

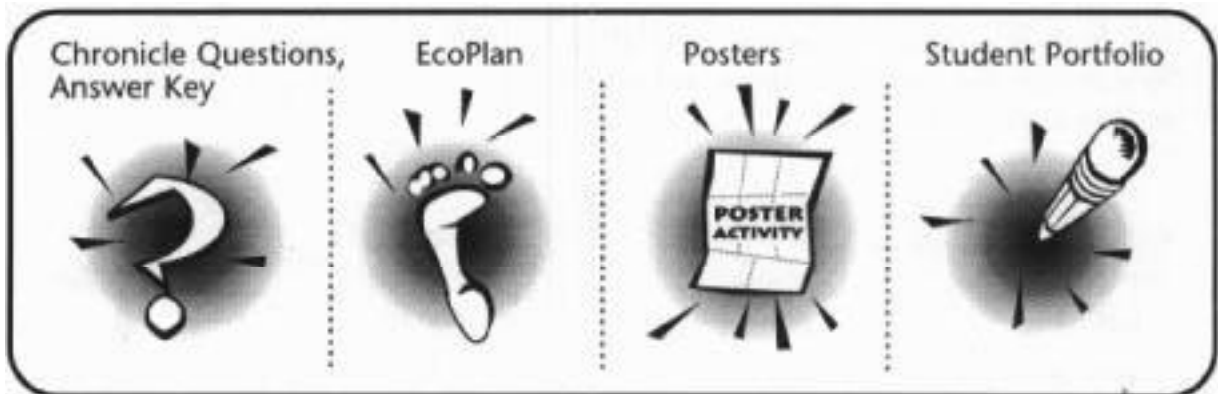
CHAPTER 3

WALKING LIGHTLY

In this chapter, students are divided into small groups. Each group will complete one core activity for one of the five footprint areas (water, transportation, energy, food, garbage).

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CHAPTER 3 PART I

WHAT YOU NEED



- Copies of EcoGuardians' 5th Chronicle, pages S42-S44
- Copies of, or blackline master of, 5th Chronicle Questions, pages S45
- Copies of five core activities, pages S46-S78
- MP3 Downloads

INTRODUCTORY ACTIVITY

1. 5th Chronicle Vocabulary

To help students fully appreciate and understand the chronicles, you may wish to introduce this section with this vocabulary exercise. On the day before you plan to read the chronicle in class, assign one word from the vocabulary list to each student (or group of students). Ask them to look up the meaning in a dictionary or encyclopedia, or to research it on the Internet. Students should present their word to the class, with a formal definition and a visual representation to illustrate the meaning. The definitions and pictures should be presented on the paper leaves and posted around the "vocabulary tree."

Word list: anagram	observant	cryptogram	reacting
acronym	slumber	chimed	fossil fuels

2. Have the students brainstorm as a class what images the words create. Have students suggest possible storylines that might arise from these words.
3. Divide students into small groups. Assign each student in the groups several new words. Pass out copies of the EcoGuardians' 5th Chronicle and have the groups read it aloud. As the children hear one of the listed words in the story, the student responsible for the word should identify it and supply the meaning. Reassemble the class as a whole and listen to the EcoGuardians' 5th Chronicle on the download.

ACTIVITY

1. EcoGuardians' 5th Chronicle Questions. Have students discuss the questions, record their answers and place them in their portfolios. Students can be encouraged to record their answers in a variety of ways such as:
 - mind map/web
 - answer questions in the student shield
 - draw cartoon/comic strip
 - summarize the story and write it on a scroll
 - interview format
 - write a letter from Solana to the kids
 - write a song or poem



2. Break the class into five groups. Each group will explore one of the five footprint areas. Each activity begins with the survey question from Chapter 2, the Student Sample Survey and extends the learning. An extension activity that includes listing further ideas for action, research or study to reduce footprints is included at the end of each activity.

Five Core Activities. Assign each group of students one of the following

Water Activity: Home Water Use Survey - see pages S51

Transportation Activity: Boosting Exchanges and Shrinking Travel- see page S53

Energy Activity: Home Energy Use Survey - see page S59

Food Activity: The 5 Ns - see page S66

Garbage Activity: Product Packaging Grid - see page S75

Each activity should be written up and placed in the student's portfolio.

EXTENSIONS

1. Students will share their findings with the class in any of the following ways:
 - a. Visual representations (graphs, drawings, 3-D displays, etc.);
 - b. Two-page written report;
 - c. Oral presentation;
 - d. Attach the presentation to the Tree of Life.



ANSWER KEY

QUESTIONS

EcoGuardians' 5th Chronicle: MAKING OUR WAY

In this tale, the EcoGuardians begin to realize that their lifestyle greatly impacts on the environment. This story is to be used as an introduction to the five core activities.

Some suggested answers to the questions on page S45 are provided below.

1. The five words on the parchment are "Why the Ecological Footprint Grows." The first letter of each word refers to one of the five areas of our footprints—Water, Transportation, Energy, Food and Garbage. Each of these areas contributes to the size of our Ecological Footprint.

2. Footprints:

Water - I drink it; bathe in it; wash my personal possessions with it (dishes, clothes, car, etc.); clean my house with it; use it for basic sanitation; use it for enjoyment (swimming) . . .

Transportation - I use transportation to reach school, stores, my house, entertainment places (movies, arcades), hospitals . . .

Energy - I use energy to heat the buildings I inhabit; to cool them down in the summer; to provide me with light; to cool the food in my refrigerator; to fuel many forms of transportation; to cook my food; heat my water; power entertainment devices like the television or computer . . .

Food - I eat many different kinds of food; I throw out food that I don't eat; I eat over-processed foods; I eat many imported and out of season foods . . .

Garbage - I contribute to garbage with the food waste, packaging waste (from my CDs, toys), household items that I throw away . . .

3. "**LOOK, LISTEN, LEARN, then ACT, DON'T REACT**" means that we should study things before making decisions about how we are going to act. That way, we will not have to fix them afterwards. For instance, before we build another road to let people get around more easily we should take the time to see if it will actually increase traffic, what its effect will be on the communities around it and look at possible alternatives to relieving traffic congestion (eg., better public transit).
4. I could buy fresh fruit for lunch that is grown locally, is not over-processed or over-packaged. In this way, I would not add to my garbage footprint. Although garbage disposal is not a problem in my town, I will make sure it never is by not producing an excess of garbage.



CORE ACTIVITY—WATER

The average Canadian uses 350 L of water a day in his or her household, making Canada the second largest household water consumer in the world.²¹ The purpose of this activity is to find out how much water is being used by a family over the course of one week and to relate that back to consumption and conservation.

The Water Activity includes a home survey, a questionnaire and graphing and discussion questions.

WHAT YOU WILL NEED

- Copies of the Water Worksheets for each student.



INTRODUCTORY ACTIVITY

1. Have students refer back to their Student Sample Survey. As a group have them compile a list of other ways in which they use water in their daily lives. Record this in their portfolios.

ACTIVITY

1. Hand out the Water Worksheet to each student.
2. Have students complete the activity as per the instructions on the sheet.
3. At the end of the week, have the students check the Water Section on the Tree of Life posters for the average amounts of water used in each item in the survey.
4. Gather the data from the sheets. Discuss the student totals and compare them to the Canadian average. How much water was used over the week? Are these figures consistent with the "average" Canadian consumption figures? Why or why not?

EXTENSIONS

1. Make a list of suggestions under the following headings for ways in which students can reduce their Water Footprints: General, Outdoor, Washroom, Kitchen, Laundry Room. Have students record their suggestions in their student portfolios.
2. Have students present their surveys, questionnaires, graphs and suggestions for reducing their Water Footprints to the class.
3. List five recommendations for further action, research or study that arise from this activity.

Reducing Our Water Footprint

General:

- Collect uncontaminated waste water or rain to water plants/lawns.
- Don't run water until it reaches your desired temperature.
- Repair leaking faucets.

Outdoor:

- Water plants/lawn every 3-5 days, not every day.
- Use a sprinkler, not a hose—it uses less water.
- Water during the coolest part of the day.
- Don't water on windy days.
- Let the grass grow longer to provide shade for the roots.

Washroom:

- Use a low-flow shower head. Install a low-flow toilet—some use as little as 6L per flush.
- Shower, don't bath—it uses less water.
- Limit showers to five minutes.
- Put trash such as facial tissues in the garbage - every flush of the toilet uses 23 litres of water.
- Turn off the tap while brushing your teeth and washing your hands.

Kitchen:

- Wash dishes in a half full sink.
- Rinse dishes in a half full sink.
- Use the economy cycle on the dishwasher.
- Make sure the dishwasher is completely full before putting it through a cycle.
- Clean food in a bowl or sink of water instead of under running water.
- Steam vegetables with a small amount of water.

Laundry Room:

- Don't do half loads of laundry - run the machine only when you have a full load.





IDEAS FOR FURTHER ACTIVITIES

YOUR COMMUNITY WATER SUPPLY: Research the following questions: How does your community get its water? What kind of treatment does the water go through, if any? How many people are in your community? If the average Canadian consumes approximately 125,000 L per year, how much water is your community consuming in a year? From what you know of your water supply, can it sustain your community, and for how long? (Social Studies/Science)

HOW IS THE WATER QUALITY IN YOUR AREA? There are a number of simple ways you can test the water in and around your school and home for various elements. Test first thing in the morning and in the evening. The water fountain at school or your taps at home are a good start. Smell and observation can be good indicators of water quality. Are there any differences in colour or taste? Are there indications of rust in the sink area? If there are, what might be causing this? Filter your water through a filter paper and observe any residue that is left behind. Try to find out what this residue consists of. Can it be harmful to you, and in what way? A pH tests tells us if the water is acidic, neutral or basic. Water with a pH of 7 is neutral. Following the instructions on a school test kit, test the pH level of your drinking water, and then natural rain water. Natural rain water is slightly acidic (less than 7). Many minerals in the ground tend to make water more basic (greater than 7). (Science)

DEBATE THE FOLLOWING POSITION: Each individual per household will be permitted a set amount of water for personal use. The individual will be billed for five times the base price per litre for any amount beyond the set amount. (Language Arts)

CORE ACTIVITY— TRANSPORTATION

The challenge in this activity is for students to rethink transportation—why we need it and how we could give and receive services, resources, needs, wants, etc. in a more efficient, more enjoyable and more "Footprint" friendly way. Introduced in the transportation activity is the B.E.S.T. principle- BOOST EXCHANGE and SHRINK TRAVEL, a principle that is, in a few places around the globe, and could be once again, a guiding force when designing neighbourhoods, communities, towns and cities.

The Transportation Activity invites students to map, analyze, discuss, create and design. Students will use an open-ended problem-solving strategy to redesign a neighbourhood using the B.E.S.T. principle.

WHAT YOU WILL NEED

- Copies of the Transportation Worksheets for each student



INTRODUCTORY ACTIVITY

- Have students complete the first mapping activity and steps a), b), c) and d).

ACTIVITY

Design the B.E.S.T. neighbourhood. The challenge for students in this activity is to consider what exchanges they would like to have in their neighbourhood or community and design them using the B.E.S.T. way. A few other factors that focus on healthy and sustainable neighbourhoods are presented to the students to consider in their design. The activity will encourage students to rethink the traditional way of viewing transportation. It will also challenge them to identify ways in which they can reduce their Ecological Footprint.

Have students complete "Create the B.E.S.T. Neighbourhood."

EXTENSIONS

1. Have students present their surveys, questionnaires, graphs and suggestions for reducing their Transportation Footprints to the class.
2. List five recommendations for further action, research, or study which arise from this activity.



REDUCING OUR TRANSPORTATION FOOTPRINT

- Walk!
- Ride a bicycle!
- Car pool with friends when you have to travel by car.
- Use public transit (buses, subways, trains) instead of taking your car.
- Be as efficient and organized as you can when you make trips in cars.
- Use a block heater to keep your car warm in winter - you won't have to waste gas idling it to warm it up.
- Fully inflate the tires on your vehicle - soft tires make your car use more gas.
- Drive slower to conserve fuel (traveling at 90 km/hr uses 10% less energy than traveling 100 km).
- Keep car windows closed. Open windows increase wind resistance and waste energy.

IDEAS FOR FURTHER ACTIVITIES

DESIGN A TICKETING CAMPAIGN TO ENCOURAGE CAR POOLING: Have students design a "ticket" for drivers of single-passenger vehicles. The ticket should have information about car emissions and their contribution to air pollution and health hazards. The ticket could also suggest a \$10 donation to an environmental group. Over a month long period students can spend time in a parking lot and hand out, or put on car windshields, tickets to anyone they have seen driving alone in a vehicle. (Social Studies)

CONDUCT AN EXPERIMENT TO UNDERSTAND GREENHOUSE GASES: Place thermometers in two glass jars. Cover one with a lid and leave the other uncovered. Place both jars in the sun. Have the students measure the starting temperatures and any temperature changes during the next twenty minutes. Discuss with the class how this activity is related to global warming. (Science)

DEBATE THE FOLLOWING POSITION: Each family should be limited by law to one car. Individuals must take a bus, subway or public transportation. (Language Arts)

For further reading on reducing the Transportation Footprint the following is recommended: *Street Reclaiming: Creating Livable Streets and Vibrant Communities* by David Engwicht, New Society Publishers, 1999.

CORE ACTIVITY—ENERGY ACTIVITY

Shelley Tanaka calls Canadians "the world's biggest energy pigs" in her book *The Heat is On* (Firefly, Toronto, 1991). The purpose of this activity is to understand the use of energy in the home, how we use it, how we can reduce our consumption and to consider and examine alternative energy sources.

WHAT YOU WILL NEED

- Copies of the Energy Worksheets for each student



INTRODUCTORY ACTIVITY

1. Have students refer back to their Student Sample Survey. As a group have them compile a list of ways in which they use energy in their daily lives. Have them record this and place it in their portfolios.
2. Devices that change temperatures (heating or cooling) are the biggest energy consumers in the house. These include ovens, refrigerators, furnaces, air conditioners and, on a lesser scale, irons and blow dryers.²²

REFRIGERATOR CHECKUP. The refrigerator is one of the largest power users in the home aside from the air conditioner and water heater. Every time you open your refrigerator cold air comes out and the refrigerator has to use more energy to stay cold. Have students investigate how many times their family opens the fridge a day. Have students make a chart and tape it to the fridge. Everyone in the family should mark down each time they open the fridge. The average family opens the refrigerator 22 times a day.²³

Have students check how "healthy" the refrigerator in their home is by conducting a physical examination of their refrigerator. They can design a "check-up" form with the patient's brand name, serial # and description. They should make note of the temperature setting of the refrigerator, check the back to see if the coils are dirty, check how much frost is inside the freezer and put a five dollar bill in the door to see if it is sealed (it will slip through if it is not).

ACTIVITY

1. Hand out the Energy Activity Worksheets to each student.
2. Have students complete the activity as per the instructions on the sheets.
3. Have students create a comic strip, based on an average day that shows energy savings they could make in their lives.



EXTENSIONS

1. Make a list of suggestions of ways in which students can reduce their Energy Footprint. Have students record their suggestions and place them in their student portfolios.
2. Have students present their comic strips and suggestions for reducing their Energy Footprint to the class.
3. List five recommendations for further action, research, or study.



REDUCING OUR ENERGY FOOTPRINT

General:

- Landscape the area around your house to take advantage of natural windbreaks and to reduce noise, glare and wind.
- Turn the thermostats down at night to reduce room temperature.
- Replace and/or clean the furnace filters every month during the winter.

Lighting:

- Turn lights off when they are not being used.
- Use natural sunlight as much as possible.
- Keep lights free from dust.
- Use energy efficient lights.

Insulating your home:

- Keep doors and windows closed during winter.
- Weatherstrip and caulk around doors and windows, and use insulated covers over electrical outlets to keep cold air out.
- Turn the A/C off in the evenings.
- Insulate hot water pipes and hot water tanks.
- Use a ceiling fan to circulate air in summer instead of an air conditioner to cool a room.
- In summer, open windows in the evening to let the cool air in, and close them in the morning to keep the warm air out.
- Keep windows closed when the A/C is on.



IDEAS FOR FURTHER ACTIVITIES

ELECTRICITY INVESTIGATION. Find out where your community gets its electricity. What are "peak" hours? Find out how to read an electric meter, and how it works. Watch the meter when appliances that consume a lot of energy (ovens, laundry appliances, dishwasher) are being used. Have students monitor their family's energy use for a week by keeping a record of meter readings. (Social Studies/Science)

CHECK FOR DRAFTS: Develop a method for checking for drafts. This can be as simple as attaching toilet paper to the end of a stick and watching for movement around draft areas in the home. Find out what part of the school and your home are not well sealed. Check draft areas such as windows, doors, and outlets. What are the consequences of drafts and leaks? (Science)

DEBATE THE FOLLOWING POSITION: All homes should be renovated or constructed so that the major source of energy is solar. (Language Arts)



CORE ACTIVITY—FOOD

Our consumption of food has effects far beyond our local environment. Most of the food we eat is no longer locally grown. Much of it is packaged. As consumers with an incredible array of food choices before us, we look for the best economic value, often without thinking about the true nutritional, environmental and social costs of what we are buying. In this activity, students will look at food using the framework of the 5 Ns—Nutritious, Natural, Now, Near and Naked. This is a concept developed by Candace Savage in her book *Eat Up! Healthy Food for a Healthy Earth* and the companion piece, *Get Growing. How the Earth Feeds Us*, published by Douglas & McIntyre.

The Food Activity includes five activities based on the 5 Ns.

WHAT YOU WILL NEED

- Copies of the Food Activity Worksheets for each student



INTRODUCTORY ACTIVITY

1. Have students refer back to the Student Sample Survey. As a group have them use their lunch items from the survey to create and complete a chart as follows:



Food Item	Is it good for you?	Is it processed?	Is it grown/made locally?	Is it in season or fresh?	Is it packaged? How?
white bread	not sure	yes - wheat is ground, baked, bleached, enriched	grown locally, made in city	yes, flour can be stored for a long time	yes - plastic bag, clip
donut	no - lots of fat	yes - wheat is ground, baked, bleached, enriched, sugar added, fried	wheat no grown locally - shipped, flour is local	yes, flour can be stored for a long time	yes - plastic container, plastic wrap

ACTIVITY

1. Hand out the Food Activity Worksheets to each student.
2. Have students complete the activity as per the instructions on the sheet.

Answers : Question 2. Product 1: macaroni and cheese, Product 2: chocolate chip cookies, Product 3: rolled oats, Product 4: potato chips, Product 5: hot dogs, Product 6: pizza.

EXTENSIONS

1. Make a list of suggestions under the following headings for ways in which students can reduce their Food Footprints: Nutritious, Natural, Now, Near and Naked. Have students record their suggestions in their student portfolios.
2. Have students present their surveys, questionnaires, graphs and suggestions for reducing their Food Footprints to the class.
3. List five recommendations for further action, research or study that arise from this activity.

REDUCING OUR FOOD FOOTPRINT

Nutritious:

- Make your own healthy snacks.
- Learn about the nutritional value of the food you buy--look at labels for ingredients and additives.
- Write food manufacturers and ask them to make more nutritious products.
- Preserve (freeze/can/dry) foods in season in order to make the most of the harvest less packaging

Natural:

- Buy foods that have been through as little processing as possible.
- Buy fresh foods when possible. In winter, buy local storage foods, or frozen and canned vegetables instead of imported foods.
- Buy organic foods or pesticide-free foods.
- Buy free-range eggs and meat.
- Properly wash all fresh fruites and vegetables to reduce pesticide residue.

Now:

- Buys foods in season.
- Preserve (freeze/can/dry) foods in season in order to make the most of the harvest.

Near:

- Buy locally grown foods.
- Support your local farmers' marke, food co-operatives, and community garden plots.
- Ask your grocery store manager to stock and label local produce.
- Go on a Pick-Your-Own trip to a local orchard or market garden.

Naked

- Buy food in bulk, or loose fruits/vegetables.
- Don't buy overpackaged foods and reuse plastic bags.
- :





IDEAS FOR FURTHER ACTIVITIES

INGREDIENT LISTS: The order in which ingredients are listed on a package indicates the highest content to the least content in a product. Often, the same ingredient appears more than once in an ingredient listing. For example, sugar can appear by different names in different areas of the ingredient list. This means that the sugar content of the product can be much higher than appears at first glance. Ingredients that appear in parentheses describe what makes up the ingredient listed immediately before the parentheses. Have students research the different sorts of sugars/sweeteners and their different names listed as ingredients on packages. Add them together to see how many kinds of sugar are hidden in various foods. Possible sugars/sweeteners can include: sugar, icing sugar, invert sugar, sucrose, corn syrup, malt sugar, corn syrup solids, fructose, fructose-glucose, polydextrose, dextrose, lactose, saccharine, malto-dextrin, etc. (Social Studies/Science)

SUSTAINABILITY AND AGRICULTURE: Explore the issue of sustainability in agriculture and food production in your region of the country. Invite sustainable food producers to the classroom to explain the changes they are making in their practices. These might include farmers practicing organic methods, fishermen implementing conservation strategies or hunters and trappers employing approaches that emphasize sustainability of species and habitat. (Science)

DEBATE THE FOLLOWING POSITION: The availability of cheap fossil fuels has made it possible for people to eat a tremendous variety of foods from around the world. The ability to transport foods long distances enables people in northern climates to enjoy such things as citrus fruits in the winter, and "fresh" vegetables all year round. This same low cost has led to less nutritious food, environmental problems and fewer traditional farming communities. People should be allowed to eat only local foods. (Language Arts)

CORE ACTIVITY—GARBAGE

The waste that we produce contributes heavily to the Ecological Footprint. The average Canadian makes a ton of garbage every year.²⁴ This includes paper, food wastes, packaging, yard wastes and other items. The purpose of this activity is to raise students' awareness of garbage, and to consider ways to reduce their personal Garbage Footprints.

The Garbage Activity includes a survey, a comparative inquiry and discussion questions.

WHAT YOU WILL NEED

- Copies of the Garbage Activity Worksheets for each student
- Packaged items brought to class by students
- One or more weigh scales
- Scissors, construction paper, cardboard, tape, glue, markers, etc.

INTRODUCTORY ACTIVITY

1. In her book *Trash Attack*, Candace Savage notes that the average Canadian produces about 80 cans of garbage a year. Have students calculate how much garbage on average they have created during their lifetimes. Have students calculate how much their family has created during their lifetimes.
2. What's in the garbage you create? Have students be a garbage can for a day. Have the group collect all the garbage the class makes in one day. Weigh it. Have students divide the garbage into groups (metals, food, plastics, etc.). Have them answer the following questions:
 - a) What is the largest group of materials the class threw away?
 - b) By weight what does the average Canadian throw away the most/ the least?
(Answer to be found on the *Garbage* section of the Tree of Life posters.
How does this compare with the results of your class?)
3. Have students refer back to the Student Sample Survey. Have students copy the following questions and record their answers.
 - What material made up most of the lunch garbage?
 - Are there items from your lunch that use excessive packaging?
 - Which items appeared to be packaged more efficiently?

Packaging accounts for 1/3 of all municipal waste by weight and up to 50% by volume.²⁵

Refer to the GARBAGE section of the Tree of Life posters and record in your portfolio all the necessary things a package must do.



ACTIVITY

1. Hand out the Garbage Activity Worksheets to each student.
2. Have students complete the activity as per the instructions on the sheet.



EXTENSIONS

1. Make a list of suggestions under the following headings for ways in which students can reduce their Garbage Footprints: General, Food, Household Hazardous, Paper and Plastic. Have students record their suggestions and place them in their student portfolios.
2. Have students present their surveys, graphs and suggestions for reducing their Garbage Footprints to the class.
3. List five recommendations for further action, research or study that arise from this activity.

REDUCING OUR GARBAGE FOOTPRINT

General & Food Waste:

- Reduce, reuse and recycle.
- Compost.
- Give away; don't throw away.
- Think before you buy - do I need this? Is it overpackaged?
- Take care of your things so they last a long time.

Household Hazardous:

- Try not to use items that need batteries; recycle mercury batteries.
- Go online to find instructions on how to make non-hazardous household cleaners.
- Use water based paints instead of oil-based paints.
- Use sandpaper as a paint stripper.
- Use water based glues.
- Compost in your garden instead of using chemical fertilizers.
- Control weeds and pests through natural methods.

Paper:

- Use cloth handkerchiefs instead of paper ones.
- Use cloth towels instead of paper ones.
- Use cloth napkins instead of paper napkins.
- Use china/ceramic plates and glasses instead of disposable ones.
- Clean windows/mirrors with reusable cloths or old newspapers.
- Use unbleached paper products.
- Share newspapers and magazines with friends.
- Use both sides of fine paper.
- Hang a sign on your door rejecting junk mail.
- Don't buy overpackaged products.
- Buy products that contain recycled materials or packaging.

Plastic:

- Reuse plastic bags.
- Clean and reuse spray bottles.
- Cover foods in the microwave with glass or ceramic lids.
- Refill bottles.
- Refuse to use plastic fast food containers -ask the restaurant to use your own.



IDEAS FOR FURTHER ACTIVITIES

WRITE A LETTER to the manufacturer of a product that you consider overpackaged. Outline why you believe the product contains too much packaging, and encourage the manufacturer to reconsider its packaging practices. Discuss the response the class receives. (Social Studies/Language Arts)

DEMONSTRATE HOW NATURE RECYCLES: In a large clay pot of topsoil, have students bury different items of trash (apple core, bread, grass clippings, piece of plastic, tin can lid, newspaper, white paper). Cover the pot with plastic, keep the soil moist and place it in a warm, dark place. After several weeks, empty the contents onto some newspapers on the floor. Which items have decomposed and which ones have not changed? What are the implications for landfill sites? Are our current waste management practices sustainable? What are some alternatives? (Science)

DEBATE THE FOLLOWING POSITION : Each individual per household will be permitted to dispose of a set amount of garbage each week. The individual will be billed for five times the base price per kilogram for any amount beyond the set amount. (Language Arts)

CHAPTER 3 PART II

WHAT YOU NEED

- Assembled Tree of Life posters
- Copies of Walking Lightly Introductory Worksheet, pages S79-S80
- Copies of Walking Lightly Activity Worksheet, page S81
- Copies of Walking Lightly Post-Activity Worksheet, page S82



INTRODUCTORY ACTIVITY

1. Have the students complete the Walking Lightly Introductory Worksheet using the assembled posters.

Answers:

Water:

- 1 - b
- 2 - second
- 3 - d
- 4 - Israel/France
- 5 - laundry

Transportation

- 1 - walking
- 2 - b
- 3 - d
- 4 - Toronto 22%, Montreal 22%, Ottawa-Hull 19%
- 5 - b

Energy

- 1 - Canada
- 2 - b
- 3 - b
- 4 - c
- 5 - a

Food

- 1 - c
- 2 - nutritious, natural, now, near and naked
- 3 - b
- 4 - b
- 5 - answers will vary

Garbage

- 1 - d
- 2 - Austria
- 3 - a
- 4 - d
- 5 - 7

2. Discuss the answers as a class.

ACTIVITY

1. Have the students answer the questions on the Walking Lightly Activity Worksheet.
2. Discuss the answers as a class.

EXTENSIONS

1. Have the students complete the Walking Lightly Post Activity Worksheet.

Answers: 1 - Canada; 2 - washing machine; 3 - walking, 4 - Boost Exchange and Shrink Travel; 5 - Norway; 6 - run full load, but don't overload the machine, wash clothes in cold water, always use cold water for the rinse cycle; 7 - processing; 8 - nutritious, natural, now, near and naked; 9 - yard trimmings; 10 - Canada.

2. Discuss the answers as a class.

