Make A Better City

An Integrated Project
for Teaching About
Citizenship,
Responsibility and
Communities for
Alberta Grade 6
Social Studies,
Health & Life Skills,
Language Arts
and Mathematics

THE CITY OF
Edmonton

2nd Edition

3. Make It Real

Decide and take action: *Make It Real* encourages students to apply what they have learned about rights, responsibilities and the role of local government. Students conduct a "responsibility scan" of the programs and events that the City of Edmonton uses to encourage citizen engagement, involvement and participation. They explore the concept of a "citizenship footprint" and the options they have to make their own footprint bigger by participating in neighbourhood and city-wide initiatives. They analyze what makes a decision to act effective and how they can make a difference to the environments in which they live, work and play.

Focus on Language Arts
The process of planning involvements and volunteer activities can reinforce inquiry, communication and group work skills.

Focus on Social Studies
Make It Real provides students with opportunities to reflect on their own understandings of citizenship and the contributions they can make as citizens. Reinforce ways that individuals and governments interact and bring about change within their communities.

Focus on Language Arts
Students have opportunities to consider volunteer accomplishments of the community and can be encouraged to consider the impact of their own behaviours and actions on the broader community.

Focus on Mathematics
Make It Real provides students with opportunities to analyze patterns and apply numerical thinking skills.

Time

Learning activities in **decide and take action: Make It Real** will require between 6 and 7 50-minute class periods.

Students get involved not by just telling each other, but realize, through cause and effect, that if they contact the "right" individuals, change can happen.

~Stacy M., Edmonton Public Schools

❖ *prepare*

1. Make copies of the student handouts and graphic organizers for this section:

    *   Citizenship in the City (pp. 161-170)
    *   Taking Steps (pp. 171-173)
    *   Spheres of Influence (p. 185)
    *   Quad T-Chart (p. 184)

2. Have students revisit the spheres of influence they created in **set the context: The City Scene**. They will be asked to use these in the opening activity of this section.

3. Prepare for assessment:

    *   Check In #3 (p. 174)
    *   Assess Your Understandings (p. 175)
    *   Rubric (p. 176)

4. Allocate class periods:

    *   Responsibility scan (2-3 classes)
    *   Citizenship footprints (2 classes)
    *   Action success criteria (2 classes)

Students are encouraged to plan to participate in volunteer opportunities in their communities. This can add a variable amount of time.

❖ *teaching & learning process*

Responsibility scan

Provide some discussion time for students to revisit and review what they have learned about the rights and responsibilities of individuals and local governments. Pose questions such as the following:

- In what ways do you think individuals can be encouraged to take responsibility for the overall safety, health, cleanliness and livability of their neighbourhoods or the city? (*Encourage students to provide examples from the research they just completed. Ask them to consider the impact, or effect, that they think an individual can have.*)

- What do you think local governments should take responsibility for? (*Ask students to share examples of programs, events or initiatives that they know of or have participated in that "come from" local government. Encourage students to consider why local government encourages people to participate and volunteer. Challenge them to think about the differences between volunteer opportunities for individuals or those that require the involvement of groups or communities. Why do some events or programs need more than one person's volunteer efforts to make them successful?*)

- Which responsibilities or involvements do you think should be **mandatory**, or required by law? Why do you think this?

Provide students with **Citizenship in the City (pp. 161-170)** and introduce the concept of a **scan** – finding and investigating sources that create a "picture" of current information about a topic. Tell students that they will be conducting a **responsibility scan** of actions and programs that encourage citizens to make a difference in their neighbourhoods and the city.

Have students work individually or with a partner to scan the examples of City of Edmonton actions and programs and respond to some or all of the questions in the handout. After students complete their scans, ask them to discuss with questions such as the following:

- Which of these actions and programs could you participate in as an individual? (*Review the concepts of volunteerism and micro-volunteerism with students.*)

- Which of these actions and programs do you think need the involvement of groups of people, including neighbourhoods, communities or people from all over the city?

- Why do you think local government organizes and provides or supports these actions and programs?

Differentiate

Use Citizenship in the City as a whole class activity. Cut and paste each action and program on cards. Randomly distribute the cards to individuals or small groups of students. Ask students or groups to respond to the questions that follow each action or program description and then share their responses with the class. Alternatively, display the resource on an interactive whiteboard. Discuss each or selected actions or programs by focusing on the questions.

Share

Invite students to share, with a partner or in a small group, how and why the actions or programs they selected are relevant and meaningful to them. Encourage students to make connections back to the research they completed around the five *Make a Better City* themes in **explore and research: Set the Standards**.

The downtown library
City Hall
Hawrelak Park

The soccer centre
My school

My neighbourhood store
The off leash dog park
The community centre &
summer green shack

My home
My dog
My family

Me

My Spheres of Influence

Differentiate

Create or display a blank spheres of influence organizer on a poster or an interactive whiteboard. Have students work as a class to identify those actions or programs that they think have more influence on individuals in the inner circles. Then, add examples of actions or programs that they think have more influence on communities and the city as a whole in the outer circles of the organizer.

Provide students with a **Spheres of Influence** graphic organizer **(p. 185)** and ask them to categorize and group some or all of the City actions and programs into the five *Make a Better City* themes. Those students who benefit from more concrete examples can then select one example in each theme that they think is most important to quality of life in the city.

Then, ask students to revisit the spheres of influence organizers they completed in **set the context: The City Scene**. Review their spheres of influence with discussion questions such as the following:

- What were the people and animals, places, services or features in the city that you identified then as most important to your quality of life?

- What would you add to your spheres of influence organizer now? (*Encourage students to consider what they have learned from the* Make a Better City *research themes.*)

Challenge students to identify the actions or programs from Citizenship in the City that they think would make a difference to some or all of the people and animals, places, services or features in their spheres of influence. Have students add three or four of these actions or programs to their organizers. (*For example, Schoolyard Clean Up can be listed beside the school; Adopt a Block or Snow Angels to places or businesses in a neighbourhood or by a community centre, and 15 to Clean to public spaces like Hawrelak Park. Tell students to list their examples beside the appropriate people or animals, places, services or features they already have identified on their spheres of influence.*)

Ask students to share some of their choices with the class. Then, ask students to select the three actions or programs that they think could make the biggest difference or have the most impact on quality of life for themselves and for others in their neighbourhoods and communities.

How to use the web app with this activity

Use the **Make a Better City** web app at www.edmonton.ca/makeabettercity to revisit examples of problems that can affect the livability, safety, appearance and cleanliness of the city.

Have students use a **Quad T-Chart (p. 184)** and these four concepts to look at the *Make a Better City* problems from a different point of view. Work as a class to quickly review the 16 problems on the city landscape. Then, have students work individually or in small groups to categorize each problem under one or more of the concepts – liveability, safety, appearance and cleanliness. Compare the problems to the programs and events that Edmonton's local government promotes. Ask students how the involvement of individuals and communities could help solve or improve each problem.

Extend

Challenge students to reflect on and share their own opinions about what it takes to be a "good" citizen. Are people "good" citizens when they participate in events, actions and programs in their neighbourhoods or the city? In what ways? To what extent? *(Discuss the concept of micro-volunteerism and encourage students to ponder whether there is a minimum time limit for an action to be considered citizen participation.)*

Citizenship and Immigration Canada, in a booklet called *Rights and Responsibilities*, describes good citizenship. How do students' ideas about good citizenship compare to this description?

- Good citizenship does not refer only to the rights and freedoms of individuals.

- Good citizenship is really about fulfilling our responsibilities to ourselves, others, our families, the community and society.

- Good citizenship means to:

  - obey laws, to learn to speak one or both official languages and to pay taxes as well as:
  - be a part of Canada
  - be loyal to Canada
  - respect others
  - share our skills and knowledge
  - care for our families
  - be a productive member of society
  - try our best
  - care for the environment
  - set a good example
  - help the less fortunate
  - vote in elections.

Citizenship and Immigration Canada: Rights and Responsibilities. Integration-Net website: http://integration-net.ca/coa-oce/english/pdf/05rights.pdf.
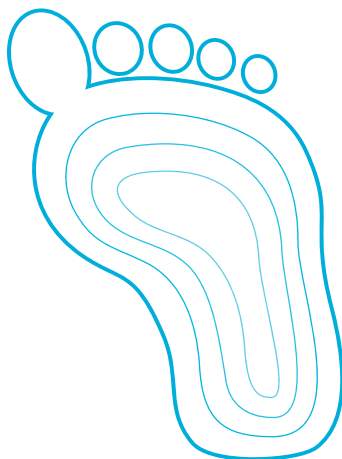
Citizenship footprints

Tell students that you will be challenging them to consider how they can take responsibility for making their city a better place to live. Provide students with **Taking Steps (pp. 171-173)** and explore the concept of "citizenship footprints," using the introduction in this student resource and discussion questions such as the following:

- What is a citizenship footprint? How does it compare to an "ecological" footprint?

- Why is it better to make your citizenship footprint bigger, compared to trying to make your ecological footprint smaller?

- How could your citizenship footprint be affected by opportunities you may have to volunteer? *(Remind students of the concepts of volunteerism and micro-volunteerism.)*

Ask students to fill in their own citizenship footprint, using the first footprint template in the student resource. Encourage them to start in the inside footprint and identify one way they participate and contribute to their homes, school, neighbourhood or communities. Add each additional contribution in a separate layer of the citizenship footprint. Remind students that actions they take with their families, classmates, friends and groups to which they belong also count as individual contributions. Discuss why participation and contributions do not just have to come from individuals. Students can also be encouraged to fill in their footprint with a partner, small group or as a class.

Then, revisit the ideas for change that students brainstormed in **set the context: The City Scene**. Ask students to consider how these ideas are connected to:

- What students have learned about community standards and bylaws and the roles of local government

- City of Edmonton actions and programs that students just explored.

Challenge students to consider how they could make a difference and participate as a citizen, including options such as:

- Taking part in one of the City of Edmonton's actions or programs

- Creating their own project for action to address an issue in their school or neighbourhood

- Creating a plan to enact one of their neighbourhood walk ideas for change

- Working individually or as a group.

Differentiate

Students can be asked to complete their citizenship footprints as a family or with a group to which they belong, including a sports team, club or a student council. The whole class can also be asked to create a classroom citizenship footprint, combining actions and contributions that everyone makes.

Have students now complete the second citizenship footprint in Taking Steps. Ask them what they could do in the future to contribute, as a citizen, to the quality of life in their homes, school, neighbourhood, communities or the city. Start with one idea in the centre footprint that students think would have the most impact. Students can then be encouraged to add other ideas at a later time to "expand" their citizenship footprint. Pose questions such as the following to help students narrow their focus:

- What could you do to help with the issue of pet overpopulation in the city?

- How could you help seniors in your neighbourhood?

- What could you do to be a better neighbour?

- What could you do around your own home that might make your neighbourhood a better place to live?

- What could you do if you see graffiti in the city?

- How could you help improve the appearance or cleanliness of your neighbourhood?

- How could you increase the "green" around your home, school or neighbourhood?

- What can you do to share ideas about where to walk, skate, cycle or ski?

- What can you do to decrease the amount of litter around your home, school or neighbourhood?

- How could you help promote responsible pet ownership?

How to use the web app with this activity

Use the *Make a Better City* **web app** at www.edmonton.ca/makeabettercity to explore opportunities for participation and citizen action.

Have students complete Challenge Activity Three, using the weblinks found in the WhyPod and organized around the five *Make a Better City* research themes, to investigate ideas for participation in City of Edmonton programs and events.

Students can access these ideas for action by clicking on the Participate icon in their WhyPods. Each *Make a Better City* theme provides hyperlinks to pages on the City of Edmonton's website.

Participate!

Weblinks provide students with opportunities to explore the role that local government takes to encourage participation and contributions of citizens. Encourage students to make these connections.

Use Technology

Encourage students to check the latest news releases on the City Government tab on the City of Edmonton website at www.edmonton.ca/city-government. aspx. The articles on this website link may provide examples of actions, programs, projects and initiatives that will be helpful in exploring the criteria for a successful project.

Assess

Work with students to develop a rubric for assessing their ideas and plans for action. It is important to have students involved in developing this rubric collaboratively. Consider including criteria statements such as the following:

- This action is designed to bring about a needed improvement.

- It will be doable to implement this action.

- There are roles that everyone can take if we are working together as a group.

- This action will make a difference to other people.

- The ideas for this action are clearly and well presented.

Focus assessment on students' planning processes as well as any initial action steps they take in its implementation. It is not necessary to expect full implementation of a project or action to assess student learning and growth.

Action success criteria

Work with the class to discuss what makes an effective action for change. On the board, interactive whiteboard or poster paper, share the question, "What makes an action that is intended to bring about change work?"

Work with the class to develop an **action success criteria** list and post it in the classroom. To develop this list, consider the following strategies:

- Define and discuss what criteria are. (**Criteria** *are standards, measures of comparison or expectations used to evaluate decisions or actions.*) Ask students to think about what the criteria for a successful action for change could be. (*Encourage students to consider how the involvement of individuals or communities and groups can contribute to the success of an action.*)

- Discuss questions such as the following to help establish students' own criteria for a successful project:

  - For an action to be successful, should it bring about change?

  - What types of changes can occur as a result of an action?

  - When should this change occur – does change have to occur right away or can it occur over a longer period of time? Why?

  - Should the goals of the action be met entirely or just in part for it to be considered successful?

  - How many people should be affected before the action is deemed successful? Should all people in a community be affected, or just one or a few, to consider an action to be successful?

  - Does an action have to cost something to implement to be effective? Can it be implemented at no cost?

  - How do you think the cost of the project should be measured – in hours of time, number of volunteers, money or the duration of a project?

Have students revisit the spheres of influence they updated with their responsibility scans. Ask them to discuss why they selected the three actions or programs as most important to quality of life. Have them explain how they prioritized these actions or programs with discussion questions such as:

- Why did you think this action or program would have the most impact on quality of life? In what ways would it affect people and communities?

- Did you have an environment – like the school or a neighbourhood or a park – or a specific project in mind when you prioritized these? If you changed the environment or project, could it also change your priorities?

- How do you think the idea of "changing priorities" can also apply to the roles and jobs that a local government takes on? *(Encourage students to consider that the changing needs and priorities of a local government are affected by the issues facing their communities. As issues change, their priorities can also change. The City of Edmonton reviews its programs and events on a regular basis to ensure that they are effective and still making a difference for quality of life in the city.)*

Consider providing students with an opportunity or option to design, develop and implement a project that addresses either a personal commitment or a school or neighbourhood problem or need.

Encourage students to revisit and review their criteria for success as they implement a project and to discuss how the criteria can help them identify, on an ongoing basis, any strengths or difficulties of the actions they choose to implement.

Focus on Health & Life Skills
The Alberta *Health & Life Skills Guide to Implementation* provides service project planning templates, planning to take action guides and information on volunteerism for students that may be useful. This section of the *Guide to Implementation* can be accessed at www.education.alberta.ca/media/353020/appC.pdf.

Extend
Ask students to create an **illustrated list** of expectations that can be used to measure the success of an action. An illustrated list includes descriptive words of the criteria for success with drawings, pictures, photographs, news article excerpts or headlines that support the meaning of each criteria. *(Encourage students to consider criteria such as "A change occurs" or "At least one person is helped." Illustrations for these criteria could include a comic strip or cartoon sketch that represents an improvement or a photograph of a person who has been affected by a change.)* Use responses to the discussion questions as the basis for the list and add illustrations or media examples to help explain and provide examples.

If students work in groups to develop a project or identify an event or program in which they want to participate, have them explore different decision-making processes, such as majority rule and consensus as they make their choice. In **majority rule**, decisions are made by voting, with the majority determining the position of the entire group. **Consensus decision-making** encourages everyone to voice their opinion and work together to make a decision.

Focus on Mathematics
Have students apply numerical thinking skills and pattern analysis by collating numbers and making a final project decision.

Share

Have students brainstorm different ways to share any projects they complete with others, including other Grade 6 classes, parents or community members. Invite a Community Standards Peace Officer, Animal Care & Control Officer or Park Ranger to your classroom to hear about your students' ideas for action. Contact information is provided on **page 63**.

Differentiate

Organize a **poster carousel** to have students explore the strengths, weaknesses, benefits, challenges, actions and options of any project ideas that have been generated by groups. Create posters for each project, and display them in different areas of the classroom. Invite students to visit each poster, either individually or with their project groups, and record questions, suggestions and ideas.

Once the posters have been discussed, invite students to indicate their choice:

- Start by discussing the criteria for making effective project choices with students – assessing the project idea and implementation plans and not just relying on the visual presentation of the project.

- Provide students with three coloured dot stickers and have them place their stickers on project ideas they think are best.

- Students may be given the choice of using the stickers "strategically," placing all three stickers on one project idea poster or on two or three ideas.

❖ *assessment*

Select from the following summative assessment tasks and activities.

- Ask students to reflect on the impact that they can have as students and citizens in different environments and contexts. Ask that students use the four boxes in **Assess Your Understandings (p. 175)** to complete their reflection. The following four concepts are provided in each box:

    - Participation

    - Action

    - Community

    - Appreciation

- Have students use the hourglass organizers in each box in the resource to provide the following:

    - Their personal understanding of how the concept relates to citizenship

    - Examples and non-examples

- Provide students with **Check In #3 (p. 174)** and have them self-assess their group work and participation skills.

- Ask students to submit their project plans and supporting research for assessment. Use the **Rubric (p. 176)** to assess students' understandings of concepts related to democratic principles (fairness, respect and equity) and quality of life.

Citizenship in the City

In what ways does Edmonton's government take responsibility for spaces and places in the city? Probably in more ways than you might think!

Edmonton's City Council is elected by the people of Edmonton every three years. City Council is responsible for making decisions about the services that should be provided to residents. People who work for the City of Edmonton carry out these decisions.

City employees collect garbage and recycling, drive buses, respond to fire and police emergencies, provide recreational programs, run swimming pools, mow lawns in parks and other public spaces, manage tax collection, plan new neighbourhoods and future roads... and much more. City employees also plan actions and programs that encourage and educate citizens to be involved with their local government and help make their city a better place to live.

How do you think each action and program described on pages 162 to 170 can make a difference to life in the city? Find three actions or programs that you think could make the biggest difference to quality of life for you and other people in your neighbourhood. Describe or sketch why each would make a difference in the bubbles on this page.
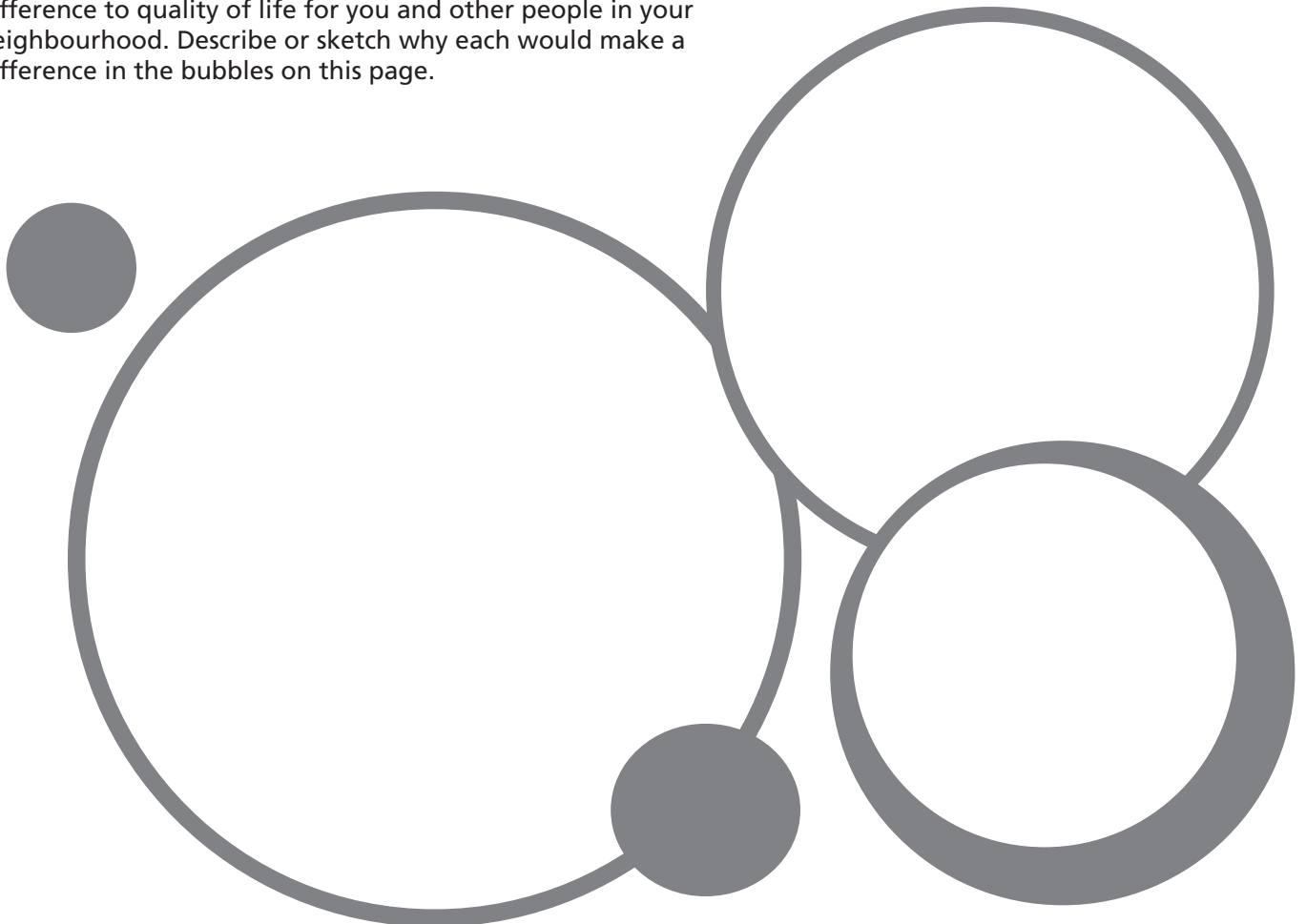
Arbor Day

happens on a Friday before May 10 every year. This day started in the 1950s, when the City of Edmonton gave out evergreen seedlings to grade one students. The Alberta provincial government also started to give seedlings to every grade one student in the province. Every year, over 14 000 students receive these seedlings. On Arbor Day, people are encouraged to plant trees.

Listen to this CBC radio interview to find out more about **Arbor Day** on the City of Edmonton's website at www.edmonton.ca/environmental/documents/Audio/ArborDayForWEB.mp3.

How could an event like Arbor Day make a difference to your own or your family's quality of life?

Schoolyard Clean Up

involves schools in a litter cleanup campaign. The City of Edmonton provides garbage bags and disposable gloves. Schools decide how to pick up and clean the litter and garbage in their schoolyards. They can schedule their cleanup right up until June 30. The City also awards prizes to the three tidiest schoolyards in each of four areas of the city.

Why might a friendly competition like the Schoolyard Clean Up motivate kids to get involved with litter cleanup?

15 to Clean Challenge

is an example of micro-volunteerism! This program encourages people to spend only 15 minutes of time to help make a big difference in the city. In one year of the program, almost 800 citizens took part, collecting 373 bags of garbage and reporting 24 locations of graffiti vandalism.

How could a contribution of 15 minutes of time to an event like the 15 to Clean Challenge make a difference to your neighbourhood? What would that difference be?

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Adopt a Block

encourages people, businesses and community groups to adopt a block in their neighbourhood or business area and work together to keep it free of litter during the spring and summer. Adopt a Block volunteers can adopt the block surrounding their home or business, or any block of space in their community, such as a schoolyard or a neighbourhood park.

What could the potential effect be if every block in the city was adopted by a group? What could the potential effect be if your classroom adopted the block around your school?

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Junior Wildlife Ambassador

is a program offered by the City of Edmonton to students in Grades 3, 4, 5 and 6. Students in Grade 3 learn to protect the natural habitats of birds found in their own backyards and around the city. Grade 4 students learn to identify actions that minimize the effect that waste and litter has on wildlife. Students in Grade 5 examine how human activities can have a negative effect on wildlife in the river valley. Grade 6 students learn how to reduce the negative impact that human actions can have on trees and wildlife that live in the city's urban forests.

How could the information learned in this program be applied to personal, individual actions? What actions could you take?

Community Murals

are created by communities to help make neighbourhoods, as well as the city, a more beautiful and interesting place to live. The City of Edmonton provides communities with up to $2 000 to develop a mural in an Edmonton neighbourhood. These murals can be placed on private and public structures, with the property owner's permission. Community murals help prevent graffiti, as most graffiti taggers will not destroy or damage another artist's work.

How effective do you think community murals could be in preventing graffiti in your neighbourhood? Why?

Shovel snow & ice for neighbours in need.

Edmonton

Snow Angels

recognizes and rewards people for being good neighbours and shoveling snow from neighbourhood sidewalks and driveways.

When it snows, City crews clear our roadways and property owners clear their sidewalks, all in an effort to keep Edmonton moving. But for some Edmontonians, particularly seniors and persons with disabilities, moving snow can be difficult and even dangerous. Snow Angels is a winter recognition program that encourages people to help a neighbour in need.

Watch a video to find out more about how the **Snow Angels** program works on the City of Edmonton's website at www.edmonton.ca/ environmental/capital_city_cleanup/ snow-angels-video.aspx.

What effect could a program like Snow Angels have on an entire neighbourhood like yours?

Partner in Parks

encourages citizens to volunteer to maintain a flower bed, boulevard, cul-de-sac island or an area of parkland or land along a roadway by planting flowers, looking after shrub beds, weeding and removing litter. Individuals, families, schools or community groups can get involved in keeping Edmonton green and beautiful.

How could your contribution of 15 minutes of time to a program like Partners in Parks make a difference to the whole city?

Graffiti Wipe Out

is a community event at which people volunteer to paint over graffiti. Streets and alleys covered with vandalism can leave the impression that a neighbourhood is neglected or unsafe. The City of Edmonton's Graffiti Management Program provides paint and painting supplies to groups of friends, coworkers, team players, neighbours or community members who are interested in spending a day wiping graffiti out of an area.

Check out the **Graffiti Wipe Out Guide** from the City of Edmonton at www.edmonton.ca/ environmental/documents/CCCU_ Graffiti_Guide_ v6_low_res.pdf to find out how this event is planned.

What difference do you think a Graffiti Wipe Out event could make to your neighbourhood? Why?

Walkable Edmonton

is a City of Edmonton program that encourages communities to get involved in making their neighbourhoods more "walkable." Communities make their neighbourhood more walkable by providing routes, ideas and information for walking to school safely, walking and cycling in groups and enjoying interesting areas or routes. Walkable Edmonton guides can also encourage people to use "active" forms of transportation, such as inline skates, bicycles and public transportation.

Explore Parkallen community's **Local Motion Field Guide** at www.edmonton.ca/for_residents/ Field_Guide_to_LocalMotion.pdf.

How could a program such as Walkable Edmonton encourage people to be involved with others in their neighbourhoods? What effect do you think this program could have on safety in your neighbourhood?

One Road

is a City of Edmonton program that encourages people who drive cars and those who ride bikes to share the road safely. Cyclists and motorists have the same rights and responsibilities. Everyone has to follow the rules of the road and deserves to be treated with respect.

What message does the One Road photograph communicate? How could this message apply to you and your family? To what extent can a program like One Road improve the livability of the city?

Neighbourhood Pace Cars and Safe Speed Community Vans

are programs that create awareness about safe driving in neighbourhoods. Drivers are reminded to slow down in school zones, playgrounds, residential areas and construction areas. Neighbourhood Pace Cars are driven by people who live in the neighbourhood. Safe Speed Community Vans are parked at locations that communities have identified as a "hot spot" for speeding and send photo radar tickets to drivers who exceed the speed limit.

How do programs that focus on safety help to improve the overall livability in the city? Why do you think local government gets involved in safety issues?

Good Neighbour Awards

give all citizens of Edmonton the opportunity to nominate a neighbour in their community who is making a difference. Good Neighbours can be individuals of any age, couples, families or groups. Actions of a good neighbour can be anything from helping an individual neighbour to motivating the neighbourhood to address a local issue or hosting a neighbourhood event. Good neighbours help to build connections between people and create a sense of community.

Why do you think it is important that people's contributions and volunteerism are recognized?

Junior Peace Officers

are Grade Six students who learn directly from City of Edmonton Peace Officers about "good citizenship" and how students can get involved and make their city a better place to live.

A City Park Ranger, Animal Care & Control Officer or Community Standards Officer spends time in the classroom in a dynamic citizenship conversation with students! They share information about:

• Their role in the community

• Their perspective on important issues

• The importance of bylaws and community standards

• How the City helps people to get along

• What it means to be a Junior Peace Officer.

Find out more at www.edmonton.ca/makeabettercity.

The City of Edmonton encourages citizens, including young people, to get involved with their neighbourhoods as well as many of its facilities.

- The **124 Youth Program** provides a positive and safe environment within the 124th Street communities of Inglewood, Westmount and Prince Charles where young people can get involved in activities and recreation. The program provides opportunities that many young people may not otherwise have.

- The City of Edmonton **Youth Council** advises City Council on issues that affect youth in Edmonton. Young people provide ideas and suggestions from their perspective.

- The Edmonton City **Zoo School Program** provides opportunities for students to learn about animals, their habitats and challenges.

- The **John Janzen Nature Centre** and **John Walter Museum** are two examples of facilities that share parts of Edmonton's identity, natural features and history.

The City of Edmonton also encourages young people to be active citizens. Check out "**Ways to Help**" at www. edmonton.ca/for_residents/programs/child-friendly-edmonton-ways-to-help.aspx.

How do you think local government benefits when citizens use and contribute to public programs and facilities?

Taking Steps

Have you ever heard of ecological footprints? An **ecological footprint** is the amount of space that it would take to support the resource needs and waste from one person. The size of our ecological footprint is affected by the amount of energy we use. The more energy, the bigger the footprint.

Many people, communities and local governments take actions to use less energy and reduce the size of their ecological footprints. A smaller footprint means that they use fewer resources and produce less waste.

A citizenship footprint uses the same idea. A **citizenship footprint** is affected by the time and contributions a person makes to the community. However, a bigger footprint is better! Families, teams, neighbourhoods, communities and even classrooms can have citizenship footprints! The contributions they make as a group can have a big impact on quality of life in the city.

Local governments encourage people and groups to "build" their citizenship footprint. Capital City Clean Up is one example of a program that encourages people to take action in their neighbourhoods and schoolyards, and make the city a better place to live.

How can a local government take actions that improve life in the city for everyone?

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How big is your citizenship footprint? In the first layer of the citizenship footprint, identify one way you participate and contribute to your home, school, neighbourhood, community or the city. Add other contributions you make to each layer of the footprint.
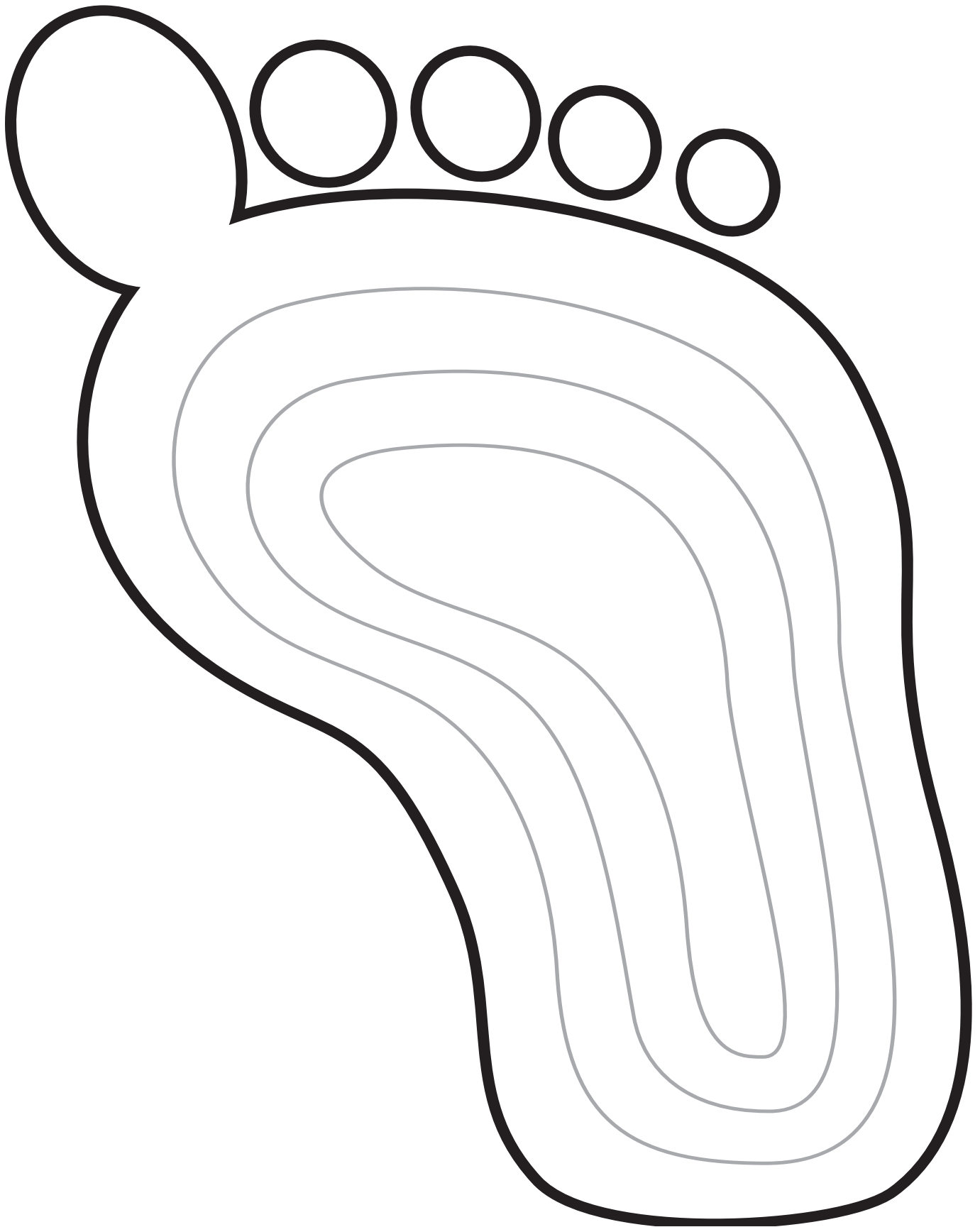
How can you make your footprint bigger? Use the second footpriint to describe what you could do in the future to contribute and make a difference to the quality of life of your home, school, neighbourhood, communities or the city.

What I Do Now
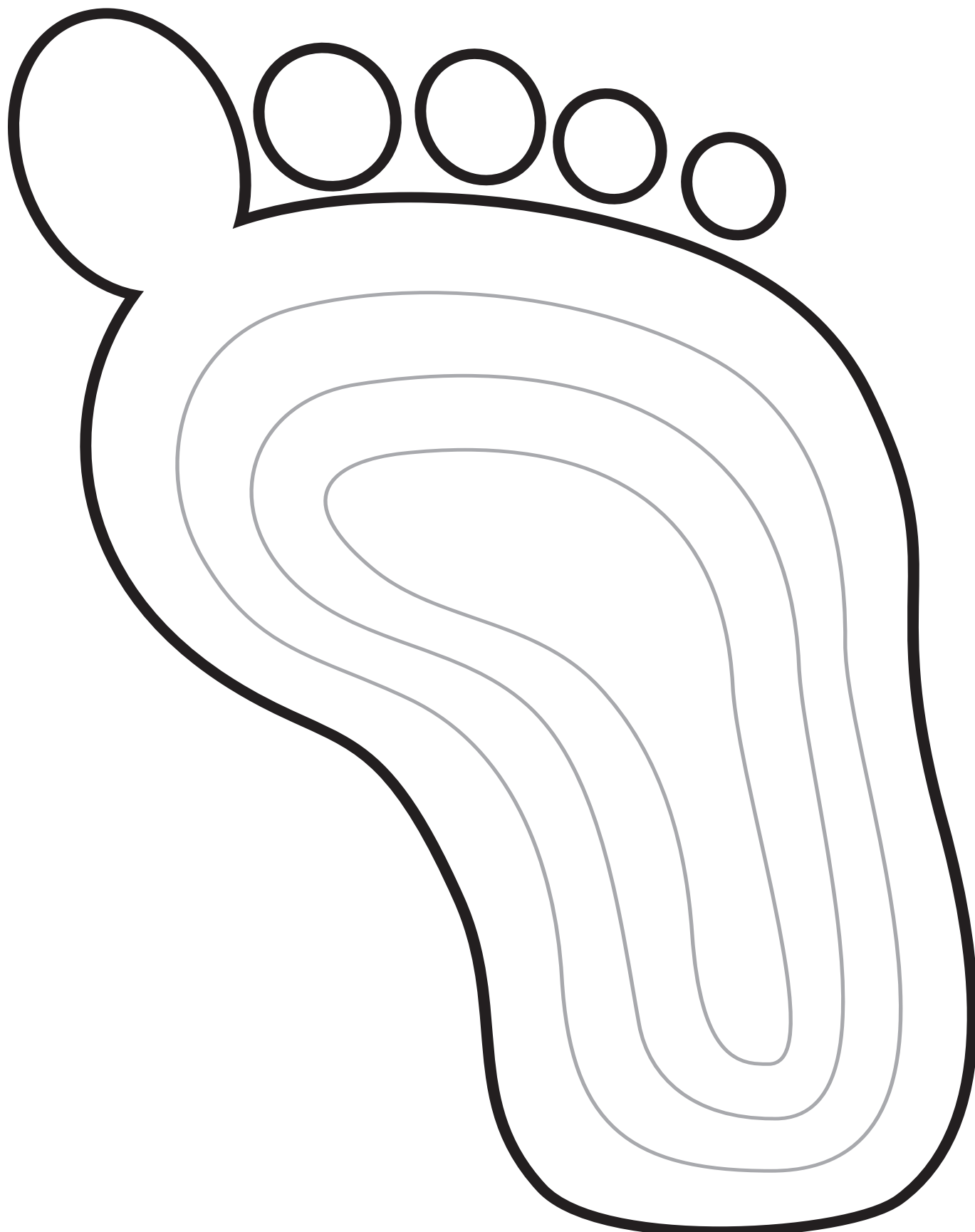
What I Can Do in the Future

Check In #3

Check your communication skills. Score yourself on each statement using the scale below.

	almost never	sometimes	almost always
I enjoy working in groups.			
I apply my problem solving skills when I work in a group.			
I feel comfortable adding my ideas to group discussions and work.			
I apply good listening skills in the group.			
I take responsibility for my group tasks.			
I help other group members when they need help.			
I am willing to try different roles in a group.			
Think about one more thing that is important when you work in a group. Write it down below and score yourself on it. _____ _____			

Have you reached your learning goals? How did you reach them?

_____

_____

If you did not reach your goals, what got in your way?

_____

_____

Assess Your Understandings

Is...

Participation

Is not...

Is...

Action

Is not...

Is...

Community

Is not...

Is...

Appreciation

Is not...

Rubric

Level / Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*
Provide evidence of knowledge of democratic principles (SS: 6.1.1.1; 6.1.2.3)	Makes **insightful** connections to democratic principles of fairness, respect and equity	Makes **relevant** connections to democratic principles of fairness, respect and equity	Makes **simplistic** connections to democratic principles of fairness, respect and equity	Makes **superficial** connections to democratic principles of fairness, respect and equity
Demonstrate commitment to participate with community issues (SS: 6.S.6.1) (HLS: R6.6)	Includes **purposeful** strategies that contribute to improving quality of life in their own communities.	Includes **meaningful** strategies that contribute to improving quality of life in their own communities.	Includes **appropriate** strategies that contribute to improving quality of life in their own communities.	Includes **trivial** strategies that contribute to improving quality of life in their own communities.
Communicate and support ideas and conclusions (SS: 6.S.8.1, 6.S.8.7) (LA: 1.1.1.2; 3.4.1.1; 4.1.2.3)	Uses **comprehensive** details and examples to present and support benefits of a plan of action.	Uses **thorough** details and examples to present and support benefits of a plan of action.	Uses **partial** details and examples to present and support benefits of a plan of action.	Uses **superficial** details and examples to present and support benefits of a plan of action.
Reflect on and evaluate group processes used (SS: 6.S.7.11) (LA: 5.2.3.1) Evaluate the effect of personal actions on the community (HLS: W6.9)	Provides a **perceptive** reflection on the project.	Provides a **thoughtful** reflection on the project.	Provides a **simplistic** reflection on the project.	Provides a **trivial** reflection on the project.