



CANADIAN FÉDÉRATION
WILDLIFE CANADIENNE
FÉDÉRATION DE LA FAUNE

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Water Conservation Lesson Plan

Date:

Time: 65 minutes

Grade: Science 9

Grade Title: Canada – Opportunities and Challenges

GLO: Issues for Canadians: Economic Systems in Canada and the United States (9.2)

Rationale:

As young citizens growing up in today's society it is important for them to recognize and understand what consumerism is, how it is present in our society and the positive and negative impacts it has on a global, national and local scale. Through this lesson students will inquire, reflect and assess aspects of a consumer-based society, focusing specifically on resources and environmental factors.

General Learning Objective: *Students will...*

- Demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity

Specific Learning Objectives: *Students will...*

- ▶ Values and Attitudes (9.2.2)
 - Appreciate the relationship between consumerism and quality of life (C, CC)
- ▶ Knowledge and Understanding (9.2.5)
 - 9.2.5 - Critically assess the relationship between consumerism and quality of life in Canada...by exploring and reflecting upon the following questions and issues.
 - What are the indicators of quality of life? (PADM, ER)
 - How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER)
 - How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)
 - 9.2.6 - Critically assess the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues
 - How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)? (PADM, ER)

Learner Objectives: *Students will...*

- Give describe consumer behaviors and choices in society
- Compare and contrast benefits and impacts of consumers and quality of life
- Appreciate the relationship between consumers and the environment

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Materials:

Students' Studies Journal	Text book
Poster size paper – 1 for each group	Anchor activity - Consumer media article
Markers for group work	Camera to capture class presentations
Rivers to Oceans – Webisode Conserve	

Organization to Achieve the Objectives

	Time	Teaching Activities	Student Learning & Activities	Modification
Introduce / Set	5 min	<p>The topic for today's lesson is "Consumers and Quality of Life in Canada"</p> <ul style="list-style-type: none"> • Write Question on board <p>Q - Due to the flourishing Oil and Gas economy in Alberta, you have moved to <u>Lethbridge, AB</u> (<i>fill in the name of your city or town</i>) to start a new job. What will you buy so you are comfortable? What kind of life do you hope to live in the new town?</p>	<ul style="list-style-type: none"> ➢ Students will reflect on the question, and then will answer it in their journal 	<ul style="list-style-type: none"> - Question on board - Verbal - Student to read question to the class - Picture - Map of community within AB - Picture of town (houses, buildings, green space) - Allow students to write and use illustrations.
Body (in steps) (55 min total)	5 min	<ul style="list-style-type: none"> • Take up question and write answers in the appropriate columns on Table 1. • Students will identify and compare/contrast between needs and desires/wants <p>Q – Reflect on what you have written down and decide if they are necessities or desires/wants</p> <p>-Place examples of answer in appropriate columns</p>	<ul style="list-style-type: none"> ➢ Record and classify human wants/needs and describe indicators for quality of life on T-Chart ➢ Distinguish between wants (necessity) and needs (not a necessity); interpret and describe the relationship 	<ul style="list-style-type: none"> -Special Needs - provide chart on blue paper to those who need it
	3 min	<ul style="list-style-type: none"> • Students will evaluate and discuss the relationship 	<ul style="list-style-type: none"> ➢ Consider and communicate 	<ul style="list-style-type: none"> -Fill in the blank definition sheet with pictures to match. Student will write examples still



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Body	5 min	<p>between consumer items and quality of life Q – What observations and conclusions can you draw from the chart?</p> <ul style="list-style-type: none"> • Students will define consumers and quality of life and describe examples • Define consumerism and give examples (house, computer, car, clothes) • Define quality of life and give examples of indicators (work, play, time with family and friends, health etc.) 	<p>how consumer behaviour impacts quality of life Record examples</p> <ul style="list-style-type: none"> ➢ Identify and record definitions of consumerism and quality of life ➢ Record 5 examples of each based on the community around you 	
	5 min	<p>Question</p> <ul style="list-style-type: none"> • SLO 9.2.5 – Q - How do our consumer behaviours impact quality of life in both positive and negative ways (<i>e.g., food, transportation, communication, fashion and the environment</i>) 	<ul style="list-style-type: none"> ➢ Consider and communicate how consumer behaviour impacts quality of life ➢ Record examples 	
	5 min	<ul style="list-style-type: none"> • Students will appreciate the relationship between consumers and quality of life in context with societal examples around the world. - Using global and local examples (<i>New York City, smog, housing construction, forest clear cut, flooding</i>) show pictures of how consumerism has impacted quality of life. Provide 2 benefits and two negative aspects. Last example should 	<ul style="list-style-type: none"> ➢ Consider, appreciate and discuss how consumer behaviour impact society and quality of life and the environment 	<ul style="list-style-type: none"> - Visual examples using Smart board or PowerPoint technology



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	Time	Teaching Activities	Student Learning & Activities	Modification
Body	2 min	<p>be an environmental water issue</p> <ul style="list-style-type: none"> • Summarize by stating that consumers obtain many benefits, however, it is important to make be a wise consumer because our choices and actions can impact the environment. One example is....water 		
	* 12 min	<p>Problem Based Activity - Walk The Line?</p> <ul style="list-style-type: none"> • Students will interpret the scenario, apply information and communicate the position they take with this scenario. • Can use google earth to see growth throughout city • Introduce water issues faced by a consumer society based on a local consumer related problem in your community. Students must listen to the information and then take a position, which must consider economics and indicators of quality of life. 	<p>➤ Evaluate problem, decide which side you support and be able to communicate why?</p>	<p>-Problem scenario written on board</p> <p>-Group activity</p> <p>- Choices for decision and communication in class</p>
	5 min	<p>(Scenario e.g., <i>increase in housing demand results in construction and more concrete, increase in water consumption, building/shopping development = polluted water, flooding, loss of habitat</i>)</p> <ul style="list-style-type: none"> • Video – Rivers to Oceans 		



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	Time	Teaching Activities	Student Learning & Activities	Modification
	10 min	<p>Episode - Conserve</p> <ul style="list-style-type: none"> • Students will discuss the video and how it affects their quality of life. • Students will further communicate aspects of the video based on class discussion. <p>Activity – Wise Consumers</p> <ul style="list-style-type: none"> • Students will give examples of status quo and wise consumer behaviours based on topic categories – transportation, food and home, and will present their answers to the class <p>Q – What behaviours and choices can we adopt in order to be wise and responsible consumers?</p> <p>Answer according to the following categories – transportation, food and home. Inform students to use personal and family experiences the media, TV, newspaper information</p> <p>-Have class present their information.</p>	<p>➢ Group Activity – Consider and create chart with examples for the two types of consumers 1) Status quo Consumer vs. 2) Wise/Eco-Friendly Consumer <i>(energy efficient homes and cars, walking, bus, bicycle, be informed about products and how they are made, bring your own grocery bags)</i></p>	<p>-Peer Support - form groups according to skill and leadership</p>
	3 min	<p>Answer according to the following categories – transportation, food and home. Inform students to use personal and family experiences the media, TV, newspaper information</p> <p>-Have class present their information.</p> <ul style="list-style-type: none"> • Students will reflect and describe how they feel they can be a wiser consumer • Ask students take the next 2 minutes to reflect back on today's lesson and write in their journals one thing they can realistically do to be wise 	<p>➢ In your journal consider and express one way you can be a wise consumer</p>	<p>-Writing and visual representation acceptable -Teacher –student communication and assistance</p>




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	Time	Teaching Activities	Student Learning & Activities	Modification
		consumer		
Closure	5 min	<p>Ask for volunteer answers on what they wrote down their personal wise consumer action?</p> <p>Summarize – relationships between the consumer and the quality of life</p>		
Anchor Activities	<ul style="list-style-type: none"> - Complete text book questions and answers - Consumer and environmental related media article - reflect and assess? 			
Assessment & Evaluation	<p>Summative</p> <ul style="list-style-type: none"> - Are journal responses reflective of material and content discussed in class? - Are recorded examples correct and do they demonstrate understanding 		<p>Formative</p> <ul style="list-style-type: none"> - Questions/Checking for Understanding - Are students answering questions correctly; are answers reflective of the content covered - Are students able to express their ideas and opinions clearly 	

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T-Chart 1. Your New Community of Lethbridge, Alberta

What will you need in your new community?		What kind of life do you hope to live?
<i>Needs</i>	<i>Desires</i>	
<i>Shelter</i>	<i>5000sq foot home</i>	<i>7-8 hour work day</i> <i>Time for family</i> <i>Time for recreation and play</i> <i>Excellent health and education services</i> <i>Clean air, biking trails, running trails, clean water</i>
<i>Food</i>	<i>Genetically modified</i>	
<i>Water</i>	<i>Manicured lawn</i>	
<i>Clothes</i>	<i>300 pairs of shoes</i>	
	<i>Truck - idling</i>	

T-Chart 2. How Consumer Behaviour Impacts Quality of life

Positive Ways	Negative Ways
<i>Cars and trucks provide transportation</i> <i>Oil and gas allow us to drive and heat our homes</i> <i>Shopping</i> <i>Luxurious homes and comfort</i> <i>Fast foods</i>	<i>Polluted air and water</i> <i>Sick humans and wildlife</i> <i>Droughts</i> <i>Habitat destruction from oil and gas development</i> <i>Workaholics</i> <i>Habitat destruction and resource consumption</i> <i>Unhealthy weight and bodies</i>

Problem Based Activity - Walk The Line?

Lethbridge Facts

Source - <http://www.chooselethbridge.ca/choosebusiness/workforce.php>

- Lethbridge continues to demonstrate consistent growth with increases of 6.17% in 2005 and 1.96% in 2006. Population has increased from 66, 035 in 1997 to 78, 713 in 2006.
- Service and trade industries generate over one half of all the occupations in Lethbridge. Other occupations are diversified across the industries of manufacturing, public sector services, construction, transportation, finance/insurance/real estate, and primary industry. Lethbridge employers draw workers from a large commuting area consisting of rural areas and smaller towns and villages within a 100 km radius. The extended workforce population is estimated to be 86,000



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NEWS RELEASE

Growth Pays For Growth

Apr. 07, 2004

Lethbridge, Alberta – As the City of Lethbridge grows there is an ongoing demand for new building lots and the need to provide new infrastructure such as water mains and reservoirs, sanitary and storm sewers, and major roads. It is estimated that over the next 20 years an infrastructure investment of over \$265 million will be required so the city can continue to grow.

In order to cover these development costs the city collects money from land developers and uses it to invest in the infrastructure required to service new subdivisions. “This means that **growth** pays for **growth**, and property taxes and utility rates do not increase to provide these services to new communities,” says Byron Buzunis, Urban **Construction** Manager. “Like most Alberta municipalities, we collect the money from land developers through the Offsite Levy Bylaw process.”

Recently the provincial government has allowed municipalities to add roads to the list of infrastructure that can be included in the Offsite Levy and charged to developers. This change combined with the fact that the rate of **growth** in the City is nearing the limits of existing infrastructure that was built during the 70's and 80's has created the need to revise the Offsite By-Law. Changes in the development industry can also be reflected in the revised By-Law to make it work better.

A committee made up of the Urban Development Institute (representing land developers), the Lethbridge Homebuilders Association and the City have worked together to recommend revisions to the Offsite Levy By-Law. If these recommendations are approved by Council it is expected that new home prices may increase from \$4,000 to \$5,000 over the next 3 years beginning in 2005. This increase in lot prices will cover the cost of providing infrastructure services to new subdivisions.

At the same time the amount the city charges to developers for these services will increase from \$35,000/ha to \$97,000/ha. Most of that increase is the additional cost of transportation infrastructure which can now be included in the fees levied.

More information on the Offsite Levy By-Law is on display at a public open house on April 7 and 8th in the foyer of City Hall, or by calling Byron Buzunis at 320-3975.

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Contact: Byron Buzunis, 320-3975



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Definitions

Economic System – A process by which a society uses its resources.

Human wants – Basic needs (what we need to survive) and wants (what we desire).

Economic Resources – Anything used to produce goods or services, are limited
3 Types

1. Land and Resources – useful material found in the natural environment
Renewable resources (forests) and nonrenewable (crude oil)
2. Labour and Human Resources
3. Capital

Market Economy: decision based on the actions of individual buyers and sellers exchanging good and services with each other.

Mixed Market Economy: decisions based both on the actions of individuals (privately controlled) in the market and on government policies (some control by government).

Quality of Life: the worth of a particular way of living; the way we think we should live. Based on values (things important to a group of people). Improvements in quality of life usually cost money. Quality of life deals with the happiness, contentment, and the degree of worth we give our lives and include the value we place on ourselves and our contribution to society. Factors to consider for quality of life are length of workday, amount of play, political, economic, religious freedoms, quality of food clothing and shelter, opportunities for recreation and relaxation, quality of the environment, access to health care, opportunities for education. Quality of life can be based on values including economic growth, social justice, fairness, respect for the environment and respect for others. However, they often compete with one another.

Consumer: Power to buy goods and services, in a way we use money to vote for specific goods and services. Rights of consumers – safety, information, choice, and be heard.