

habitat ⁱⁿ the balance

walkthrough

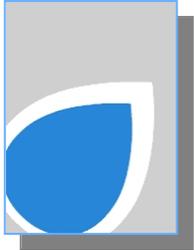
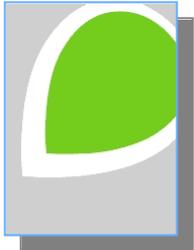
This resource guide describes the parts and features of the program and how to use them.

main menu

Opening www.seedshabitat.ca presents a user with the following:

guide 3
walkthrough
page 2

Select a Section to Begin is the place where a choice of story is made. A user accesses these by choosing one of the three areas (clusters) that are available at this time, then choose one of the modules that appear to select an issue of interest. The four clusters, or habitat components, are defined as:

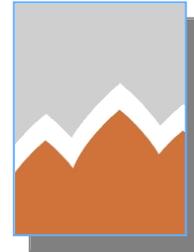
- **Water** -- Water is one of the most plentiful and important substances on Earth. However, only a small amount of Earth's water is fresh, and even less of this is available for our use. Water not only supports life, but has many agricultural, commercial, and industrial uses. These uses along with population growth, and droughts are increasing demand and putting pressure on many water supplies. For example, about half the world's population lives within 200 km of a coastline. Concentrations of people on the coasts have economic benefits, but the benefits and accompanying technological development are threatening marine ecosystems. To deal with these stresses, provinces and municipalities are looking at ways of managing water supplies to meet the needs of communities and the economy as well as ensure a healthy aquatic environment. These demands influence how we think about water and the decisions we make as to how it should be used. 
- **Inhabitants** -- All organisms have unique and dynamic relationships with their environment. On a geologic time scale of tens of thousands of years and longer, massive changes to environments has occurred with continental shifts and cyclical periods of glacial (ice age) and interglacial (warm) periods. These changes will continue. More recently, in the last ten thousand years, humans have become the dominant species, both in their ability to alter environments and 

extract resources for their own purpose, and the number of humans that are able to do so. Their ecological footprint measures humans' impact on the environment.

As a consequence, loss of biological diversity resulting from changes to habitats is countered with the call for informed decisions, preservation measures, and establishing protected areas such as national parks and game reserves.

- **Land** -- Habitats are influenced by the ways we use land.

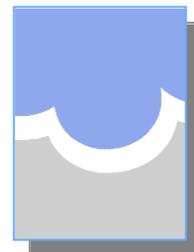
Such things as urban development, exploration, mining, electricity transmission lines, and agriculture change land. Monocultures, large tracts of a single crop, often require chemicals to provide specific nutrients, or to control organisms that feed on crops. Projects that involve resource extraction leave their mark as well. Sometimes these disturbances are temporary, but disturbance to habitats usually displace plants and animals that may not return.



For these reasons, stakeholders who assign land use have to consider the short-term and continuing impacts of any disturbance. Thus, programs to reclaim the land and restore it to its former, and often improved condition help minimize the long-term effects of a disturbance.

- **Air [NOT AVAILABLE AT THIS TIME]** – The composition of the air is influenced by natural factors and human activities.

Forest fires and volcanoes add particulates and acid gases to the atmosphere, soil processes add nitrogen oxides, and the wind erosion of soil adds dust to the air. Human activities are also changing the composition of the air we breathe. Vehicle emissions are the main contributor to poor urban air quality. This poses a health risk for everyone, and especially the young, elderly, and those with respiratory problems. Industrial processes affect air quality, and when emissions contribute to acid deposition, soil and fresh water ecosystems are affected.



Several industries use technologies that limit emissions and people are learning to reduce personal emissions that are often tied to choices we make in our use of energy.

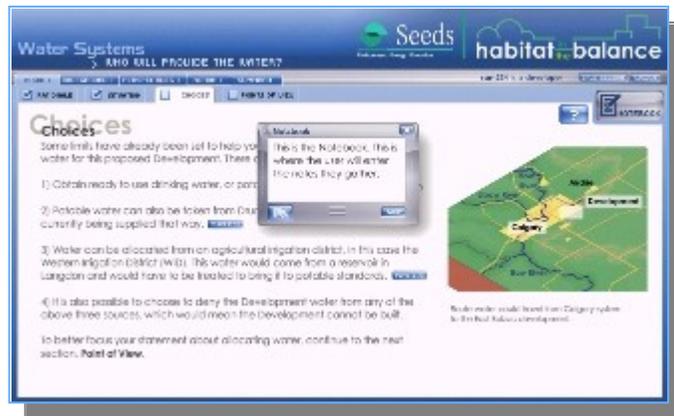
The **Login** tab is for users to *self register* with a username, email, and password of their choosing. The on-line SEEDS *privacy policy* explains why this information is needed to help users store data, because SEEDS will not collect for use nor distribute student personal information. That is also why we encourage the use of a school or teacher email address. If a password is forgotten an email reminder can be sent. This tab provides users an option to:

- **Self Register**, which best if done the first time entering the site. By registering, users can save information in the *digital notebook* and return to it after closing the program. It also allows you to email a report that you produce in the program.
- **Login** when revisiting the site. Note that when you are successfully registered or login, your username will appear and the *Statement Builder* (explained below)

- part of the software the 'login' tab becomes a 'logout' tab. By re-entering a username and password the user gets a choice of:
- picking a new decision-making story from the main menu, or
 - returning to continue working on a previous story.
- not clicking the tab at all means to not register. In such a case a designation of 'guest user' is assigned to the user for this visit. However, note that any work or notes completed in a single session will not be saved when leaving the site.

statement builder

The **Statement Builder** has five parts: *Issue, Background, Perspectives, Action, and Summary*. Each one begins with an introduction (*Intro*) that summarizes the contents of each part. Each part is numbered and an arrow on the tab suggests the preferred order in which students work through the program, even though a non-linear process can be used. However, once students get to *Action*, they may wish to revisit previous pages in the program to refine their notes in the *digital notebook*. (Note: the 'Intro' section has been omitted from the following parts.)



guide 3
walkthrough
page 3

1. **Issue** has four parts:
 - **Rationale** introduces the topic and describes why it a concern or an issue for many people. A decision has to be made and it may not have the full support of everyone concerned. (See Point of View.)
 - **Situation** describes some of the information about the topic that will help you understand the setting.
 - **Choices** describe the different actions possible to deal with the issue.
 - **Point of View** describes the backgrounds of several people who have an interest in what action is taken to deal with or resolve the issue. These people are sometimes called stakeholders. After you select a point of view, it is important collect information and make a choice of action that is appropriate for that person.

2. **Background** has two parts:
 - **Resource** is that part of the habitat (water, land, inhabitants, or air) that is at the centre of the issue about which a decision has to be made.
 - **Options** provide additional information about the choices so that an informed decision can be made.

3. **Perspectives** should be selected that provide information that is important to the 'point of view' chosen. There are seven perspectives that a user should explore. A minimum of two perspectives has to be selected in order to produce a Statement and receive a Consequence. Here are the perspectives:

- **Historical** – refers to past events, decisions, and actions and the how they influence a decision today,
- **Scientific** – is information, concepts, and models, that are obtained by systematic investigation to help understand the issue,
- **Technological** – is about problem solving that involves design, tools, materials, and structures,
- **Environmental** – is based on the relationship between human activities and the natural world – the inhabitants, and the air, land, and water in which they live,
- **Economic** – refers to money, business, the cost of goods and services, and the value placed on what is sold and bought,
- **Societal** – is concerned with the way humans interact with each other, including cultural traditions and beliefs and the ethical and aesthetic impact of decisions that affect their community, and
- **Political** – focuses on how elected officials deal with conflicting demands and interests of the people who elect them.

4. **Action** has five sections:

- **Support** lets the students review their perspective notes to choose and rank the top two that helps them make a decision toward an action (although only two 'Perspective' boxes can be checked, information from other Perspectives can be included in the Refine section under one of the Perspectives checked),
- **Refine** is where students revise their top two perspective notes so they may be presented as part of the final statement,
- **Select** to choose an action that best fits your 'point of view' based on the information you have gathered,
- **Statement** is produced by the program using the information gathered and choice made by the student, and
- **Consequence** is a comment produced by the program that describes the effect of the choice made by the student.

5. **Summary**

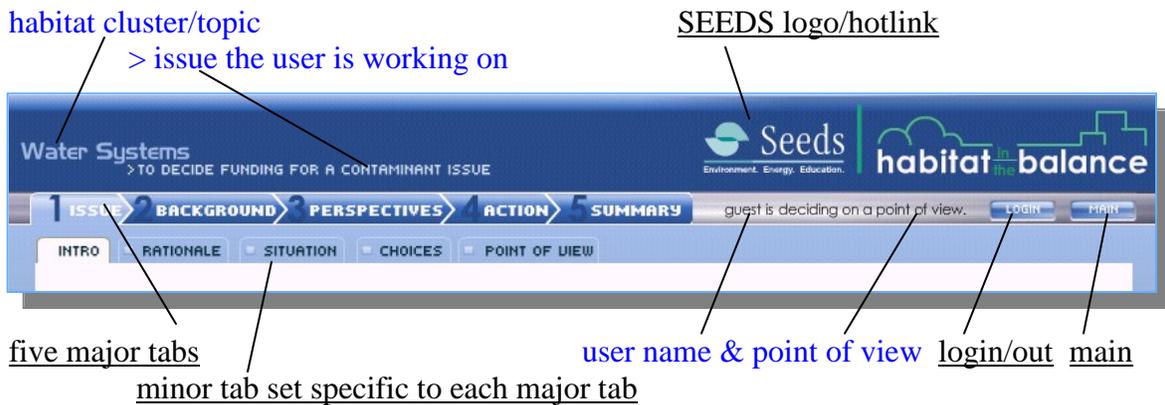
- **Report** is a record of all the notes the student has made within the *Issue*, *Background*, and *Perspective* sections of the program as well as any completed in the *Statement* and *Consequence* sections. This report may be printed or emailed.

features

The features of the *Statement Builder* program and how to use them are as follows.

Navigation bar spans the top of the page and is both functional and instructive. After selecting an issue, this page will appear with its navigation bar and an introduction to the

issue. (Note these are the program menu bars and not the URL or web page menu bars. Pressing on the function key 11 [F11] on the top row of the keyboard will remove the web page menu bars and provide more screen for the program.) This layout keeps information organized while assisting a user to work through a process of decision-making. Look for the following informational text and buttons:



Here is how to progress through an issue using the tabs on the navigation bar:

- Work from left to right by clicking sequentially on each of the five main tabs, then through the corresponding minor (or secondary) tab set below them. The first major tab **Issue**, automatically opens to its **Intro** page and a summary of the Issue section. After reading the Intro, select the first minor tab **Rationale** to see directions and start your understanding of the issue.
- Continue with the next tabbed section proceeding from left to right.
- When finished the minor tabs in **Issue** move to the next major tab **Background** and continue with the minor tabs **Resource** and then **Options**.
- Continue with the major tabs and their minor tabs as you work towards preparing a **Summary** and a **Report**. You will be prompted to save information in the *digital notebook* as you leave each page.

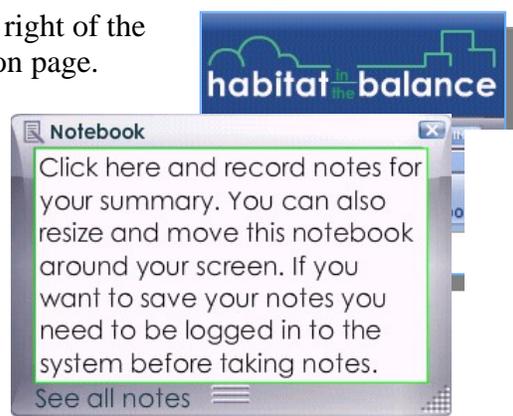
Login/out operates in the same manner as that on the main menu (described above). A user can determine their status at any time by checking the information line for their **user name** just before the **point of view** selected. Either a selected user name will appear or you will be designated a “guest.”

Main button allows the user to leave this module and return to the main menu.

SEEDS logo/hotlink and Habitat in the Balance logos are on the upper right hand side of the navigation bar. Clicking on the SEEDS logo will take you to the SEEDS home page.

Notebook is an icon that appears on the bottom right of the navigation bar when the user is on an information page.

Clicking it opens a *digital notebook* text entry box that receives typed or clip and paste information the user wants to record and save.



This is specific to each page and automatically saves when closing the box or moving to another page. The box itself can be moved on the page and resized, and where it is placed it will open when called on again. *Digital notebook* text can be edited or revised at any time and appears in the **Summary**. On the lower left of the *digital notebook* a 'See all notes' link takes the user to the Report, which shows all that has been saved to their notebook. If you logged in, notes will be saved when you log out and be available when you next log in. Incremental backups are made for you about every five minutes. So, remember to log out to ensure that your last entries to your notebook are saved.

“?” is a help button that also appears on the bottom left just below the navigation bar. It brings up the **Go to Guide** who gives suggestions for collecting information or user activity on the current page. Clicking on the (?) **help** button will also close the Go to Guide.



Generic page features help to enhance the experience. The following standard characteristics apply to text and graphics on many pages:

- Clicking on a graphic or an animation will enlarge it. Click outside the enlarged graphic to reduce it and return to the page.
- The **Play** button in the text section of a page activates an animation next to the text. Re-clicking the 'play' button replays the animation.
- Some animations have a play button to advance the animation. These multiple frame animations pause for the reader and display in the upper left corner the frame number and remaining images.
- A **Reset Image** button will return a multiple graphic animation set back to the first image.
- Clicking on the **hyperlinked words** (those bolded and in colour) both on the page title and the body of the text will open a *library* text information box with the word defined. This text box can also be resized and moved around the screen. Some words in the library text box are also hyperlinks with further definitions. Also images in the library text box can be clicked on to enlarge them.

