.3 Paragraph Evaluation Checklist)

Appendices
Appendix 1.1a Social Activists
Appendix 1.1b Social Activists Reference Sheet
Appendix 1.2 Environmental Citizenship Graphic Organizer
Appendix 1.3 Paragraph Evaluation Checklist

CLASS DISCUSSION QUESTIONS
- What does it mean to be a citizen of Canada?
- Is there a difference between an activist and a responsible citizen?
- Does the word “activist” have positive or negative connotations for you? Reasons?
- Why do you think some people are apathetic about their responsibilities as citizens?
- What is a global citizen?
- Is there a difference between a global citizen and a citizen of a country?
- Do you think you are a responsible Canadian citizen? A responsible global citizen?
### Appendix 1.1a
### Social Activists

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Action</th>
<th>Relationship to Democratic Values/Active Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nelson Mandela</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mahatma Gandhi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Suzuki</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craig Kielburger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bono</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jann Arden</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ursula Franklin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Goodall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maude Barlow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Jacobs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1.1b
Social Activists Reference Sheet

<table>
<thead>
<tr>
<th>NAME</th>
<th>COUNTRY</th>
<th>ACTION</th>
<th>RELATIONSHIP TO DEMOCRATIC VALUES/ACTIVE CITIZENSHIP</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nelson Mandela</td>
<td>South Africa</td>
<td>Spoke out against apartheid – went to prison</td>
<td></td>
<td>Biography.com; Invictus (2009) movie</td>
</tr>
<tr>
<td>Mahatma Gandhi</td>
<td>India</td>
<td>Staged hunger strikes – marched against colonialism</td>
<td></td>
<td>Biography.com; Gandhi (1982) movie</td>
</tr>
<tr>
<td>David Suzuki</td>
<td>Canada</td>
<td>Writer/broadcaster speaks out against companies that pollute – educates public about environmental concerns</td>
<td></td>
<td>Force of Nature (2010) movie</td>
</tr>
<tr>
<td>Craig Kielburger</td>
<td>Canada</td>
<td>Formed Free the Children – anti-child labour</td>
<td></td>
<td>It Takes a Child video at freethechildren.com</td>
</tr>
<tr>
<td>Bono</td>
<td>Ireland</td>
<td>Musician who speaks and raises money on behalf of people with AIDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jann Arden</td>
<td>Canada</td>
<td>Musician who speaks out and raises money for orphaned children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sting</td>
<td>UK</td>
<td>Musician who works to save the Amazon rainforest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ursula Franklin</td>
<td>Canada</td>
<td>Scientist who promotes environmental education – formed environmental NGO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Goodall</td>
<td>UK</td>
<td>Scientist who works to protect habitat in Africa</td>
<td></td>
<td>Biography.com; List of films + books at <a href="http://en.wikipedia.org/wiki/Jane_Goodall">http://en.wikipedia.org/wiki/Jane_Goodall</a></td>
</tr>
<tr>
<td>Maude Barlow</td>
<td>Canada</td>
<td>Political activist who speaks out about Canada’s water – formed Council of Canadians</td>
<td></td>
<td>List of books + films at <a href="http://en.wikipedia.org/wiki/Maude_Barlow">http://en.wikipedia.org/wiki/Maude_Barlow</a>; Blue Gold</td>
</tr>
<tr>
<td>Jane Jacobs</td>
<td>Canada</td>
<td>City planner who spoke out against urban sprawl</td>
<td></td>
<td>Biography.com; The Death and Life of Great American Cities (book -1961)</td>
</tr>
</tbody>
</table>

Background info resources: Students can research the social activists on the Internet (Wikipedia, encyclopedia websites) for background information. Short video biographies can be found at Biography.com (www.biography.com/videos).
Appendix 1.2
Environmental Citizenship Graphic Organizer
Appendix 1.3
Paragraph Evaluation Checklist

[Make comments in the spaces provided and circle the appropriate level]

Name: ____________________________ Date: ____________________________

Is the structure of the paragraph correct? Is there a topic sentence and a conclusion?
LEVEL 1 2 3 4

Does the paragraph stay on topic? Does it cover all required aspects of the topic?
LEVEL 1 2 3 4

Are the ideas expressed clearly?
LEVEL 1 2 3 4

Do the ideas respond to the topic in depth/in a nuanced or unusual way, or are they simplistic and superficial?
LEVEL 1 2 3 4
TIME: 20 MINUTES

Overview
Students are introduced to the culminating task for the unit, assembling an Environmental Citizenship Portfolio.

Planning Notes
- Photocopy Appendices 2.1 Student Task Sheet and 2.2 Portfolio Evaluation Rubric — one for each student.
- Determine how much time you will spend on this unit so you can give students a due date for their portfolio. If all of the activities are used and students are given time to work in class on their portfolio, the unit can take between 10-15 hours. If students are assigned to plan their community action within their portfolio, this could serve as a course culminating task.
- If possible, put together your own portfolio so students can see what you expect.
- Remember to keep copies of students’ work to use as exemplars in the future.

Teaching/Learning Strategies
- Distribute Appendix 2.1 Student Task Sheet and Appendix 2.2 Portfolio Evaluation Rubric.
- Ask students if they have created portfolios in the past. Explain that this portfolio is a collection of materials that they will be creating in class. The portfolio checklist will help them to keep track of the materials they need to include. Read through the Student Task Sheet with the class.
- Review the Portfolio Evaluation Rubric with the class to make sure they understand what they will be evaluated on. Show a sample portfolio, if available.

Appendices
Appendix 2.1 Student Task Sheet
Appendix 2.2 Portfolio Evaluation Rubric
Appendix 2.1
Student Task Sheet – Environmental Citizenship Portfolio

This unit focuses on individual and group activism related to environmental issues. When you complete it you will hand in a collection of work that best expresses your personal ideas about what it means to be an environmental citizen. That means that everyone’s portfolio will be different. For example, you may decide to use a file folder, a three-ring binder, a box, or a computer disc to store your collection. You may use a multimedia approach that includes your favourite music about the environment, a comic strip, a poem about environmental degradation, and a journal entry about an environmentalist that you admire. You may choose to select only class assignments because you believe that they best reflect your ideas, or you may decide to use a combination of these. Use the checklist below to make sure that you have included the required materials.

Have fun!

STUDENT CHECKLIST

☐ Choose your own format
☐ Title page
☐ Table of contents
☐ Personal statement about what it means to be an environmental citizen
☐ Personal statement about why environmental citizenship is important
☐ A profile of an environmental activist organization or individual
☐ One other piece of work from this unit or an alternative piece - your choice
☐ Personal Action Plan for addressing climate change
☐ Other items that help you to get your message across

MY PORTFOLIO

☐ Is attractive
☐ Is well-organized
☐ Includes the minimal requirements
☐ Is ready by (due date):
_______________________________
## Appendix 2.2
### Portfolio Evaluation Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>LEVEL 1 (50-59%)</th>
<th>LEVEL 2 (60-69%)</th>
<th>LEVEL 3 (70-79%)</th>
<th>LEVEL 4 (80-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge/Understanding</strong></td>
<td>Demonstrates limited understanding of relationships between concepts</td>
<td>Demonstrates some understanding of relationships between concepts</td>
<td>Demonstrates considerable understanding of relationships between concepts</td>
<td>Demonstrates thorough and insightful understanding of relationships between concepts</td>
</tr>
<tr>
<td><em>Analyse local and regional factors that affect Canada’s natural and human systems</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
<td>Applies few of the skills involved in an inquiry process</td>
<td>Applies some of the skills involved in an inquiry process</td>
<td>Applies most of the skills involved in an inquiry process</td>
<td>Applies all or almost all of the skills involved in an inquiry process</td>
</tr>
<tr>
<td><em>Develop and use appropriate questions to define a topic, problem, or issue to focus on geographic inquiry</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Communicates information and ideas with limited clarity</td>
<td>Communicates information and ideas with some clarity</td>
<td>Communicates information and ideas with considerable clarity</td>
<td>Communicates information and ideas with a high degree of clarity</td>
</tr>
<tr>
<td><em>Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Makes predictions and plans courses of action with limited effectiveness</td>
<td>Makes predictions and plans courses of action with some effectiveness</td>
<td>Makes predictions and plans courses of action with considerable effectiveness</td>
<td>Makes predictions and plans courses of action with a high degree of effectiveness</td>
</tr>
<tr>
<td><em>Predict how current or anticipated changes in the geography of Canada will affect the country’s future economic, social, and environmental well-being</em></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
TIME: 60 MINUTES

Overview

Students get an in-depth look at environmental activist Severn Cullis-Suzuki. They research another environmental activist and prepare an entry for the class Activist Bulletin Board.

Planning Notes

- Photocopy Appendices 3.1 Green Genes, 3.2 Checklist for Activist Bulletin Board Entries and 3.3 Activist Bulletin Board Resources.
- Clear a bulletin board in or near the classroom. Invite students to make one large title, “Activist Bulletin Board,” and sub-headings: “People who take action,” “Groups that take action,” and “Where to get involved.”
- Browse the websites in Appendix 3.3 Activist Bulletin Board Resources.

Teaching/Learning Strategies

- Distribute copies of Appendix 3.1 Green Genes. Introduce the reading by asking what students know about Severn Cullis-Suzuki (daughter of David Suzuki, environmental activist). What does the title of the article mean? Students read the article and summarize in their notebooks under the categories: Who? What? Where? When? Why? As this article is quite lengthy, students could work in pairs.
- Develop a class discussion about the article (see questions on the following page.)
- Tell students that they will be contributing to an Activist Bulletin Board. Work as a class to develop the first entry about Severn Cullis-Suzuki. Use Appendix 3.2 Checklist for Activist Bulletin Board Entries to help students prepare their own entries. Appendix 3.3 Activist Bulletin Board Resources lists a number of websites where students can find other eco-heroes and activists.
- Remind students that their entry to the Activist Bulletin Board could be included in their portfolio.
Assessment & Evaluation
Formative assessment of student entries to the Activist Bulletin Board

Appendices
Appendix 3.1  Green Genes
Appendix 3.2  Checklist for Activist Bulletin Board Entries
Appendix 3.3  Activist Bulletin Board Resources

CLASS DISCUSSION QUESTIONS

- How would you characterize Severn Cullis-Suzuki?
- What advantages did she have growing up that prepared her for an activist role?
- Do you think having a famous parent brings problems as well as benefits?
- How does she compare with the activists in the previous activity?
- Severn Cullis-Suzuki is much younger than all the activists described in the previous activity. Does this mean she approaches environmental activism in a new, more modern way?
Appendix 3.1
Green Genes

By Cori Howard
ELM Street, Summer 2003

You could say she didn’t fall far from the tree. Since the age of 12, Severn Cullis-Suzuki has been a public face in the environmental movement. But now she wants to speak less, act more and get society moving toward sustainable living. As she learned as a child: “You are what you do, not what you say.”

“I’m kinda new to formal conversations.” Severn Cullis-Suzuki says, sitting cross-legged in jeans and a black sweatshirt on the floor of her friend’s apartment. Most of the 20-odd people crammed into the living room know this isn’t true. She is trying not to be the leader, but she can’t help taking charge. She’s a natural.

In this small two-bedroom apartment in Vancouver’s west end, Cullis-Suzuki, 23, and a group of twenty something friends have gathered over homemade sushi, Thai curry soup and Szechuan salad to discuss apathy and activism and their role in shaping a better future. This is just the beginning of their evening. After this meeting, the supporters of the Skyfish Project, Cullis-Suzuki’s “new little NGO” (non-governmental organization), are heading out to a concert to see Spearhead, an American hip-hop band.

“I’ve been struck many times in the last few weeks by how many conversations I’ve had with people who are interested in contributing to the world in a positive way,” Cullis-Suzuki says to the group. “From local poverty to the war in Iraq, it’s inspiring that people care. But where does that energy go?”

Most people don’t know how to harness that energy. We can. I know we can.”

The room sighs. It’s clear those assembled are inspired by her words, but they are also unsure how they’ll follow them up with action. They go around the room, giving everyone a chance to speak, to explain what they would like to see this budding organization become.

Cullis-Suzuki, daughter of the environmental activist, writer and broadcaster David Suzuki, created Skyfish at Yale where she studied evolutionary biology and ecology. Named after the pristine lake in northern British Columbia where her parents have a cottage, the group started as an on-line forum for debate about topics including climate change, genetically modified foods and environmental policy. It was on the Skyfish website that Cullis-Suzuki first posted her Recognition of Responsibility, a pledge that individuals can make toward sustainable living. She also presented it in Johannesburg, South Africa, in September 2002 at the United Nations World Summit on Sustainable Development, where she served as a member of the advisory panel to Kofi Annan, the UN secretary general.

“As a citizen in one of the most industrialized and wealthy countries in the world,” the pledge begins, “I recognize that with this privilege comes responsibility. I recognize that my everyday actions and habits affect the health and well-being of this planet and its people, for better or for worse. Today, I commit to a more sustainable lifestyle.”

So far, hundreds of people have taken her pledge on-line. But in Vancouver, the Skyfish group that will undertake hands-on projects consists of only about 30 people eager to find ways to help others understand the environmental and social impact of the products we buy, of genetic engineering and of climate change.
This is the kind of grassroots stuff that Cullis-Suzuki has been missing out on since her involvement with the international environmental policy circuit. Since her debut on the world stage in Rio de Janeiro at age 12, where she made a famous speech at the 1992 United Nations Earth Summit, she has travelled the world giving talks and sitting in on high-level policy panels. Now she wants to carve her own path again, by emerging from the shadow of her younger self and from that of her father. By gathering up her friends and harnessing their energy, she hopes to tackle the problems she has been trying to fix for so long - ones she has come to believe won’t be solved by diplomats and documents.

In some ways, she is returning to the kind of person she was as a child, before she became the famous kid from Rio. As a 6-year-old, she organized the neighbourhood children to pull wagons, ride trikes and walk with signs saying, “Save the Animals.” At 7, she set up a stand outside her house and sold hardcover books for 25 cents each to raise money for the Lytton Indian band’s efforts to save the Stein Valley (now a protected area near Whistler, B.C.). By 9, she had started a club at her school called ECO, the Environmental Children’s Organization. They undertook beach cleanups and held fundraisers to buy a water filter for a Malaysian village where logging had polluted the streams. Then, when she was 11, she heard about “this big UN conference, the largest gathering of heads of state in the world, that was supposed to pave the way for the long-term treatment of the environment.”

With the help of her mother, Tara Cullis - the force behind the David Suzuki Foundation and a former lecturer at Harvard - the ECO club raised enough money to send five girls to the conference in Rio, accompanied by the children’s singer, Raffi. Severn set up a booth at the summit’s Non-Governmental Organization Global Forum, speaking to anyone who would listen. On the last day, James Grant, the executive director of UNICEF, convinced Maurice Strong, a Canadian who was the secretary general of the conference, that children should be at the plenary session. As a result, Severn was invited to speak. Later she would remember “crazily scribbling notes as we careened through the city in a taxi toward the political conference. I tried to compile everything I wanted to say to the world leaders into one speech. I had six minutes.”

And then, before 30,000 people the girl with the ponytail said: “I am afraid to go out in the sun now because of the holes in the ozone. I am afraid to breathe the air because I don’t know what chemicals are in it. In my life, I have dreamt of seeing the great herds of wild animals, jungles and rain forests full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these little things when you were my age?”

Her words made more than a few men in suits teary-eyed. She got a standing ovation. The international media covered her speech and invitations from all over the world to speak at other conferences followed.

Since then, Cullis-Suzuki has attended more than a dozen international environmental conferences and ridden her bike across Canada with friends to raise awareness about alternative energy sources. Johannesburg marked the end of her term as an advisor to Kofi Annan, and she has sat beside Jane Goodall and Mikhail Gorbachev on policy panels.

So no, despite what Cullis-Suzuki told the members of Skyfish, she is not new to formal discussions.

At a café near her parent’s home along Kitsilano Beach in Vancouver, Cullis-Suzuki shows some frustration. “Everything I do now is compared to 10 years ago. It’s great because it means the speech I gave in Rio is not forgotten, but we have to move on.” Wearing a fuzzy green toque, jeans and a big abalone shell necklace, she explains that her life
now is about new beginnings. She has returned to Vancouver after four years studying in the United States and is finally moving out of her childhood bedroom into her own apartment, seven blocks away from her parents, with her boyfriend, Jeff Topham, a film producer and photographer.

She still makes speeches around the globe and makes a decent living doing so, up to $5,000 an engagement. Most months she has at least two speeches lined up. But she is trying to figure out how to become more than just an activist, more than a public persona as the girl from the Rio summit and David Suzuki’s daughter.

“Activism isn’t a good enough vocation,” she says. “I don’t want it to be my identity.” It’s clear that she has learned some lessons from her father. “His life is very, very busy. And when you’re in the spotlight, people want to take you down. He’s been run off the road. There was a bullet shot through our kitchen window.” She doesn’t want that kind of life.

What she is really seeking is more balance. She wants more free time to experience the world and experiment with other interests. She will continue being an activist, but it will take on a different form. Along with the occasional speech, she will be involved in grassroots, locally driven organizations like Skyfish, and is planning to spend more time acting on [rather than talking about] improving the state of the world.

She’s thinking about spending this summer training to become a river rafting guide, and then perhaps going back to university to study ethnobotany at a post-graduate level. She is, as she admits, “in transition.”

It was the other part of her father’s life - the glamorous scientist in the forest with indigenous people - that led her down the road to environmental activism, and that appeals to her today. When Cullis-Suzuki was 9 years old, she accompanied her father, mother and younger sister, Sarika, to the Xingu Valley of the lower Amazon. Her father had just helped the Kayapo Indians stave off a hydroelectric dam that would have flooded their villages, and he wanted his whole family there to celebrate.

“I’ll never forget looking out of the plane and seeing many naked, painted bodies coming to greet us. The Kayapo showed us how to catch electric eels and how to spear tucunare fish with arrows. They showed us where the turtles hid their eggs in the sand. They took us on walks through the forest and cut down fresh papayas for our lunch. We swam in the river where people on the banks were catching piranhas. We lived like the Kayapo.”

But it was on the plane home that her life changed. From the air, she saw the forest in flames. “I could not believe the incredible world that I had just found out existed was being burned,” she says. The heavy smoke crept over the plane and made it possible to look directly at the sun. It was a defining moment, the incident that lit her passion for environmental activism.

There are other snapshots from her childhood that reveal a path toward activism that seemed inevitable: stories about camping in the Queen Charlotte Islands with the Haida, who officially adopted her into their tribe; of exploring on Kitsilano Beach with her family when she was growing up; of fishing for smelts off the seawall; of gardening for fresh vegetables with her grandfather in her backyard.
Another one of her favourite stories is about going back to Aukre, the Amazon village that first inspired her. At 21, she returned there with Topham. She had a research grant to create a database about the indigenous trees. Every day, Cullis-Suzuki went into the forest with a local guide: "We had to figure out systematically how to look for these trees," she said. "I had a GPS [global positioning system], and the guide, of course, had no idea what it was. I explained to him that there were these satellites up in the sky. He thought I was crazy."

When it came time for her to leave, the Kayapo wanted her to sing. "When we were there the first time, we were with a Haida and a Salish friend, and they sang songs for the Kayapo. Twelve years later, the Kayapo sang with me. They remembered the songs," Cullis-Suzuki says, humming the tune. "Sound for sound. Now there’s a thesis on how an oral culture works."

In someone else’s words, these tales might sound naïve and innocent. But Cullis-Suzuki is neither. She grew up in a house that was filled with visitors like Wade Davis, the internationally renowned ethnobotanist and author, and native leaders from all over the world, nurtured on the convictions of her father and mother. From an early age, she came to believe that she could make a difference.

“I guess she served a good apprenticeship,” her father says. “She seems to have taken to heart what my father always told me: you are what you do, not what you say. We took her and her sister with us on marches and protests from the time they were infants, and Sev was always very interested in what was going on."

It’s this curiosity for the world that she has not lost, despite the often frustrating diplomatic negotiations that don’t seem to lead to any significant change. Cullis-Suzuki has referred to the last decade as “the greediest ever,” and she believes that the commitments emanating from the international summit in Rio have been forgotten.

“What does it say,” she asks, “when we still use disposable cups at environmental conferences?”

Disposable cups. They are one of Cullis-Suzuki’s biggest pet peeves. It’s the hypocrisy that bothers her so much, especially among environmentalists. Perhaps they have forgotten that it takes 500 years for a single Styrofoam cup to start to break down because of the polystyrene number 6 used to make it. Her attitude is if you can’t change the small things, how can you hope to address the larger global issues?

She’s not tackling this issue as a global problem, but she does what she can as an individual. She travels with her own non-disposable cup clipped onto her backpack so she can avoid the wax-coated paper and Styrofoam kinds that are almost always used, even at environmental events.

And here they are again on the table at the Surrey Arts Centre, where Cullis-Suzuki has arrived to give a talk to a group of parks board employees in the Vancouver suburbs. At the podium, Cullis-Suzuki begins: “I’m a product of my childhood.” She launches into the stories about her idyllic youth, about fishing and gardening in her backyard. “Then I also started seeing clearcuts and landslides, and at home, we began to find fish with tumours.”

Of course not every 9-year-old who finds a sick fish becomes a world-class activist, even with David Suzuki for a father. He has his own theory on why his daughter followed in his footsteps. “Severn has had the advantage that my public image has given me, in that she has been able to go to a lot of places and events that most young people wouldn’t,” he says. “So she has been privileged, but what I think is admirable is that she has used that opportunity to carve out her own approach to issues. I think there are those who wonder, ‘Who does she think she is, riding her dad’s coattails?’

“But it’s pretty clear as soon as she asserts herself that she is her own person. She has two things going for her that make her very different from
me; she is a female, and she is young. Those two features make her perspective and style very different. Oh yes - she has another terrific attribute different from me; she is beautiful. But that’s just a dad’s opinion."

There is no denying that Cullis-Suzuki possesses a natural beauty, with striking almond-shaped eyes that render makeup unnecessary. She is someone that people take notice of, not only because of her appearance but for her charisma. That’s the reaction that her boyfriend had when he met Cullis-Suzuki six years ago on a ship in the Black Sea. It was a floating conference on science, religion and the environment. Topham was filming a documentary for the CBC about her father. And although he was eight years older than Cullis-Suzuki, they bonded since they were the youngest people on the boat. They started to date two years after that first meeting.

They’ve been a couple since, travelling to the Amazon, heading off on a speaking tour of Japan where, in Topham’s words, Cullis-Suzuki’s popularity made them feel as if they were on a rock tour. “We were using back doors into hotels and signing autographs. When we showed up, she was on posters.”

She’s not any less the sensation here at the Skyfish meeting, in this room full of friends. When it’s his turn to speak, Brendan Ladner says, “I feel like I’m on an all-star team,” clearly referring to their unofficial leader. There are no disposable cups at this gathering - just a bunch of pure-hearted kids sitting, group-therapy-like, expressing their dissatisfaction with the world and what they’d like to do about it.

“I have lots of energy and want to do positive things, but it’s easy to get cynical,” admits Sarah Harper, a high school friend of Cullis-Suzuki’s. “So doing small things with a small group of people that you know would be great.”

Two hours later, the group has moved on to discussing concrete project ideas. One guy suggests organizing a way of distributing to those in need the food that Starbucks throws out every day. Cullis-Suzuki wants to hold an arts fundraiser to start getting the money they will need to finance some small-scale grassroots projects.

But she has had enough discussion for one night. She wants to end this meeting and go out. She is, after all, still a 23-year-old with a social life. “Guys,” she shouts, in charge again, trying to interrupt impassioned conversations, “we could talk forever. But I think there’s a concert waiting.”
Appendix 3.2
Checklist for Activist Bulletin Board Entries

Bulletin Board Categories
- People who take action
- Groups that take action
- Where to get involved

BULLETIN BOARD ENTRY CHECKLIST

Content
- Name of activist or group: ____________________________________________
- Location of work: ____________________________________________________
- Major issue: __________________________________________________________
- Actions: ______________________________________________________________
- What happened as a result of their work: _________________________________

Design elements
- Clear print
- Concise entries
- Use of symbols or logos to illustrate work ________________________________
Appendix 3.3
Activist Bulletin Board Resources

- www.planetfriendly.net/heroes.html provides information about Canadians who make a difference around the world.

  **BROKEN LINK? Google search** People Planet Friendly → Links, Gateways, & Guides → Communication, Media, Activism → EcoHeroes, Visionaries, and You

- Governments and environmental organizations recognize the actions of people who are willing to give their time and expertise to the cause of environmental awareness and security. *Canadian Geographic* and its partners annually present the Canadian Environment Awards. Go to their website, www.rcgs.org/awards/environmental_innovation/default.asp and follow the links. The categories of winners are: climate change; conservation; environmental health; environmental learning; restoration and rehabilitation; and sustainable living. Assign students to research the winner in each of the categories.

  **BROKEN LINK? Google search** Heroes of the Environment connects to *Time* magazine’s Heroes of the Environment Award. This award was given in 2007, 2008 and 2009. The website also offers articles about people who have acted on behalf of the planet. If the page is missing, search for “environment heroes” in the *Time* archive.

  **BROKEN LINK? Google search** Heroes of the environment → Click on Wikipedia article
ACTIVITY 4

Methods of Influencing Change

TIME: 60 MINUTES

(additional 60 minutes if the EcoSchools multimedia presentation on climate change is used)

Overview
Climate change is an environmental issue with both global and local implications that will serve as the example in this section. The section starts by having students explore how government affects their lives. It then moves to the topic of climate change as an example of an environmental issue that they can influence through actions in their own lives and in a larger context.

Additional Note
Steps 1 through 3 below can be omitted if students have already explored the impact of government on people’s daily lives earlier in the course.

Planning Notes
- Familiarize yourself with the issue of climate change. The Government of Canada website, www.climatechange.gc.ca, is a good source of information.
- View a video explaining climate change for additional background. Suggestions for videos can be found at: www.ontarioecoschools.org > forms & resources > EE videos.
- Make copies of Appendix 4.1 Government in Our Lives and Appendix 4.3 “Are You an Environmental Citizen?” Survey for all students.

Teaching/Learning Strategies
- Hand out copies of Appendix 4.1 Government in Our Lives. Have students complete the chart in pairs or groups, omitting the category “Level of Government.”
- Take up the answers with the class. If you wish, use the last column to review the responsibilities of the three levels of government. See Appendix 4.2 Responsibilities of Government, which is a reference for the teacher summarizing the responsibilities of different levels of government.
- Ask if students believe that the government, in general, influences their lives right now. Encourage them to comment on how they feel about this extent of government influence. Students write a paragraph on this topic. (The paragraph may be assigned as homework.) Remind students that this could be an entry for their Environmental Citizenship Portfolio.
Suggest to students that environmental issues, with their local and global impacts, have prompted many people to become social activists. One such issue is global climate change. Ask students if they remember studying and measuring their ecological footprint. What did they find out about how much energy Canadians use? (We are the among the highest energy users per capita in the world!) Use Climate Change 101 (on page 10) and the video resources listed at www.ontarioecoschools.org to review the basic concepts of global climate change. Students should be aware of the causes and impacts and some ways to offset climate change.

Ask students what they are willing to do to become an environmental citizen. Distribute Appendix 4.3 “Are you an Environmental Citizen?” for students to complete.

Assessment & Evaluation
Formative assessment of paragraph. (see Appendix 1.3 Paragraph Evaluation Checklist)
Formative assessment of graphic image

Appendices
Appendix 4.1 Government in Our Lives
Appendix 4.2 Responsibilities of Government
Appendix 4.3 “Are you an Environmental Citizen?” Survey
### Appendix 4.1
Government in Our Lives

<table>
<thead>
<tr>
<th>EVERYDAY ACTIVITY</th>
<th>HOW GOVERNMENT IS INVOLVED</th>
<th>LEVEL OF GOVERNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>drinking a glass of tap water</td>
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<tr>
<td>listening to the weather forecast on the radio</td>
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<tr>
<td>going to the library to do Civics research</td>
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<tr>
<td>having lunch in the mall</td>
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<td>going skating or swimming</td>
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<tr>
<td>going to work at your part-time job</td>
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<tr>
<td>taking out the garbage</td>
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<td>taking your G-1 driving test</td>
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<tr>
<td>Add your own examples:</td>
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</tbody>
</table>
## Appendix 4.2
### Responsibilities of Government

<table>
<thead>
<tr>
<th>FEDERAL</th>
<th>PROVINCIAL</th>
<th>MUNICIPAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulates trade and commerce</td>
<td>Provincial taxes</td>
<td>Local roads</td>
</tr>
<tr>
<td>National defence</td>
<td>Licensing e.g., driving, shops, companies</td>
<td>Garbage</td>
</tr>
<tr>
<td>Raises money through taxes</td>
<td>Health</td>
<td>Sewage</td>
</tr>
<tr>
<td>Natural Resources Canada</td>
<td>Education</td>
<td>Water supply</td>
</tr>
<tr>
<td>Canada Post</td>
<td>Provincial prisons</td>
<td>Public transit</td>
</tr>
<tr>
<td>Statistics Canada</td>
<td>Natural resources</td>
<td>Libraries</td>
</tr>
<tr>
<td>Banking and issuing money</td>
<td>Charities</td>
<td>Fire protection</td>
</tr>
<tr>
<td>Weights and measures</td>
<td>OPP</td>
<td>Parks and recreation</td>
</tr>
<tr>
<td>Bankruptcy</td>
<td>Provincial courts</td>
<td>Local police</td>
</tr>
<tr>
<td>Aboriginal peoples/land claims</td>
<td>Highway construction</td>
<td>By laws</td>
</tr>
<tr>
<td>Criminal law</td>
<td>LCBO</td>
<td>Store hours</td>
</tr>
<tr>
<td>Penitentiaries</td>
<td>Environmental issues development</td>
<td>Traffic laws</td>
</tr>
<tr>
<td>Seacoast and inland fishing</td>
<td>Private property</td>
<td>Food inspection</td>
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<tr>
<td>RCMP</td>
<td>Municipal government</td>
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<td>CBC</td>
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<tr>
<td>Immigration</td>
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<td>Employment Insurance</td>
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</table>
Appendix 4.3
“Are You an Environmental Citizen?” Survey

ARE YOU AN ENVIRONMENTAL CITIZEN?

We all rely on the environment for food, air, water, and much more. This means that we share the responsibility for what happens to it. Rate your own lifestyle to see how you score as an environmental citizen.

Scoring: Beside each statement indicate whether you do these things

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>5 points</th>
<th>Sometimes</th>
<th>2 points</th>
<th>Never</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take my own water to school in my own water bottle instead of buying bottled water.</td>
<td></td>
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<td>I use both sides of paper before recycling it.</td>
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<tr>
<td>I learn about nature by reading or visiting parks and historic sites.</td>
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<tr>
<td>I take short showers and use a low-flow showerhead.</td>
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<tr>
<td>I walk, ride, rollerblade, carpool, or use public transit as much as possible.</td>
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<tr>
<td>I turn off lights and computers when I am not in the room.</td>
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<tr>
<td>I talk to my parents about energy conservation.</td>
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<tr>
<td>I take my used clothing and books to a second-hand clothes store.</td>
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<tr>
<td>I pick up garbage on the street when I see it.</td>
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<tr>
<td>I stay informed about environmental issues because I care.</td>
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</tbody>
</table>

**MY SCORE**

**TOTAL**

Rating:

45-50 You are an example of an environmental citizen! Continue your efforts by helping others do the same.

20-44 You’re well on your way! Try expanding your actions to new areas.

0-19 Just taking this quiz shows that you’re interested in doing your part. With some simple lifestyle changes, you could help share this responsibility with other Canadians.

For a more detailed look at the many ways to become very skilled at supporting a cause, read “How to Be an Activist,” by Elizabeth May, who has been active since high school! Go to: www.planetfriendly.net/activist.html
TIME: 120 MINUTES

Overview
Students are introduced to a variety of ways in which Canadian individuals and groups take action to influence government policies.

Planning Notes
- Photocopy Appendices 5.1a Actions that Work!, 5.1b Actions that Work Summary Sheet, and 5.9 Actions Organizer for all students.
- Appendices 5.2 through 5.8 are more detailed case studies on actions that have been taken by groups to influence government decisions. Photocopy one case study per group (eight case studies available).

Teaching/Learning Strategies
- Ask students how they, as concerned citizens, can take an active role in influencing the government. Students brainstorm a list of methods that people use in order to influence the government. (Refer to the box on the next page).
- Distribute Appendix 5.1a Actions that Work! and Appendix 5.1b Actions that Work Summary Sheet to students. Students read and summarize the material. Assign unfinished work to be completed for the next class.
- Begin the next class with a discussion of 5.1b Actions that Work Summary Sheet. Ask why these actions can be used by anyone and what the benefits of taking an active role are to the individual and society.
- Divide students into eight groups. Each group receives a different case study. Students complete Appendix 5.9 Actions Organizer, and briefly present their findings to the class.
- Students may design an entry on their case study for their portfolio based on the criteria for Appendix 3.2 Checklist for Activist Bulletin Board Entries.

Assessment & Evaluation
Formative assessment of group work habits (See Appendix 8.3 Group Work Effectiveness Rating Scale)
Formative assessment of Appendix 5.9 Actions Organizer
Formative assessment of class presentation
Appendices
Appendix 5.1a Actions that Work!
Appendix 5.1b Actions that Work Summary Sheet
Appendix 5.2 Oak Ridges Moraine
Appendix 5.3 Smart Growth
Appendix 5.4 EcoSpark
Appendix 5.5 Energy-Efficient Lighting in Calgary
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Appendix 5.9 Actions Organizer

WAYS TO INFLUENCE GOVERNMENT

- Contacting politicians
- Writing letters to the editors of magazines or newspapers
- Drawing up and/or signing a petition
- Voting
- Joining a political party
- Creating or joining an advocacy group
- Demonstrating
- Attending public meetings
Appendix 5.1a
Actions that Work!

As citizens of a democratic nation, we have the right to free expression. We can use this right to express our opinions about any environmental offence. Lobbying governments, letter-writing campaigns, picketing, peaceful demonstrations, boycotting, and organizing and/or attending meetings are some examples of activities through which we can exercise free expression for the purpose of influencing change.

Citizens’ groups or non-governmental organizations usually organize such activities with the goal of raising public awareness on a particular issue and influencing government decisions. At times, it may be difficult to get the desired results; however, the awareness generated by the campaign could influence future government decisions.

**CONTACT POLITICIANS BY E-MAIL, FAX, LETTER, OR TELEPHONE**

a) The Council of Canadians has asked the Canadian Prime Minister five key questions relating to fair trade, clean water, safe food, and public health. The council is pressing for mandatory labeling of genetically modified food, rejection of for-profit private health care, and the creation of a national water policy declaring safe water to be a human right. In order to strengthen its appeal, the council has asked Canadian citizens to write to the prime minister or send an e-mail urging him to declare his position on these matters. For more information, visit www.canadians.org.

b) Deliberate oil spills kill almost 300,000 birds off the east coast of Canada every year and the polluters usually get away with it. The International Fund for Animal Welfare (IFAW) has been asking the government to increase the policing of the waters off the Grand Banks and impose higher fines on unscrupulous sea captains who dump their bilge oil in our water. IFAW urges people to send a letter to the minister of the environment and the minister of transportation to end the chronic oil pollution in Canadian waters. For more information, visit www.ifaw.org.

**WRITE LETTERS TO THE EDITORS OF NEWSPAPERS AND MAGAZINES**

Many individuals and organizations write letters to newspapers or magazines to express their point of view on an issue. Sometimes, they also write “op-eds” in newspapers. These are articles written on the page opposite the editorial page, one of the most strategic places in a newspaper to shape opinion. Perhaps you could find one in your local newspaper, or in the *Globe and Mail*, the *National Post*, or the *Toronto Star*. 
OBSERVING SPECIAL EVENTS
Environmental clubs at many Canadian schools observe International Earth Day (April 22) and World Environment Day (June 5) by organizing seminars, tree planting, fairs, and clean-up events. Teachers or other guest lecturers also deliver presentations on how young people can be involved in bringing positive environmental change. Such events help build awareness about environmental issues and inspire students to get involved in environmental projects and activities. For more information on how to get your school or club involved, go to www.earthday.ca.

BIKING ACROSS THE COUNTRY
The Otesha project (www.otesha.ca) hosts bike tours to promote sustainable consumption and lifestyle choices. The project is founded on the idea that every individual has the power to make choices that affect that world. The idea is that step by step, choice by choice, we can build a more sustainable future by building community, making conscious lifestyle choices, and reducing consumption.

BOYCOTTS
A boycott is an organized refusal of a company’s product or service, or refusal to attend a meeting as a protest against certain activities or decisions being taken by the organization. Groups can organize boycotts of products made by organizations or corporations that they believe are doing things that are demonstrably harmful to the environment. It usually takes recognition by the media to get such boycotting campaigns noticed by the public, and a strong, well-founded argument to persuade others to join in. Environmental groups such as Friends of the Earth, Greenpeace, the Sierra Club of Canada, the David Suzuki Foundation, and Toronto Environmental Alliance have organized boycotts in the past. A boycott can be a very effective way for an individual to be part of a larger movement by using her/his power as a consumer to send a message of disapproval by not purchasing a product, in the hopes that a massive enough boycott will change the organization’s behaviour.

HOST A RADIO SHOW
Citizens Environmental Alliance hosts a radio show called “Alternatives” on CJAM 91.5 FM every Friday at noon. This show informs the local community about how much pollution is released in Essex County, which chemicals are released, and who the worst polluter is. It also discusses different community environmental problems and suggests solutions.

Earthwatch Radio is a radio program hosted by the Sea Grant Institute and the Gaylord Nelson Institute for Environmental Studies at the University of Wisconsin-Madison. Earthwatch Radio is distributed to more than 125 radio stations, reading services, and other broadcasters throughout North America. In Ontario, three radio stations - in Belleville (CJLX-FM), London (CHRW-FM), and Waterloo (CKMS-FM) - broadcast Earthwatch Radio programs, which are also available online at http://ewradio.org.
## Appendix 5.1b
### Actions that Work Summary Sheet

<table>
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<tr>
<th>ACTION [E.G., CONTACTING POLITICIANS]</th>
<th>ORGANIZATION OR GROUP</th>
<th>WHY THEIR ACTIONS WORK/WHY THEY ARE IMPORTANT</th>
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Appendix 5.2
Oak Ridges Moraine

THE ISSUE
A moraine is a deposit of rocks and soil left behind when a glacier retreats. Thousands of years ago, deep glaciers covered part of southern Ontario. When the glaciers started to melt and the ice left the area, the debris frozen within the glaciers was left behind. This is now known as the Oak Ridges Moraine, a landform unique to southern Ontario. It is one of Ontario’s largest moraines, extending 160 kilometers from the Niagara Escarpment in the west to the Trent River system in the east. Besides being a beautiful landscape and habitat to many plant and animal species, the moraine is a water recharge and discharge area that provides fresh, clean water to the streams, rivers, and wells that supply water to over 250,000 people. Urban development on the Oak Ridges Moraine in the 1980s and 1990s changed the way water moved through the natural system. Roads, parking lots, housing, and industrial developments compacted the soil and prevented groundwater recharge. Instead, storm water contaminated with oil, pesticides, fertilizers, road salt, and silt entered the nearby streams and rivers, undermining the value of the Oak Ridges Moraine as a natural source of pure water.

The Players
Starting in 1999, several organizations, including Save The Oak Ridges Moraine (STORM) www.stormcoalition.org, the Federation of Ontario Naturalists (FON) www.ontarionature.org, and Earthroots earthroots.org, worked closely on joint projects to get the attention of the public, the provincial government, and the media.

The Actions
These organizations called for individual actions that included writing personal letters to the premier of Ontario, the local MPP (member of provincial parliament), and editors of local journals. Members of the public also raised their voices at town hall meetings in Toronto, Caledon, Uxbridge, and Richmond Hill. Many youth and other volunteers raised funds for the movement and joined demonstrations.

Conclusion
The Ontario Legislature passed the Oak Ridges Moraine Conservation Act in December 2001. Four months later, the Oak Ridges Moraine Conservation Plan was approved as a regulation under the new legislation. This plan sets firm urban boundaries and focuses on protecting headwater areas, watersheds, and groundwater features and functions, as well as forests, wetlands, and farmlands.
Appendix 5.3
Smart Growth

THE ISSUE
New development that consumes land at a faster rate than the rate of population growth is known as urban sprawl. Sprawl interferes with the natural functioning of ecosystems and contributes to air and water pollution. Urban sprawl is growing all over Ontario, as well as in some other parts of Canada. However, merely withdrawing land from development is not enough to save it from environmental “insults” that affect extensive areas and cross political boundaries. The solution to sprawl is Smart Growth, an approach to urban development that takes into consideration all social, economic, and environmental issues during the planning process. This is a strategy to foster community partnerships and encourage local self-reliance. At its core is the idea of the efficient use of land, energy, and other natural resources. Affordable housing, efficient public transit, improved air and water quality, protection of natural areas, farmlands, and water resources, as well as community participation in development planning, are essential features of Smart Growth.

The Players
Several organizations, such as the Conservation Council of Ontario and the Federation of Ontario Naturalists have been working to promote a more sustainable approach to development in Ontario for years. These organizations came together to form the Ontario Smart Growth Network (OSGN) www.smartgrowth.on.ca in July 2003 to change the face of urban development.

The Actions
The network’s policies include stopping urban sprawl, fostering healthy communities, and supporting community involvement in planning. The organizations involved are working with all levels of government and with the media to influence government policies on Smart Growth, stimulating individual actions by engaging in one-to-one discussion with residents, and publishing community guides.

Conclusion
The Smart Growth movement of these organizations, followed by the formation of the network, marks a challenge to the provincial and municipal governments and developers to stop urban sprawl. Already the provincial government and many municipal governments in Ontario have started thinking in Smart Growth terms. The Government of Ontario formed five Smart Growth panels in 2002, one for each of five regions in the province: eastern, central, western, northeastern, and northwestern. All the panels brought out reports in 2003 that included region-specific strategies and action plans. Recently, the provincial government announced its intention to create a permanent greenbelt for the Golden Horseshoe, which will protect hundreds of thousands of acres of environmentally sensitive land and farmland. Many municipalities, such as Waterloo and Wellington North, have already formulated strategies to revitalize the communities using Smart Growth principles.
Appendix 5.4
EcoSpark

THE ISSUE
Due to cutbacks to the Ontario Ministry of the Environment in the 1990s, the resources available to monitor surface waters in Ontario became inadequate. These cutbacks created a need for citizens’ increased involvement in environmental monitoring.

The Players
Doctors Beth Savan, Ian Brindle, and Ursula Franklin formed the Citizens’ Environment Watch (CEW) in 1996, which is now called EcoSpark (www.ecospark.ca). EcoSpark is a non-profit organization dedicated to environmental education, and monitoring and identifying environmental quality concerns in communities across Ontario.

The Actions
EcoSpark actively involves school and community groups in monitoring key environmental variables in the air, water, and soil to produce an accessible database of environmental monitoring information. By providing hands-on education and environmental monitoring resources, EcoSpark promotes the role of young people as environmental stewards. High school students join EcoSpark workshops every year to learn methods for monitoring E. coli, ammonia, phosphate, and pH. They also learn biological methods for monitoring surface water quality using benthic macroinvertebrates, and local air quality using lichens. They identify local sources of pollution and form an action strategy to improve air and water quality in their communities.

Conclusion
EcoSpark has been able not only to collect and provide information on monitoring data, but also to promote grassroots action and empower citizens to initiate environmental improvements. For instance, a EcoSpark volunteer discovered high ammonia concentrations in a few water samples in Collingwood Harbour, presented his findings to the municipal sewage treatment plant, and participated in developing plans to improve sewage treatment. This activity encouraged community involvement in Collingwood through the formation of the Inner Harbour Water Quality Committee.
Appendix 5.5
Energy-Efficient Lighting in Calgary

THE ISSUE
Energy efficiency not only saves money, but is also good for the environment. By turning down the thermostat to cut our heating bills, we reduce the amount of natural gas or oil we burn. When we change our lights from highly inefficient incandescent bulbs to energy-miser compact fluorescents, we use far less coal-fired electricity. Burning less natural gas, oil, and coal (fossil fuels) to create electricity means a reduction in energy use and greenhouse gas emissions.

The Players
The City of Calgary, which had one of the highest levels of street lighting in North America until recently, has now become an energy conservation leader by initiating a street light retrofitting program that will shed light on roads and not into the night sky.

The Actions
In early 2002, the City of Calgary started a four-year, $7.2-million program to retrofit 49,000 streetlights on residential roads. The existing 250- and 200-watt bulbs are being replaced with 150- and 100-watt bulbs, which still exceed minimum illumination guidelines. Also, the standard teardrop glass enclosures are being replaced with flat-lens fixtures, which focus light on the street instead of into drivers’ eyes, private properties, and the sky.

Conclusion
Calgary is the first North American city to undertake such an extensive street light retrofitting program. Once completed, the retrofitting program will save the City of Calgary $2 million a year in electrical costs, and will reduce climate-changing carbon dioxide emissions from gas and coal-burning generators by up to 16,000 tonnes per year. This action has prompted residents of other municipalities in Alberta to write to their local governments to encourage them to replace existing street lights with energy-efficient bulbs and fixtures.
Appendix 5.6
Campaign for Pesticide Reduction

THE ISSUE
Many cities and municipalities spray pesticides in parks, forests, and school playgrounds. Some residents of urban and rural areas also use pesticides on their lawns. These chemicals have the potential to harm the environment and human beings. The cumulative effects of being exposed to many different pesticides over a lifetime represent enormous risk to all, particularly children.

The Players
The Partnership for Pesticide Bylaws was formed in the fall of 2002 to bring together many health, environmental, and community organizations, such as the Canadian Association of Physicians for the Environment, the Ontario College of Family Physicians, the Humane Society of Canada, the Canadian Environmental Law Association, Environmental Defence Canada, the Toronto Environmental Alliance, and Pesticide Free Ontario in support of municipal pesticide bylaws.

The Actions
The coalition focused its efforts on the City of Toronto and called on the municipal government to ban the non-essential use of pesticides in lawns and gardens. They educated the public through workshops and media releases and also encouraged people to participate in a survey done by Toronto Public Health. According to this survey, 72% of Toronto residents supported a municipal bylaw to restrict the use of cosmetic pesticides. A larger majority, 88%, supported restrictions on pesticide use around daycares, hospitals, and homes for the aged.

Conclusion
In May 2003, Toronto City Council adopted a bylaw to restrict the use of lawn pesticides. The bylaw came into effect in April 2004. The first year of the bylaw focused on public education; enforcement began in September 2005. In June 2008, the Ontario legislature passed the Cosmetic Pesticide Ban Act, which amended the provincial Pesticide Act to ban the use and sale of lawn and garden pesticides. The success of this act is leading to similar lobbying efforts across Canada.
Appendix 5.7
Banff National Park

THE ISSUE
Banff National Park on the British Columbia/Alberta provincial border is Canada’s first national park and the world’s third, spanning 6,641 square kilometres of valleys, mountains, glaciers, forests, meadows, and rivers. Unfortunately, Banff’s ecosystem has been heavily damaged by human development in recent years. To add to the damage, Fairmont Hotels and Resorts Inc. has started clearing land at Lake Louise in the heart of the park for a 14,000-square-metre convention centre. This would endanger many threatened wildlife species, including grizzly bears.

The Players
The Environmental Investigation Agency (EIA), an international campaigning organization that is committed to investigating and exposing environmental crime, organized the fight against the construction of this convention centre in Banff National Park.

The Actions
EIA organized demonstrations in several parts of North America and Europe against the proposed development in the park. One such demonstration was held in April 2003 at the Fairmont Royal York in downtown Toronto. Another demonstration was held in front of the House of Commons in Ottawa to protest the decision of the Canadian heritage minister to allow this development. Protesters expressed their outrage at Fairmont Hotels’ plans to build the seven-storey convention centre at its Chateau Lake Louise complex in Banff National Park and distributed more than a thousand flyers describing the issue. Hundreds of passers-by signed a petition asking the Canadian heritage minister to immediately withdraw the permit for the convention centre. The protesters also asked people to write to Fairmont expressing their concern.

Conclusion
The protests were tremendously successful in attracting media attention, raising public awareness about the potentially disastrous impacts of this development, and further strengthening the message to Fairmont Hotels and Parks Canada that this development is unacceptable. Although the protests did not bring any change at the government level, legal challenges are still pending.
Appendix 5.8
The Earth Keepers Solid Waste Management Planning Program

THE ISSUE
Aboriginal peoples have a historical relationship to the land and have, over many generations, developed a wealth of knowledge of their lands. Despite this knowledge, in today’s society they have not been able to participate fully in sustainable development and need support to do so.

The Players
Ontario First Nations Technical Services Corporation has developed a unique training initiative for Aboriginal people, who learn to combine technical knowledge on solid waste management with their traditional knowledge. This program is called the “Earth Keepers Solid Waste Management Planning Program”.

The Actions
The program is based on the circle of life, a traditional Aboriginal concept. Aboriginal people participate in the program to gain the skills needed to apply solid waste management plans to their home communities. Participants engage in a combination of both formal training sessions in a central location and planning periods in their home communities. At the end of the program, each participant has the knowledge and tools to develop a solid waste management plan for their community. All aspects of this program are communicated to the local people through a monthly newsletter.

Conclusion
This program has encouraged participants to draw on traditional knowledge, community resources, and technical information to assess options for dealing with solid waste. For example, the Manitou Rapids First Nation in northwestern Ontario worked with other community groups to improve the local landfill site. The site was a mess - people dumped their garbage wherever they wanted, the landfill was expanding rapidly, and animals were raiding it. Local people, working with Earth Keepers and other environmental agencies, implemented many improvements. As a result, the situation at the landfill has improved. Illegal dumping has been reduced by installing a gate that can be locked. There is a plan to build a fence around the entire area. The landfill has been divided into different sections, so that items such as tires or furniture or industrial wastes are not dumped in the same area. A recycling program has also been extended and a pilot roadside composting program.
### Appendix 5.9

**Actions Organizer**

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<td>Players</td>
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<td>Actions</td>
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<td>Conclusions</td>
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**Group Assessment**

What role could individuals play in these actions?
Why were these actions successful?
What is the relationship to active environmental citizenship?
TIME: 60 MINUTES

Overview
Students are introduced to the concept of policy and the stages of policy development.

Planning Notes
- Photocopy Appendix 6.1 Public Policy Primer and Appendix 6.2 Public Policy Primer Worksheet for each student.

Teaching/Learning Strategies
- Introduce the concept of policy by giving students an example that they are familiar with (e.g., the teacher’s policy on lateness). Have students work in groups to brainstorm examples of policy and then report to the class. Use these categories: school policies, retail store policies, restaurant policies, movie theatre policies, sports organization policies.

- Have students suggest definitions of the term “policy” (rules and regulations). Give them the following definition: “Policy is a statement of goals, objectives, and priorities that guide an organization in its course of action.” Discuss the meaning of this definition, and ask how it differs from the students’ definitions (e.g., it is more general; it focuses on the reasons for the rules and regulations).

- Distribute Appendix 6.1 Public Policy Primer. Prior to reading the document, review the following terms, which have been studied earlier in the course: MP/MPP/city councillor; executive branch of government; legislation; civil service/bureaucracy. As a pre-reading strategy, ask students what they expect this reading to be about.

- Students read and respond to the Public Policy Primer by following the instructions in Appendix 6.2 Public Policy Primer Worksheet. If students do not complete this task in class, let them know that the work must be completed in time for the next class. Students must be prepared to share in the class discussion.

- See the suggestions on the next page for a class discussion about policy and the primer. A summary of the class discussion could be included in students’ portfolios.
Assessment & Evaluation
Formative assessment of student contributions to the class discussion.

Appendices
Appendix 6.1  Public Policy Primer
Appendix 6.2  Public Policy Primer Worksheet

CLASS DISCUSSION QUESTIONS

- What policies did students find out about?
- Why are these policies important?
- When are policies most effective?
- What are the limitations to carrying out a policy?
- What do you think would happen if we did not have policies?
Appendix 6.1
Public Policy Primer

**INTRODUCTION**

Public policy is made by the municipal, provincial, and federal governments. In this Public Policy Primer, you will learn how government policies are made and put into effect. It is important to understand something about this, so that you as citizens can have an impact on policy-making.

**What Leads to Change**

The impetus to change or introduce new policies comes from a variety of sources:

- In election campaigns, political parties unveil their platforms, which describe their policy ideas. The party that wins the election has the right to think that the majority of voters supports its policies; it also has the responsibility to act on these election promises.

- When people become concerned about a problem that needs to be dealt with, they may contact their MP (MPP, city councillor, trustee), get together to hold public meetings, organize peaceful demonstrations, talk to the media, etc. to put pressure on their elected representatives to do something about the problem.

- Activist groups, which are usually built around issues or problems, are constantly trying to influence government to make changes.

- Sometimes civil servants will identify problems in their area of work and begin the process of changing policy.

Governments must be responsive to the views of the public if they want to be re-elected. They are also expected to show leadership. When there is enough impetus for change, the government begins to redesign policy.

**Policy-Making**

Public policy is made by the executive branch of government. For example, it is the cabinet ministers and the prime minister who are responsible for Canada’s policy on reducing greenhouse gases. When Canada signed *The Kyoto Protocol to the United Nations Framework Convention on Climate Change*, agreeing to reduce greenhouse gas emissions, it became necessary to bring Canadian policy in line with the protocol. Later, Canada removed its commitment, thereby making the policy changes invalid. Points below list the general process for creating environmental policy.

- When developing or changing a policy, the minister consults with other cabinet ministers, the bureaucrats in his/her department, and groups in society that will be affected. Policy development is most effective when the different groups affected are consulted. In Ontario, the Environmental
Bill of Rights (EBR) gives residents the right to participate in the government’s environmental policy decisions. At the federal level, the Canadian Environmental Protection Act (CEPA) provides opportunities for public participation before decisions are made.

Policy into Action
Once a policy has been established, the government must come up with ways to put the policy into effect. It does this through specific programs. Government policies and programs are established through legislation (laws that are debated and voted on by our elected representatives) and regulations (which are not debated in the legislature). For example, the Government of Canada had introduced a number of programs to fulfill its policy commitment to Kyoto, which are no longer valid in relation to Kyoto, but funding and programs still continue to support Canada’s actions to reducing greenhouse gases. The government provides funding to support new technologies in transportation, energy, and industry, developing educational materials for the public (like this one!), and encouraging consumer action. In addition, it maintains the nation-wide greenhouse gas emissions inventory record for public information.

The minister sets the general policy goals, and has the civil servants in her/his department work out program details.

Governments communicate their policies in policy statements, which begin with a rationale. A rationale explains why the policy and related programs have been put in place.

It is not always easy to implement new policies, for a variety of reasons:

- **Lack of understanding of the reasons for the policy.** For example, many people do not realize the nature and extent of the problems that climate change will bring.

- **Disagreement with the policy.** For example, the Government of Alberta, where the provincial economy is highly dependent on the oil and gas industry, disagrees with the federal government’s climate change policy. Many industries also oppose the policy, because they are afraid that they will have to make costly changes to their processing technologies to meet the federal government’s targets for reducing emissions.

- **Insufficient funds.** Introducing new programs normally costs money. Sometimes governments bring in programs, but don’t give them enough money to get off the ground.
Walkerton: An Example
Several people died and hundreds more became sick because they drank contaminated water in Walkerton, Ontario, in May 2000. There was a public outcry and a lot of media attention, as well as a public inquiry into the causes of the contamination. As a result, the Government of Ontario committed to the policy of providing safe drinking water throughout the province. It strengthened its programs for monitoring and distributing drinking water through various regulations under the Safe Drinking Water Act.

Why Care about Policy?
Policy seems very abstract and removed from our daily lives. But it isn’t. Policies are made by people sitting in rooms, arguing about the benefits and risks to people, to businesses, to other organizations. Public policies made by governments affect the future. By being informed about public policies, we can be part of the democratic debate, shaping the future that is ours.
INSTRUCTIONS TO STUDENTS

- Read the “Public Policy Primer” by yourself. Highlight any words or phrases that are unfamiliar to you.

- Work with a partner to reread the primer and answer the following:
  i. On a large sheet of paper, list the words or phrases that you both highlighted.
  ii. Define “policy” using your own words and give one example from the reading.

  iii. List other factors that provide motivation for policy changes, besides those listed in the primer.

- Using the Walkerton example, describe the stages of policy development under the following headings:
  WHAT LEADS TO CHANGE
  RATIONALE
  POLICY
  IMPLEMENTATION

- Look back at the first sheet where you highlighted the unfamiliar words or phrases. Cross off those items that you now understand. Circle the points you still need to clarify. Discuss the following questions with your partner and be prepared to join in the class discussion.
  i. Why are policies important?
  ii. When are policies most effective?
  iii. What are the limitations to carrying out a policy?
  iv. What do you think would happen if we did not have policies?
TIME: 120 MINUTES

Overview
Students are introduced to concrete examples of policy developed by a variety of Canadian environmental activist groups. They work in Expert Groups to learn about the vision, policies, actions, and success of one organization and discuss their findings in Information Sharing Groups.

Planning Notes
- Photocopy Appendices 7.9 Policy at Work Summary Sheet, 7.11a Graphic Organizer Components, and 7.11b Reflection for all students.
- Photocopy case studies for each Expert Group. All members of the Expert Group should have a copy of the group’s case study. Eight case studies are available.
- Have large sheets of paper and markers available to Information Sharing Groups.
- Make an overhead of Appendix 7.11a Graphic Organizer Components and Appendix 7.10 Summary Sheet - sample answers.

Additional Notes
- This would be an appropriate time to invite a guest who is involved in an environmental organization to speak to your class. The guest should be prepared to discuss:
  - what their organization is trying to accomplish
  - how and why they got involved with the organization
  - what problems the organization faces
  - how working with the organization is rewarding/frustrating
- It is helpful to post a list of group members in the classroom so that students (and teacher) can refer to it, especially since the activity takes more than one period.

Teaching/Learning Strategies
- Review the concept of policy studied in the previous activity.
- Explain to the class that they will be examining how various environmental groups work to achieve their objectives by developing policies and acting on them. Explain how the activity will be organized:

Students will first work in an Expert Group on one case study, when they have completed this part of the task, they will move to an Information Sharing Group made up of one representative from each Expert Group to share information and create graphic organizers.
Use the first case study on the Toronto Environmental Alliance (Appendix 7.1) to model answers for the Summary Sheet (Appendix 7.10). At this point, you will be able to clarify questions about terminology.

Divide the class into Expert Groups and distribute case studies and Appendix 7.9 Policy at Work Summary Sheet to each group. Students work in the group to complete the sheet. Each student must have a completed summary sheet.

Next, move the students into the Information Sharing Groups. Explain that their task is to create graphic organizers for two organizations.

Give each Information Sharing Group a large paper and markers. Explain that each group will select two organizations that it believes show the strongest connection among vision-policy ideas-actions-accomplishments.

In preparation for this, each student verbally shares the work he/she did in the Expert Groups. The group may assign a scribe and a group facilitator to ensure that the group stays on task. Students use Appendix 7.11a Graphic Organizer Components to ensure that they include all information. Groups record their graphic organizers on the large paper provided by the teacher. When completed, they are posted in the classroom.

Students do a gallery walk of Information Sharing Group work. They select two organizations that they haven’t worked on previously and individually complete similar graphic organizers for their notebooks. Students should also complete Appendix 7.11b Reflection.

Individual students may choose to do an entry for the Activist Bulletin Board and/or their portfolios based on the organizations studied.

Assessment & Evaluation
Formative assessment of group graphic organizers
Formative assessment of Appendix 7.12b Reflection

Appendices
Appendix 7.1 Toronto Environmental Alliance
Appendix 7.2 Canadian Institute for Environmental Law and Policy
Appendix 7.3 Climate Action Network
Appendix 7.4 Friends of the Earth Canada
Appendix 7.5 Ontario Clean Air Alliance
Appendix 7.6 Blue Mountain Watershed Trust Foundation
Appendix 7.7 Ontario Nature
Appendix 7.8 Northwatch
Appendix 7.9 Policy at Work Summary Sheet
Appendix 7.10 Policy at Work Summary Sheet—sample answers
Appendix 7.11a Graphic Organizer Components
Appendix 7.11b Reflection
Both smog and climate change are caused by the large amount of gasoline, oil, coal, and natural gas that is burnt everyday. We burn these fuels to heat our homes, run our cars, and generate electricity. Smog and climate change have direct and indirect effects on us. Smog is made up of ground-level ozone and fine airborne particles that can cause the inflammation of airways, potentially resulting in asthma and heart attacks, as well as creating other health problems. Climate change causes extreme and dramatic weather, including the increase of floods, droughts, and diseases. It can affect the balance of ecological systems, with potentially disastrous results.

What policy ideas have been proposed?

- **Funding of public services:** Transit is an essential service that should be publicly owned and supported by all levels of government since it is a solution that reflects federal, provincial, and municipal goals and policies.

- **Reduce emissions:** To reduce emissions that cause smog and climate change, governments are called upon to enact these policies: implementing local anti-idling bylaws, building alternative transit systems (e.g., high-speed rail, carpool lanes, and bike paths), and legislating good behaviour through initiatives such rebates on energy-efficient appliances.

- **Promote alternatives:** The construction and use of new green-power energy plants in Canada can be promoted through incentives such as fast tracking permits for windmills, and target-setting, such as making a commitment to buy 10% of energy needs from green power sources.

- **Change from within:** Governments can also adopt better corporate practices in their own operations, such as buying recycled motor oil for government vehicles, retrofitting civic buildings to be more energy and water efficient, and offering to share the cost of a monthly transit pass with employees.
What has TEA done?

- Developed a detailed analysis of the smog problem and outlined what actions governments needed to take.
- Worked with allies such as transit riders, doctors, and nurses concerned about the health effects of smog, and also with asthma sufferers.
- Supported the work of groups and institutions that already have effective smog-reducing strategies (e.g., Black Creek Regional Transportation Management Association).
- Talked to decision-makers, including both political leaders and government officials, who could help put together a workable policy implementation strategy.
- Collaborated with educational institutions and professionals from different sectors to develop and implement successful policies in support of alternative energy sources.
- Worked with a partner organization called Acción Ecológica in Ecuador to decrease the negative effects of oil exploration, production, and consumption locally and globally.
- Informed Canadians of the links between oil consumption and demand in North America and the environmental impacts of its extraction in South American countries to build awareness and seek solutions internationally.

What has been accomplished?

- The City of Toronto has adopted a Smog Action Plan.
- The Toronto Transit Commission has adopted a Ridership Growth Strategy.
- The City of Toronto has committed to purchasing 25% of its power from non-polluting green power sources, such as wind and solar power.
Appendix 7.2
Canadian Institute for Environmental Law and Policy (CIELAP)
www.cielap.org

VISION
CIELAP’s vision is a world in which basic human rights include a safe and healthy environment. CIELAP is committed to educating the public about the importance of sound law and policy in the creation of a more sustainable world.

ISSUE
Citizens lack the information they need if they hope to convince policy-makers to protect, conserve, and restore our natural environment. For decades, CIELAP has taken a vital role in helping to raise awareness about the environment, both its problems and solutions.

What policy ideas have been proposed?
- Increase public awareness of environmental issues, laws, and related government policies.
- Provide analysis and recommendations to governments at all levels in order to improve environmental protection and public health.
- Increase public participation in government decision-making.

What has CIELAP done?
- Produced several citizen’s guides on environmental issues. For example, A Citizen's Guide to the National Pollutant Release Inventory (NPRI) was published in 2000. This guide provides readers with a resource in plain language about pollutants that are being released into their environment by particular facilities. The information on pollutant releases used in this citizen’s guide comes from the companies themselves and is compiled by Environment Canada into a document called the National Pollutant Release Inventory (NPRI). People also get the information they need to encourage facilities to reduce or eliminate their releases of pollutants.
Released posters showing pollution hotspots throughout Canada. The poster was designed to familiarize the general public with the National Pollutant Release Inventory and to provide a useful teaching tool for Canadian and World Studies. Using data, the poster presents the top on-site releases and off-site transfers of pollutants by facilities across Canada. The poster also shows a summary of releases, transfers, and recycling of pollutants by province.

What has been accomplished?

The citizen’s guides and the poster maps have proved to be useful tools for understanding several key environmental issues and problems in Canada. They are easily accessible; most of the recent guides are available free and can be downloaded from CIELAP’s website.

Community groups in Mexico have been using *A Citizen’s Guide to the National Pollutant Release Inventory* as a model to inform their communities about how the NPRI is promoted in Canada.
Appendix 7.3
Climate Action Network
www.climateactionnetwork.ca

VISION
The vision of the Climate Action Network (CANet) is an economy based on reduction of greenhouse gas emissions and efficient use of renewable energy. CANet aims to achieve this by supporting Canadian society, governments, and the private sector in the development and implementation of effective strategies to reduce greenhouse gas emissions at local, national, and international levels.

ISSUE
The world’s scientific community has concluded that human activities, in particular the burning of fossil fuels, are altering the atmosphere and changing our climate. Climate change is harmful to the environment. It threatens our economy, destabilizes communities, and seriously damages human health. On the other hand, addressing climate change creates opportunities to strengthen our economy, and create employment through the adoption of low-impact renewable energy and energy-efficient technologies.

What policy ideas have been proposed?
- Adopt technology standards that would help create new jobs while improving energy efficiency and conservation. These standards will apply to residential, commercial, and public buildings, appliances and machinery, vehicles, electrical utilities, and industry.
- Phase out the use of fossil fuels and nuclear power.
- Ensure that at least 10% of the energy used in Canada comes from renewable energy sources.
- Press the government to change tax policies to encourage the use of renewable energy.
- Press the government to invest in bike paths and public transit, and to use energy-efficient fuels in its transportation fleets.

What has CANet done?
- Organized workshops to build consensus and coordinate the climate change activities of environmental organizations across Canada.
- Participated in numerous government consultation processes, including the National Process on Climate Change, and as a member of Canada’s international delegation at the United Nations Framework Convention on Climate Change (UNFCCC) negotiations.
Produced a series of briefing notes and reports to inform decisions-makers and the public about the benefits of reducing greenhouse gas emissions.

Sponsored public events and workshops across Canada.

Negotiated with members of parliament, government officials, and business people about the implementation of the Kyoto Protocol.

What has been accomplished?

On December 17, 2002, Canada ratified the Kyoto Protocol. The government declined the protocol in 2012, but is still implementing an action plan to reducing its greenhouse gas emissions.

At present, the Climate Action Network is pressing for complete implementation of the federal government’s plans for even greater emission reductions in the future.
Appendix 7.4
Friends of the Earth Canada
www.foecanada.org

VISION
Friends of the Earth Canada (FOE) is part of a 68-country network that works to protect the health of people and the planet. FOE acts as a voice for the environment nationally and internationally, working with others to inspire the renewal of our communities and the Earth through research, education, advocacy, and cooperation.

ISSUE
Electricity is deregulated in Alberta, and is in the process of being deregulated in Ontario and New Brunswick. That means the buyers of electricity in these provinces have the option to choose their electricity supplier. With this choice comes the opportunity to select electricity that is generated by clean and renewable sources of power. FOE plays an essential role in informing citizens about how exercising these rights is a first step to making a change in both air quality and climate.

What policy ideas have been proposed?
- Promoted market demand for green electricity by urging consumers, especially large-scale consumers, to buy green electricity.
- Urged the federal government to take steps to ensure that investment in developing and producing renewable energy will be attractive and profitable.

What has FOE done?
- Formed a Green Electricity Leaders Coalition in 2002 to urge large-scale consumers of electricity to “buy green” and to be publicly recognized for their leadership.
- Compiled a publication called The Green Electricity Buyer’s Guide. The guide explains green energy, the reasons for using it, how to create a green energy policy (within a company, etc.), how to purchase it, and the options for maximizing the benefits of green electricity.
- Developed a program to actively promote the Green Electricity Leaders in Alberta; asked members of the public to question their current electricity utilities about green energy by writing or calling them.
- Encouraged citizens to ask their employers about whether they purchase green power from their utility or, if not, whether they would consider it.
- Worked as a member of the Clean Air Renewable Energy Coalition to urge the federal government to support the production of more renewable energy.

What has been accomplished?
- Targets are set for the Green Electricity Leaders Coalition in Alberta to help green electricity to move from approximately 1% of market share to 10%. This would reduce emissions by 15 million tonnes of carbon dioxide in the next 10 years.

- Drafted and presented papers to government representatives in cooperation with many other groups.

- In response to the campaigns of the Clean Air Renewable Energy Coalition, the federal government set up a tax incentive for producers of wind power.

- Organizations such as Dupont Canada Inc., Interface Flooring Systems Canada Inc., the Toronto and Region Conservation Authority, and Toronto Hydro (for its own internal use) have pledged to purchase green electricity.
Appendix 7.5
Ontario Clean Air Alliance
www.cleanairalliance.org

VISION
The vision of Ontario Clean Air Alliance is to achieve the phasing out of coal-generated electricity.

ISSUE
The process of burning coal to generate electricity is one of the main sources of air pollution. It emits substances that are dangerous to our health. For example, nitrogen oxides are the main cause of smog. The lead and arsenic that are emitted can cause cancer and brain damage. Furthermore, greenhouse gases that cause climate change are emitted into the atmosphere.

What policy ideas have been proposed?

- The phase-out of the coal-burning power generators in Ontario. These power generators include the Lakeview Generating Station (Mississauga), the Nanticoke Generating Station (Lake Erie), the Lambton Generating Station (Sarnia), and the ones at Atikokan and Thunder Bay.
- The government of Ontario is urged to ban non-emergency, coal-fired electricity exports to the United States.
- The Ontario Energy Board is urged to make the aggressive promotion of energy conservation the most profitable course of action for Ontario’s municipal electric utilities.
- The Ontario Energy Board is advised to allow Ontario’s municipal utilities to enter into long-term contracts with electricity suppliers in order to develop alternative energy sources.
- The Government of Ontario is urged to create a renewable supply objective (RSO) to ensure that the proportion of Ontario’s electricity that comes from renewable sources will steadily increase.
What has the Clean Air Alliance done?

- Made presentations to municipal councils encouraging them to discontinue their use of power from coal-fired generators.
- Written letters to corporations giving them lists of companies that sell coal-free energy and suggesting that they use these sources.
- Spoken to community groups about the dangers involved in using coal to generate power.
- Kept the media informed with press releases and interviews.
- Created a website to inform citizens about their energy choices. Citizens are urged to phase out their use of coal-based power when they have a choice in power supply. They are asked to communicate with the premier and their MPP about creating regulations that will eventually result in a phase-out.

What has been accomplished?

- The Liberal Government of Ontario (elected 2011) has made a commitment to phase out coal power generators.
Appendix 7.6
Blue Mountain Watershed Trust Foundation
www.bmwt.ca

**VISION**
The Blue Mountain Watershed Trust Foundation (BMWT) is committed to ensuring the continued environmental health and integrity of watersheds such as Silver Creek, which flows into Georgian Bay near Collingwood.

**ISSUE**

The natural wetlands at the mouth of the Silver Creek act as nature’s “kidneys” by removing contaminants from the water flowing into Georgian Bay. The trees and plants absorb carbon dioxide from the air and release oxygen, countering the greenhouse effect. BMWT is working to stop the development of a golf course in these wetlands.

Under the current (circa 1970s) Town of Collingwood Official Plan, the development of a golf course in the provincially significant wetlands at the mouth of the Silver Creek is allowed, even though the area is zoned for environmental protection. However, the new official plan, which is yet to be approved by the County of Simcoe, prohibits this kind of development. BMWT believes that a golf course would harm the environment and has convinced Collingwood’s town council to pass a bylaw that would protect the wetlands area until the new official plan is passed. The developer of a proposed golf course in the Silver Creek wetlands filed a development application with the Town in April 2002, and then filed an appeal against the Town of Collingwood’s Interim Control Bylaw to the Ontario Municipal Board (OMB).

What policy ideas have been proposed?

- To influence the Town of Collingwood and Nottawasaga Valley Conservation Authority (NVCA) to become committed to the protection and preservation of the Silver Creek Wetlands.

What has BMWT done?

- Developed a campaign to rally public support. Citizens and groups such as the Senior League, Endowment Society of Collingwood, and residents of Princeton Shores (adjacent to the wetlands) and The Forest were asked for support.
Activity 7

- Sent letters to local environmental groups, such as the Wasaga Beach Fish and Game Club, Georgian Triangle Anglers Association, and the Blue Ridge Sportsmen’s Club, informing them of the many benefits of the wetlands and the damage that would result if they were drained.

- Engaged the media: Channel 3 “The New VR” covered the story in its newscasts.

What has been accomplished?

- BMTWF participated in the OMB hearing.

- At the OMB hearing, the town’s bylaw was upheld.

- BMTW has been successful in building solidarity among concerned citizens and local environmental groups, as well as town decision-makers and the NCVA.

- On December 18, 2003, the Ontario Superior Court of Justice dismissed the appeal of the developer against the OMB ruling, thus upholding the Town of Collingwood’s Interim Control Bylaw.
Appendix 7.7
Ontario Nature
www.ontarionature.org

VISION
Ontario Nature (formerly the Federation of Ontario Naturalists) has the vision of an Ontario where there are adequate parks, where wetlands, woodlands, and other ecologically sensitive areas are protected, and public land is managed responsibly.

ISSUE
Over many years, factories, shopping malls, and endless rows of houses have replaced the vast expanses of forests in Ontario. This change has resulted in the loss of natural areas, wildlife habitat, and overall biodiversity. Also, as more and more land is lost to roads, parking lots, and buildings, less rainwater percolates into the ground, changing surface and subsurface water flow patterns. This change has resulted in less water availability to the forest, a decrease in the amount of water in underground aquifers, and an increase of flash floods downstream.

What policy ideas have been proposed?
- Create new provincial parks and conservation reserves.
- Provide habitat for numerous species of plants and animals.
- Protect wilderness and wildlife by campaigning for the protection of species at risk of extinction.
- Increase community capacity for environmental protection by providing advice to communities on environmental policy and land-use planning.
- Help municipalities define and protect significant woodlands.
- Participate in wetland and woodland restoration.
- Advocate for the creation of smart communities that protect nature and curb urban sprawl through more environmentally sound land-use planning.

What has Ontario Nature done?
- Established the scientific basis of conservation, effects of forest and woodland degradation, and the need to protect natural core areas and green corridors.
- Produced educational materials such as Teaching Naturally to help teachers and students work actively towards understanding, conserving, protecting, and restoring Ontario’s natural heritage.
Mobilized public opinion and organized movements to influence public policy at all levels of government by matching science with politics (e.g., the Government of Ontario Lands for Life program).

**What has been accomplished?**

- Establishment of the nature reserve system of Ontario Nature started in 1961. Ontario Nature acquired these natural areas and protected them as reserves. This is now Ontario’s largest non-government nature reserve system. While nature lovers have donated most of these properties of ecological significance, Ontario Nature has purchased some with funds obtained through donations. Ontario Nature ascribes the success of this nature reserve system to passionate people who are unwilling to let nature’s gifts slip into oblivion. Public education programs of Ontario Nature have been able to generate this passion among people.

- As of 2012, Ontario Nature has 2 nature reserves totaling over 2,400 hectares (5,931 acres). These nature reserves protect the valuable biodiversity of Ontario. Countless rare and endangered species protected by the Ontario Nature reserve system include the spotted turtle, the blue racer snake, the ram’s head lady slipper orchid, and the bald eagle. Acquiring these pieces of land has also been crucial to stopping development in these ecologically sensitive areas.
Vision
Northwatch’s vision is a healthy and sustainable northern Ontario, free from becoming the dumping ground for hazardous wastes such as Canada’s nuclear reactor fuel waste.

Issue
The nuclear industry, including Atomic Energy of Canada Limited (AECL) and Ontario Hydro (now known as Ontario Power Generation), has consistently identified northern Ontario as its intended location for a nuclear waste disposal facility. Since the 1970s, AECL has been promoting the disposal of nuclear fuel waste by burying it in the Canadian Shield.

Created by the federal government in 2002, the Nuclear Waste Management Organization (NWMO) has been given three years to study three options: continued storage of the waste at each of the nuclear stations where it was created; moving all of the waste to some form of centralized storage; or burying the extremely hazardous materials in the rocky northern bush.

The NWMO conducted the study over three years and presented their findings to the Minister of Natural Resources in 2005. In June 2007 the government selected Adapted Phased Management as Canada’s plan for the “safe, long-term care of nuclear fuel” as described by NWMO who is now responsible for the implementation of this strategy.

The NWMO is run by a board of directors made up of executives who also run the nuclear power plants. Northwatch fears that the NWMO might start to offer cash incentives to northern municipalities in order to get them to accept nuclear waste.

What policy ideas have been proposed?
- End government support for any proposal to bury nuclear fuel waste in the Canadian Shield.
- Integrate environmental concerns into economic and social decision-making.
What has Northwatch done?

- Reviewed and commented on discussion papers released by the NWMO.
- Written to NWMO for clarification on several points of the NWMO’s plan.
- Worked with other public interest organizations in responding to nuclear initiatives, including those related to nuclear fuel waste and its long-term management.
- Co-founded Nuclear Waste Watch, a Canada-wide alliance to monitor developments with respect to the long-term management of nuclear fuel waste and demand accountability for the federal and provincial governments and agencies, including the NWMO.
- Launched its own Nuclear Waste Watch with a toll-free hotline at 1-877-553-0481.
- Issued action alerts to the public, such as a recent one, “Take Action to Support Green Power, Not New Nuclear Plants.”

What has been accomplished?

- Long-term management of nuclear fuel waste is the ongoing work of Northwatch. The end result will not be known for several years. The interim results include a positive response from a federal environmental assessment review panel in the late 1990s, and the more recent creation of a dynamic cross-Canada collaboration of organizations concerned about the safe storage of nuclear waste.
Appendix 7.9
Policy at Work Summary Sheet

Use your own words to summarize your case study.

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
</tr>
</tbody>
</table>

Logo: How well do you think the logo represents the organization?

<table>
<thead>
<tr>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Policies proposed
1.  
2.  
3.  

Actions taken
1.  
2.  
3.  

Accomplishments

Relationship to Active Environmental Citizenship

Opportunities for individual action to address this issue
1.  
2.  

Appendix 7.10
Policy at Work Summary Sheet—sample answers

Use your own words to summarize your case study.

| Organization: | Toronto Environmental Alliance |
| Vision: | A greener, healthier Toronto |
| Logo: | How well do you think the logo represents the organization? The pictures tell about TEA's vision |
| Issue: | Burning of fossil fuel leads to smog and climate change |

**Policies proposed**
- Government support ($) for public transit
- Reduce Ontario’s reliance on fossil fuels
- Implement anti-idling laws
- Build alternative transit systems (high-speed rail, carpool lanes, bike paths)
- Give incentives for wind power
- Set a target for 10% of power coming from green power sources
- Governments should set an example by buying recycled motor oil for vehicles, retrofitting their buildings, paying for part of employees’ transit passes

**Actions taken**
- Analysed smog problem and advised government on what it should do to solve it
- Worked with transit riders, health professionals on health effects of smog
- Supported other environmental groups
- Talked to decision-makers
- Worked with educational institutions
- Worked with a group in Ecuador on negative effects of oil exploration, production, consumption
- Informed Canadians about environmental impact of oil extraction in southern countries (e.g., Ecuador)

**Accomplishments**
- Toronto has a Smog Action Plan
- Toronto has committed to buying 25% of its power from green sources
- TTC has a Ridership Growth Strategy

**Relationship to Active Environmental Citizenship**
- Worked at many levels to effect change
- Researched questions/issues of civic importance (e.g., municipal pesticide use)
- Collaborated with other environmental groups to effect changes to public policy

**Opportunities for individual action to address this issue**
- Ride a bike
- Carpool
- Take the TTC
Activity 7

Your task is to design graphic organizers for each of the environmental organizations that you have selected. You must include the following information:

- the name of the organization and its vision (summarized)
- the connection between the logo and the work of the organization
- clear connections shown between policies and actions

Remember, this is a graphic organizer where fewer words are required. Choose your words carefully to make sure your ideas are clearly represented!

After designing your graphic organizers, complete the following:

- Each case study begins with the organization’s Vision and ends with What has been accomplished? How successful has the organization been in fulfilling its vision? Support your answer with examples.

- Why did your group selected this organization?
TIME: 60 MINUTES

Overview
Students work in a group to form an environmental activist organization focused on one issue. They will develop a vision, logo, policy ideas, and actions for their organization and create a brochure or poster containing this information.

Planning Notes
- Make an overhead of Appendix 8.1a Sample Issues and Appendix 8.1b Creating an Action Plan.
- Photocopy Appendices 7.9 Policy at Work Summary Report, 8.1a Sample Issues, 8.1b Creating an Action Plan and 8.2 Presentation Feedback for each group.
- Collect brochures as examples for students.

Teaching/Learning Strategies
- Give students an overview of their task.
- Move them into the same Information Sharing Groups as in the previous activity.
- Each group must choose one environmental issue to focus on. The class can brainstorm to come up with local school or community issues, or they can be given a list to choose from (see Appendix 8.1a Sample Issues). Each group should have a different issue.
- Using Appendix 7.9 Policy at Work Summary Sheet groups should create an organization to address the issue they have chosen. For the Accomplishment section, ask students to predict what their organization will accomplish.
- Give the groups a copy of Appendix 8.1b Creating an Action Plan to help them focus on the task. Remind students that they can refer to the case studies in Activity 7 for examples.
- Groups must create a brochure or poster that describes their organization. Remind students that a copy of their brochure or poster can be included in their Environmental Citizenship Portfolios. Groups will present their organization to the class. They can use Appendix 8.2 Presentation Feedback to help them rehearse their presentation.
Assessment & Evaluation
Formative assessment of group dynamics (see Appendix 8.3 Group Work Effectiveness Rating Scale)
Formative assessment of group presentation (see Appendix 8.2 Presentation Feedback)

Appendices
Appendix 8.1a  Sample Issues
Appendix 8.1b  Creating an Action Plan
Appendix 8.2  Presentation Feedback
Appendix 8.3  Group Work Effectiveness Rating Scale
Appendix 8.1a
Sample Issues

- Idling and speeding cars in front of school
- Cancellation of field trips to local conservation areas
- Paved schoolyards
- Recycling of solid waste in the school
- Processed food in the cafeteria – move towards organic foods
- Garbage at a local fast food restaurant
- Preservation of parkland in neighbourhood
- Lights and computers left on at your high school

Appendix 8.1b
Creating an Action Plan

Consider the following questions:

- What is the issue that you are working on in your group?

- What policy ideas do you have to address this issue? Why?

- What are some actions you can take to support your policy?

- How will you judge if you have been successful?

- In what ways can you get the attention of other people?

- How are you going to present this information to the class?

- What responsibilities do group members have?
## Appendix 8.2
### Presentation Feedback

<table>
<thead>
<tr>
<th>Clear expression of ideas</th>
<th>Communicates information in an isolated, random fashion</th>
<th>Communicates important information, but lacks structure</th>
<th>Clearly communicates main ideas</th>
<th>Clearly and effectively communicates ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective communication</td>
<td>Presents information in a style and tone that minimally connect with audience interest</td>
<td>Presents information in a style and tone that moderately connect with audience interest</td>
<td>Presents information in a style and tone consistent with audience interest</td>
<td>Presents information in a style that effectively engages audience interest</td>
</tr>
<tr>
<td>Organization of presentation</td>
<td>Limited organization of material</td>
<td>Some organization of material</td>
<td>Effort and thoughtful preparation are evident in many parts of the presentation</td>
<td>Presentation is consistently well-rehearsed and coherent</td>
</tr>
<tr>
<td>Connections between policy and issues</td>
<td>Limited valid connections made</td>
<td>Some valid connections made</td>
<td>Most ideas are connected</td>
<td>All ideas are connected</td>
</tr>
</tbody>
</table>

Highlight or circle the statement in each category that best characterizes the presentation.

## Appendix 8.3
### Group Work Effectiveness Rating Scale

**Works actively towards achievement of group goals**

LEVEL 1 2 3 4

**Effective demonstration of interpersonal skills**

LEVEL 1 2 3 4

**On-task activity**

LEVEL 1 2 3 4

**Effective performance of group role**

LEVEL 1 2 3 4
TIME: 3-5 HOURS
(The time required for this activity varies, depending on whether students have time to work on their portfolios in class.)

Planning Notes

- Photocopy Appendix 9.1 Responding to Climate Change

Teaching/Learning Strategies

- Distribute Appendix 9.1 Responding to Climate Change. Students should read individually or with a partner. Have students highlight or circle words that are unfamiliar. Make a note on the board summarizing the following points:
  - How can students take action:
    - at home?
    - on the road?
    - at school?
    - in the community?
- Explain to students that they will now work on developing their own personal action plan to respond to climate change impacts in their personal lives. Just as they did in the previous activity, they will now:
  - write a personal vision statement about how they can help slow climate change
  - develop policy statements (minimum two)
  - develop a plan of how to carry out their policies
  - develop a logo and a name for their plan
  - determine a way to measure success

Students should consider the questions in Appendix 8.1b Creating an Action Plan to help them formulate their ideas. Tell students that a climate change personal action plan is a requirement for the Environmental Citizenship Portfolio.

Assessment & Evaluation

Summative evaluation of personal action plan in portfolio

Appendix

Appendix 9.1 Responding to Climate Change: Creating a Personal Policy to Address Climate Change
Appendix 9.1
Responding to Climate Change: Creating a Personal Policy to Address Climate Change

WHAT'S HAPPENING TO OUR CLIMATE?

The Earth is Getting Warmer
The 20th century was the warmest globally in the past 1,000 years. In fact, the 1980s and 1990s were the warmest decades on record. The Earth is experiencing a change in climate – one that will affect our environment, our economy, and the way we live for years to come.

Climate Change in Canada
In Canada, we are already feeling the effects of climate change, in the form of:

- increasing number and intensity of heat waves and related health problems
- declining water levels in the Great Lakes
- changes in fish migration;
- melting of the polar ice cap
- insect infestations in B.C.’s forests
- hotter summers and higher levels of smog in major urban centres
- more extreme weather events, such as droughts on the Prairies, ice storms in eastern Canada, and flooding in Manitoba and Quebec

We are Changing Our Climate
Gases in our atmosphere – water vapour, carbon dioxide, methane, and nitrous oxide – act like a greenhouse to keep the sun’s heat in and help make our planet livable.

But too many greenhouse gases can be harmful. As we burn more and more fossil fuels to power our cars and trucks, keep our industries humming, and make our homes more comfortable, we are increasing concentrations of greenhouse gases in our atmosphere. These gases are thickening the blanket that insulates the Earth, causing average temperatures to rise.

PERSONAL POLICY ADDRESSING CLIMATE CHANGE

A Goal for Canadians
On average, each Canadian generates just over five tonnes of greenhouse gas emissions each year. In fact, the daily activities of individual Canadians account for more than a quarter of Canada’s total greenhouse gas emissions.

The Climate Change Plan for Canada calls for individuals to reduce their greenhouse gas emissions, recognizing that some Canadians will have scope to do more and others less. How individuals approach the call for reduction will vary according to how and where they live. Those who own houses and cars will be able to make greater reductions to their energy use than people who rent apartments or who do not own cars. As well, a significant portion of an individual’s greenhouse gas emissions comes from the use of electricity.
ACHIEVING YOUR PERSONAL POLICY GOAL

Depending on your lifestyle, achieving a reduction in emissions for every member of your household may not be that difficult. Canadians can achieve their goals by taking action at home, on the road, and at work. As a student, you may feel that you can do little to achieve this goal, but you can influence your parents or guardians. You can talk to them about energy conservation. Remember, soon you will be making more choices about energy consumption. Become informed now!

At Home

■ Be energy efficient at home. Space heating uses the largest amount of energy, so actions that reduce your home heating requirements will have the greatest impact. Whether you rent or own your home, trim home heating bills by up to 10% and reduce emissions by up to 0.5 tonnes by lowering the thermostat at night and when the house is unoccupied. Caulking around windows and doors can also reduce your energy costs. See also 20/20 The Way to Clean Air at www.ontarioecoschools.org > curriculum resources > 20/20 planner

■ Replace appliances with more energy-efficient models. An ENERGY STAR®-labeled refrigerator uses less than half the electricity of a 10-year-old model, saving more than $40 per year on a home energy bill and reducing emissions by more than 0.2 tonnes. When shopping for a new appliance, use the EnerGuide Appliance Directory to choose an energy-efficient model.

On the Road

Driving a vehicle likely accounts for at least half of your greenhouse gas emissions. The kind of vehicle and the number of kilometres you drive can have a huge impact on your emissions. For example, a typical late-model sport utility vehicle driven 20,000 kilometres a year produces about 6 tonnes of carbon dioxide, compared to 4 tonnes for a recent mid-sized sedan, and just 2 tonnes for a gasoline-electric hybrid vehicle.

■ Using 10 litres of gas less a month by carpooling one day a week, walking more often, taking public transit, rollerblading, or making fewer trips can save one-quarter of a tonne in greenhouse gas emissions.

■ Encourage biking. Work with local community biking groups to develop more bike lanes. Make sure there are secure bike racks at your school and community centre.

■ Reduce idling. If all Canadian motorists avoided idling their vehicles for just 5 minutes a day, all year, more than 1.6 million tonnes of carbon dioxide, along with other toxic substances, would not enter the air. Even in the winter, you can start driving after 30 seconds of warm-up idling if your windows are clear.
At School
You can also help reduce greenhouse gas emissions by taking actions that help reduce your school’s use of energy.

- **Use computer equipment wisely.** Computers and monitors account for much of the electricity consumption in a typical school. Reduce this consumption and greenhouse gas emissions by enabling the monitor’s energy-saving features during the day and turning the computer off every night.

- **Turn off the lights in your classroom when not needed.** Remember every little bit helps!

- **Talk to school administrators, teachers, and custodians** about developing a school policy to conserve energy so that everyone takes part. Brainstorm with like-minded people about how to create a campaign that will sweep the school!

- **Find out about your school board** energy conservation policy measures and how they are being implemented. Is there a role for you and your friends?

- **Plant trees.** Work with the school council, interested teachers, or the environmental club to green your schoolyard. Check with your principal to learn about the procedures to follow. To view the EcoSchools School Ground Greening: Designing for Shade and Energy Conservation Guide, go to www.ontarioecoschools.org > program guides > click on guide title.

In the Community

- **Work with a local elementary school to start a Walk to School Program.**

- **Volunteer with a local environmental group.**

- **Volunteer at an Earth Day event to distribute information to others about the One-Tonne Challenge.**
RESOURCES

www.edf.org  
This site discusses background information on the myths and truths about climate change. It is great for a debate.

www.climatechange.gc.ca  
If you navigate this site’s links, you will find information on provincial and territorial impacts, health impacts, greenhouse effect, and a comprehensive overview of all climate change topics. It is ready to read for high-school age students. Included are global links and a resource list.

Climate Change: Impacts and Solutions.  
The David Suzuki Foundation.  
www.davidsuzuki.org/Climate_Change  
This site offers a broad range of climate change topics for the general reader: kyoto, solutions, science, impacts, projects, plus news features.

Natural Resources Canada. Regional Climate Change Poster Series.  
www.nrcan.gc.ca/earth-sciences/climate-change/community-adaptation/poster/24  
This site provides access to provincial and territorial posters about climate change, including a teacher’s guide and website. The topics in this poster series focus on weather/climate and ecosystems of Canada. It lists specific outcomes, links to impacts of climate change on health, community, land, water, coastal regions, and different areas in Canada.

Active and Safe Routes to School.  
www.saferoutestoschool.ca  
This site involves active learning about decreasing emissions and climate change. It is aimed at children from K-6; however, it calls for older students to organise its program. This activity can contribute to community service hours required for graduation.

Books
Marc Kielburger and Craig Kielburger  
Take Action! A Guide to Active Citizenship  
Toronto: Gage Learning, 2002.  

Tim Grant and Gail Littlejohn, eds.  
Teaching About Climate Change  

The collection is divided into five sections: Foundations, Energy Alternatives, Transportation Alternatives, The School Building, and Home and Community. Includes a broad range of learning activities for all grades. The Foundations section is particularly recommended for teachers of Grade 10 Civics looking for a succinct and articulate review of climate change basics and good environmental education pedagogy.
This resource is an adaptation of the EcoSchools *Climate Change in Civics Grade 10* produced by the Toronto District School Board (TDSB). The TDSB has donated this resource to the Ontario EcoSchools Program as part of its in-kind contribution to the project.

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