

COURSE FOR2010: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)

Level: Intermediate

Theme: Social and Cultural Perspectives

Prerequisite: None

Description: Students analyze the impact of attitudes, actions and lifestyles on forests, and propose individual and shared actions that foster environmental stewardship.

Parameters: Access to government and industry organizations responsible for sustainable forest development and environmental stewardship.

Note: Although this course involves analyzing the impact of lifestyle on forests, the major emphasis is on “doing”; i.e., commitment/empowerment through personal and shared actions.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe the impact of personal attitudes, actions and lifestyle on the forest resource • explain strategies for reducing, reusing and recycling 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • maintaining a log/journal of reflections and inferences regarding the impact of daily living activities on the forest environment. <p><i>Assessment Tool</i> <i>Reflection Guide for Environmental Responsibility/Citizenship, FORREF-ENV Guide to Inferences: Personal Impact on Forests, FOR2010-1</i></p> <p><i>Standard</i> <i>Complete five log/journal entries; address criteria for reflection and inferences to a standard of 2 on the rating scale</i></p> <ul style="list-style-type: none"> • completing all components of a research project on four or more products recently developed through recycling techniques. <p><i>Assessment Tool</i> <i>Research Process: Recycling Techniques, FOR2010-2</i></p> <p><i>Standard</i> <i>Complete research to a standard of 2 on the rating scale</i></p>	<p>10</p> <p>30</p>

COURSE FOR2010: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)
(continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate, through personal and shared actions, commitment to environmental responsibility/citizenship 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> identifying economic and environmental trade-offs that occur through reducing, reusing and recycling. <i>Assessment Tool</i> <i>Issue Analysis: Reducing, Reusing and Recycling, FOR2010-3</i> <i>Standard</i> <i>Address criteria in issue analysis to a standard of 2 on the rating scale</i> negotiating and debating an issue regarding the impact of lifestyle on forest environments. <i>Assessment Tool</i> <i>Negotiation and Debate: Intermediate Level, FORNEG-2</i> <i>Standard</i> <i>Address criteria in negotiation/debate to a standard of 2 on the rating scale</i> a proposal and rationale (oral, written or visual) for: <ul style="list-style-type: none"> one personal action that will affect forest ecosystems in positive ways one leadership role/community program in support of environmental stewardship. <i>Assessment Tool</i> <i>Assessment Criteria: Proposal for Environmental Action, FORPRO</i> <i>Standard</i> <i>Complete each proposal to a standard of 2 on the rating scale</i> volunteering five hours of time working with an environmental, forest industry or professional organization whose major goal is sustainable forest development. <i>Assessment Tool</i> <i>Log/Verification of Volunteer Work, FORLOG-VOL(a) or FORLOG-VOL(b)</i> <i>Standard</i> <i>Complete all sections of the log/verification for 5 hours of volunteer work</i> 	<p>60</p>

COURSE FOR2010: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)
(continued)

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a letter written to a government official, industry representative or environmental organization expressing support or concern regarding action taken on a forestry issue, and a critique of the response received. <p><i>Assessment Tool</i> <i>Assessment Criteria: Letters of Support or Concern, FORLET</i></p> <p><i>Standard</i> <i>Complete the letter and critique to a standard of 2 on the rating scale</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tools</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Outcomes	Notes
<p>Attitudes, Actions and Lifestyle</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> explain how societal attitudes, actions and lifestyle may affect the forest resource; e.g.: <ul style="list-style-type: none"> conservation ethic consumer practices recreational patterns describe factors that influence consumer and marketing trends, and how these trends may affect the forest resources; e.g.: <ul style="list-style-type: none"> social economic environmental create a personal inventory of possessions and material purchases made over the last year distinguish among personal needs and wants, as reflected through personal inventory evaluate the impacts of personal actions and lifestyle on the forest resource. 	<p>Plan for student-directed projects. Encourage students to express personal views and values.</p> <p>Consider 10 personal actions and their consequences on the forest.</p> <p>See <i>Alberta's Focus on Forests</i> (Activity 5.6–What's in the Waste-basket–Reassessing Our Needs).</p> <p>Facilitate student debates.</p>

COURSE FOR2010: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)
(continued)

Concept	Specific Outcomes	Notes
Reduce, Reuse and Recycle	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe and assess societal trends in the consumption of material goods • identify common refuse that can be reused in practical and economical ways • describe materials that are being recycled and the products that are produced • describe trade-offs that occur through reducing, reusing and recycling; e.g.: <ul style="list-style-type: none"> – economic – environmental. 	<p>Consider linkages with Energy and Mines (ENM1090: Fundamentals of Recycling).</p> <p>Examples:</p> <ul style="list-style-type: none"> • fence posts • jewelry • paper • synthetic fibres. <p>Consider the advantages and disadvantages of</p> <ul style="list-style-type: none"> • disposable cups versus reusable cups • disposable diapers versus cloth diapers.
Environmental Responsibility/ Citizenship	<ul style="list-style-type: none"> • identify personal strategies for using the forest resource that foster the attainment of social, cultural, economic and environmental goals; e.g.: <ul style="list-style-type: none"> – personal actions – leadership roles • plan, conduct and assess a school-wide campaign to increase awareness of lifestyle, conservation and the environment; e.g.: <ul style="list-style-type: none"> – establish goals – plan and conduct – assess results • explain an issue regarding the impacts of lifestyle on the forest resource; e.g.: <ul style="list-style-type: none"> – conduct research – develop a position – participate in debate 	<p>Develop consensus on a relevant issue.</p> <p>Ask students to prepare a contract expressing personal commitment to environmental stewardship. Review the contract after a period of time to ascertain if contract obligations are being met.</p> <p>Consider using case studies and simulations provided in <i>A Forest For All</i>, a multimedia kit developed by the Canadian Forest Products Association and distributed by Marwil Communications.</p>

COURSE FOR2010: MAKING A DIFFERENCE (PROTECTION & STEWARDSHIP)
(continued)

Concept	Specific Outcomes	Notes
Environmental Responsibility/ Citizenship (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify constructive ways in which individuals can influence public decisions that affect the forest and all its resources; e.g.: <ul style="list-style-type: none"> – voting – lobbying – seeking office – supporting compatible interest groups • describe the goals and objectives of one or more conservation groups. 	Write letters of support and/or concern to government agencies, industry and/or environmental groups. Critique the responses that are received.

