

CHAPTER 4

WALKING

TOGETHER

CONTENTS

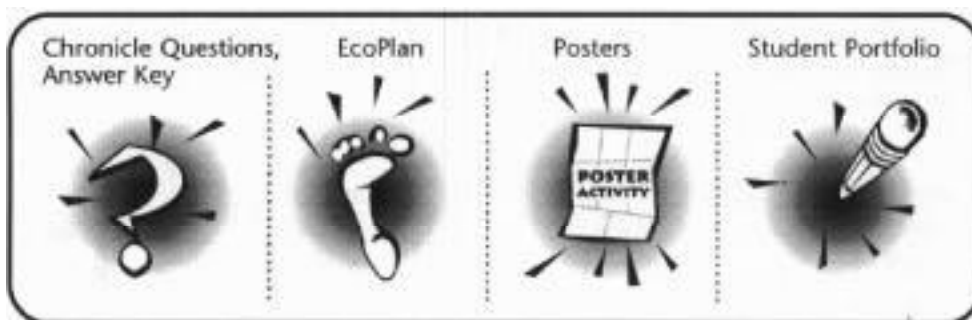
In this chapter, students complete an EcoPlan.

What is an EcoPlan?

An EcoPlan is environmental action learning. It is the principal point and culmination of the entire EcoVoyageurs program. This is where students will put to use the knowledge and skills they have acquired during their voyage to design and conduct an action plan for environmental change. William F. Hammond, an environmental education consultant and former teacher, presented the three components of action learning in *Green Teacher*.

The first of these requires that we learn about action—this includes acquiring action skills and strategies through examples or models. EcoVoyageurs provides examples of this in the Chapter 3 core activities. Teaching methods for this can include case studies, simulations, lectures, presentations from persons who have successfully completed action plans or role-playing games. The second domain stresses learning through action. This means that students must have hands-on experience with a real action project. In EcoVoyageurs, this takes the form of an EcoPlan. The process of action learning, as outlined in EcoVoyageurs, includes selecting an action, mapping a plan of how to do it, conducting it, evaluating it and then sharing it with the rest of the class. The final two elements of the EcoPlan, evaluating and sharing the learning, include the final element outlined by Hammond, learning from the action.

The importance of Chapter 4, the EcoPlan, is that it gives students an opportunity to apply the knowledge and skills they have gathered during their voyage to a real environmental action project. So have fun, and good luck on your EcoPlans!



"... THOSE INDIVIDUALS WITH GREATER KNOWLEDGE OF ENVIRONMENTAL ISSUES AND/OR KNOWLEDGE OF HOW TO TAKE ACTION ON THOSE ISSUES WERE MORE LIKELY TO HAVE REPORTED ENGAGING IN RESPONSIBLE ENVIRONMENTAL BEHAVIOUR THAN THOSE WHO DID NOT POSSESS THIS KNOWLEDGE." ²⁶

WHAT YOU NEED

- Copies of EcoGuardians' 6th Chronicle, pages S83-S86
- Copies of 6th Chronicle Questions, page S87
- Copies of:
 - EcoPlan: What to Do?, pages S88-S89
 - EcoPlan: How Do We Do It? page S90
 - EcoPlan: Doing Our EcoPlan, page S91
 - EcoPlan: How Did We Do?, pages S92-S94
 - EcoPlan: What We Did. Sharing Learning, page S95
 - Materials for displaying EcoPlans
 - EcoPlan Teacher Evaluation Form, page T69
- MP3 Download

INTRODUCTORY ACTIVITY

1. 6th 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 chronicles 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: fragile	commotion	capsule	exasperate
commitments	dilemma	alternative	noble
cease	delicate	naturalist	

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' 6th 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' 6th Chronicle on the download.
4. Have students discuss the questions, record their answers and place them in their portfolios.
5. Have students list the five areas of the Ecological Footprint (Water, Transportation, Energy, Food and Garbage) and have them record their steps for further action. Refer to Chapter 3 for each core idea and extension activity. As a class, brainstorm other ideas - under each category. These ideas could become EcoPlans.

ACTIVITY

Ideally, students should work in small groups throughout the EcoPlan process. Embarking on such a project will require the efforts of several students.

1. Divide the class into small groups. Each group will complete an EcoPlan. If possible, assign a different area of the Ecological Footprint to each group.
2. Hand out copies of the EcoPlan Activities:
WHAT TO DO?
HOW DO WE DO IT?
DOING OUR ECOPLAN
HOW DID WE DO?
WHAT WE DID. SHARING OUR LEARNING.

Have students complete the activity as per the instructions on the worksheets. You may use the EcoPlan Teacher Evaluation Form to assist you in assessing the students' projects.

EXTENSIONS

1. Have students draw a footprint on paper. On one side of the footprint they can write their names and the environmental challenge they concentrated on. On the other side they can summarize their project. Footprints can be placed at the base of the Tree of Life posters. Once an EcoPlan has been successfully completed, students may design a green leaf and outline the success of their project on it. They may then remove their footprint from below the tree and hang their leaf around the Tree of Life on the posters.
2. Have students write a final EcoGuardian Chronicle that summarizes their EcoPlan. These chronicles can be placed together in a time capsule that they can bury near the school.



Suggestions for EcoPlans

The following are excellent resources for environmental action plans:

1. *Earth Easy: Sustainable Living* www.eartheasy.com provides ideas for environmentally sustainable living. Suggestions are grouped under live, grow, eat, play, wear and give. Browse other websites for ideas: www.idealswork.com; www.corporateknights.ca; http://ecofuture.org, www.myfootprint.org; all offer ideas for creatively lessening our impact on the earth.
2. *Taking Action: An Educator's Guide to Involving Students in Environmental Projects*. Project Wild with the Wrlld Wildlife Fund, Western Regional Environment Council, Inc, MD 1995.
3. *Building Consensus for a Sustainable Future: Putting Principles into Practice* National Round Table on the Environment and the Economy (Canada), 1996.
4. *Green Teacher*. Environmental Magazine. 95 Robert Street, Toronto, ON M5S 2K5, e-mail: info@greenteacher.com, (416) 960-1244 or (888)804-1486.

The following are some ideas for EcoPlans. Ideally, students generate their own ideas.

- Plant a garden in your school yard incorporating natural methods like composting and natural pest control. Organize a schedule of care and maintenance. At harvest time, donate the food to local food banks, or plan an ecologically friendly dinner for your friends and family.
- Build toilet dams and save water every time you flush! Fill plastic bottles with water and place them in the toilet tank. Create an awareness campaign around them and sell them as a school fundraiser.
- EcoVoyageurs in the mall. Set up a display of the Footprint Sample Survey along with class and school data represented on charts and graphs. Collect data from shoppers passing by and compute the project findings.
- Investigate a cafeteria (maybe one in your school, or in the local hospital) and create an action plan that could help it to become the first five Ns cafeteria. Research what obstacles they might have to overcome to fully honour the five Ns.
- Start a car ticket campaign! Design imitation parking tickets. Give them to teachers, parents or fellow students if you see them driving alone and you think they could be traveling in a more environmentally friendly way. Make sure your tickets have useful information about air pollution, the benefits of walking and cycling and the convenience of public transit. Suggest a donation to an environmental organization for a "fine."



- Create and organize a panel discussion for the entire school with individuals who deal with different parts of the food system (environmental activist, conventional farmer, organic producer, food advertiser, food processor, consumer, etc.). Create a few questions for debate and provide a moderator. Students could role play the same panel in class by researching each position.
- Could your schoolyard provide the perfect habitat for some species of wildlife? What about a place in your school's community? The Canadian Wildlife Federation offers funding for the creation of habitats for wildlife through its WILD School Habitat Projects program. Visit www.wildeducation.org/programs/hab_2000/fm_h2000_reg.asp.
- Get several classes or the school to contact Environment Canada's EcoAction program identifying areas within the school's vicinity that need to be protected or where improvement must be made to save the area. Each area could then be divided into units and each unit then put up for "adoption."

A sign would be put up in the area indicating who its adoptive school or class is. By doing this, water in an area could be cleaned up, garbage collected, energy conserved, etc.

- The Evergreen Foundation believes that community parks and school grounds should be healthy, natural environments full of native trees, shrubs and wildflowers, not landscaped with concrete, chain link fences, and mown green lawns full of pesticides.

Common Grounds is a community naturalization program that provides training workshops, resources and research documents for people interested in restoring public green space. Emphasis is placed on biodiversity, ecological restoration, reforestation and community involvement and education.

Our Learning Grounds helps students across Canada transform their school grounds into healthy learning environments where students can learn by seeing, touching, smelling and tasting. Students' involvement, from planning through to planting gives them an increased sense of belonging, ownership and pride for the school grounds.

Green spaces improve the quality of our lives. For information contact:
The Evergreen Foundation Toll free: 1-888-426-3138 or email info@evergreen.ca.
Website: <http://www.evergreen.ca>.

- Get involved with a conservation organization such as World Wildlife Fund. With WWF you can:

Become a wilderness crusader: become a WWF member—receive your own welcome kit, quarterly newsletter and conservation updates and join WWF's Schools for Wildlife Program. Become a WWF Community Panda (www.wwf.ca/HowYouCanHelp/CommunityPandas). For more information on World Wildlife Fund Canada you can call 1-800-26-PANDA or visit their Website at ww.wwf.ca./wwf.asp.



ANSWER KEY



QUESTIONS

EcoGuardian 6th Chronicle

WALKING TOGETHER

In this tale, the EcoGuardians return to Solana having explored the five areas of their Ecological Footprint. They are congratulated by Chronos but are reminded that they must now promise to undertake actionable environmental projects (EcoPlans). The circle of life is exemplified by Solana's death and the renewal of life through her seedlings.

Some suggested answers to the questions on page S87 are provided below.

1. Solana seems older and more fragile, and her bark more wrinkled and grey. Her voice is softer.
2. Answers may vary.
3. EcoPlans.
4. EcoPlans are environmental projects the EcoGuardians have come up with to reduce their Ecological Footprints.
5. Chronos is pleased and impressed by what Heather, Piper and Kieran have done.
6. Maple seedlings are growing under every leaf.
7. Piper told the story.



ECOPLAN

TEACHER EVALUATION FORM

Type of Footprint: _____

Group Members: _____

EcoPlan topic: _____

Date of Presentation: _____

	POOR	GOOD	EXCELLENT
1. Effective use of class time in research and planning <i>Comment:</i> _____	1	2	3
2. Adherence to project plan <i>Comment:</i> _____	1	2	3
3. Organization of material and visual aids <i>Comment:</i> _____	1	2	3
4. Knowledge of material <i>Comment:</i> _____	1	2	3
5. Clarity, presence and use of voice <i>Comment:</i> _____	1	2	3
6. Creativity and appeal <i>Comment:</i> _____	1	2	3
7. Opportunity for class participation <i>Comment:</i> _____	1	2	3
8. EcoPlan's effectiveness in reducing footprint <i>Comment:</i> _____	1	2	3
9. Opportunities for sharing EcoPlan <i>Comment:</i> _____	1	2	3
10. Group effort evident <i>Comment:</i> _____	1	2	3

OVERALL COMMENTS:



INTERNET AND WEB SITES

The sites on the Internet change daily so teachers and students will find that they can access many sites and resources in addition to the ones listed here:

Ecological Footprint Calculators:

Redefining Progress - <http://www.ecologicalfootprint.org> or <http://ecofoot.org/>

Best Foot Forward - <http://www.bestfootforward.com/footprintlife.htm>

Waste Reduction - <http://www.wrwcanda.com/09ecofootprint.htm>

Bobbie Bigfoot - <http://www.kidsfootprint.org/index.html>

School Footprints:

Eco'tude - <http://www.powerhousemuseum.com/ecotude/calc.asp>

Global Footprints - <http://www.globalfootprints.org/issues/footprint/councquiz1.htm>

Stanley Park Ecology Society - <http://www.stanleyparkecology.ca/programs/activities/howbigft.php>

EPA Victoria - <http://158.45.14.229/ecologicalfootprint/calculators/school/introduction.asp>

Water

Environment Canada Water Website - www.ec.gc.ca/Water/en/nature/e_nature.htm

Fisheries and Oceans Canada - http://www.dfo-mpo.gc.ca/canwaters-eauxcan/bbb-lgb/index_e.asp

Transportation

Active & Safe Routes to School - <http://www.saferoutestoschool.ca/index..php?page=step>

Equiterre -ecological and socially just causes.- [Http://www.equiterre.org/en/transport/index2.php](http://www.equiterre.org/en/transport/index2.php)

Energy

Energy Hog - <http://www.energyhog.org/>

Pioneer Thinking - http://www.dfo-mpo.gc.ca/canwaters-eauxcan/bbb-lgb/index_e.asp

Food

The Healthy Fridge - [Http://www.healthyfridge.org/justforkids.html](http://www.healthyfridge.org/justforkids.html)

David Suzuki Organization - <http://www.davidsuzuki.org/>

Garbage

Recycle City - www.epa.gov/recyclecity/



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- ² Page 188, *Lucy's Child; the Discovery of a Human Ancestor*, Donald Johanson & James Shreeve, First Avon Books Trade Printing, October 1990.
- ³ Page 2, "How BIG is Our Ecological Footprint? Using the Concept of Appropriated Carrying Capacity for Measuring Sustainability," Mathis Wackernagel with The Task Force on Healthy & Sustainable Communities, the University of British Columbia, The Write Stuff, November 1993, revised November 1994.
- ⁴ Mathis Wackernagel, Larry Onisto, March 1999.
- ⁵ Page 2, "How BIG is Our Ecological Footprint? Using the Concept of Appropriated Carrying Capacity for Measuring Sustainability," Mathis Wackernagel with The Task Force on Healthy & Sustainable Communities, the University of British Columbia, The Write Stuff, November 1993, revised November 1994.
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- ⁷ Page 2, "More Jobs, Less Damage", Rees, William E., *Alternatives*, Vol. 21, No. 4, 1995.
- ⁸ Mathis Wackernagel, Larry Onisto, March 1999.
- ⁹ Page 15, *Our Ecological Footprint; Reducing Human Impact on the Earth*, Mathis Wackernagel and William Rees, New Society Publishers, 1996.
- ¹⁰ Page 13, *Our Ecological Footprint; Reducing Human Impact on the Earth*, Mathis Wackernagel and William Rees, New Society Publishers, 1996.
- ¹¹ "Green Power, Food Factories and the Productivity of Planet Earth", Turner, Tim. Sea to Sky Outdoor School for Environmental Education, personal correspondence, 1996.
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- ¹⁵ Page 11, "Revisiting Carrying Capacity: Area-Based Indicators of Sustainability", Rees, William E. The University of British Columbia School of Community and Regional Planning. Accepted for Publication in *Population and Environment*, 12 June 1995.
- ¹⁶ "Earth Reports for People: Inspiring New Visions to Make Sustainability a Reality", Wackernagel, Mathis, Larry Onisto and Francisco Mata. Proposal to the Earth Council, San Jose, Costa Rica.
- ¹⁷ Page 2-3, *Your Money or Your Life*, Dominguez, Joe and Vicki Robin. Penguin Books, 1993.
- ¹⁸ Page 13, *Your Money or Your Life*, Dominguez, Joe and Vicki Robin. Penguin Books, 1993.
- ¹⁹ Mathis Wackernagel, Larry Onisto, March 1999.
- ²⁰ Page 28, *Eat Up: Healthy Food For a Healthy Earth*, Savage, Candace. Douglas & McIntyre, 1992.
- ²¹ Page 39, *Ecosystems*, Herridge, Doug and Barbara Chernin. Gage 1995.
- ²² Page 38, *Save Our Planet: 750 Everyday Ways you Can Help Clean Up the Earth*, MacEachern, Diane. Dell Publishing, 1995.
- ²³ Page 51, *The Heat is On*, Tanaka, Shelly. Douglas & McIntyre, 1991.
- ²⁴ Page 66, *The Canadian Junior Green Guide*, Pollution Probe, McClelland & Stuart, 1990.
- ²⁵ Page 109, *Save Our Planet: 750 Everyday Ways you Can Help Clean Up the Earth*, MacEachern, Diane. Dell Publishing, 1995.
- ²⁶ Page 1-8, "Analysis and synthesis on responsible environmental behaviour: A meta-analysis", Journal of Environmental Education, 1987, (18).



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3.8 Earths Section

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WATER

- 2 Environment Canada, "Average Daily Domestic Water Use," http://www.ec.gc.ca/water/en/info/pubs/lntwfg/e_chap4a.htm (accessed August 29, 2006).
- 3 Karen Yamada, calculations based on a swimming pool 4m x 8m x 1.5 m, March 1999
- 4 Environment Canada, "Average Daily Domestic Water Use," www.ec.gc.ca/water/en/info/facts/e_domestic.htm (accessed August 29, 2006)
- 5 CBCNews, "INDEPTH:WATER-BytheNumbers," <http://www.cbc.ca/news/background/water/bynumbers.html> (accessed August 26, 2006)
- 6 Marq de Villiers, *Water: The Fate of Our Most Precious Resource* (Toronto: Stoddart, 2000), 28.
- 7 Global Footprint Network, www.cea.europa.eu/highlight/Ann1132753060
- 8 Global Footprint Network, www.cea.europa.eu/highlight/Ann1132753060



FOOTPRINT

- 9 Mathis Wackernagel, 1999



TRANSPORTATION

- 10 Statistics Canada, "Commuting to Work," <http://www12.statcan.ca/english/census01/Products/standard/themes/DataProducts.cfm?S=1&T=49&ALEVEL=2&FREE=0> (09/09/06)
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- 12 TransitPeople, "Problems with Cars," www.transitpeople.org/lesson/problem.htm (accessed August 8, 2006)
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- 14 CBC News, "Reality Check-Energy Gluttons? Who Us? Canada Votes" <http://www.cbc.ca/canadavotes/realitycheck/kyoto.html> (accessed Aug. 10, 2006)





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- 17 Ministry of Energy, Government of Ontario, "Clothes Washer and Dryer," *Tips to Help You Conserve Energy and Save Money*, (2006) <http://www.energy.gov.on.ca/english/pdf/conservation/Conservation%20Tips%20Brochure.pdf>
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- 20 *Ibid.*, 14
- 21 Doug Herridge and Barbar Chernin, *Ecosystems*, (Vancouver: Gage, 1995), 35.
- 22 Steve Hall, "Why Does the Earth Love a Plant-based Diet?" EarthSave Canada, http://earthsave.bc.ca/materials/articles/enviro/why_does.html (accessed April 12, 2006)
- 23 *Ibid.*, 35

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- 24 Margaret Fagan, *A Case for the Environment*, (Toronto: Enviroprint, 1994), 21.
- 25 Diane MacEachern, *Save Our Planet: 750 Everyday Ways You Can Help Clean Up the Earth*. (New York: Dell, 1995), 116.
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- 27/28 Time for Kids, "Top 5 Garbage Producers and Recyclers," *'Current Issues'* <http://www.timeforkids.com/TFK/class/wr/article/0,17585,8976700.html> (accessed Aug 03/06)
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