

Lesson #6: Research and Planning

Time required: Two to Four 60-75 minute class periods depending on class understanding and speed

Topic Opener	
Topic:	Researching and Developing an Action Plan for Change
Program of Study Information	<p>Program of Study: Career and Technology Studies Natural Resources Environmental Stewardship Strand</p> <p>Relevant Course(s): ENS 3040: Energy and the Environment</p> <p>Curricular Outcomes:</p> <p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Describe the social, economic and environmental significance of energy development (Outcomes 1.1-1.4)</i> 3. <i>Plan and implement a group action campaign that fosters environmental awareness, energy conservation and energy efficiency; e.g., class, school, community (Outcomes 3.1-3.5)</i> 4. <i>Demonstrate basic competencies (Outcomes 4.1-4.3)</i> <p>ENS 3050: Environmental Politics Curricular Outcomes:</p> <p><i>Students will:</i></p> <ol style="list-style-type: none"> 2. <i>analyze challenges in developing, influencing and implementing environmental policies</i> <p>ENS 3910: Project D</p>
Required Materials	<ul style="list-style-type: none"> • Whiteboard or Flipchart Paper for Brainstorming • Markers • Computers for Student Research
Type of lesson	Brainstorm Group Work Research

Getting Started			
Topic opener “hooks”	<p>Intro/ Hook ideas: Brainstorm possible project ideas with students as they are about to begin the “action” part of their work.</p> <p><i>Some examples of projects: a campaign to educate the community about the use of lawn pesticides, going into elementary school classrooms to talk about the water cycle and where our water comes from, growing organic vegetables at school and creating a bulletin board to explain why students are doing it, having a guest speaker come in from local industry to explain what their company does to protect water, become “Yellow Fish Road” volunteers: http://tucanada.org/yellow-fish-road/</i></p> <p>Students can approach this work in one of two ways:</p> <ol style="list-style-type: none"> 1. Design a project and carry it out if it is at the scope and scale that this is possible (for example: a class project where they put up ‘did you know’ water facts bulletin boards in the school or work with younger grades to share the information that they have gained through their work); 2. Design a strategy that would be carried out by the government such as a campaign to reduce pesticide use in urban and suburban environments. Students will need to explicitly explain the steps required in this case as they will not be carrying out the plan themselves 		
Lesson Sketch			
Outline	<ol style="list-style-type: none"> 1. Brainstorm of potential project ideas: <ol style="list-style-type: none"> a. Start with a class brainstorm of projects ideas. You can do this any number of ways. There is an example of a brainstorming process below: <p style="margin-left: 40px;">As a class, make a list of the activities that student groups have chosen as the most impactful or important</p> <p style="margin-left: 40px;">Refer back to the activity that the class did in Lesson #3 (see chart below). Probe students to turn their answers from this chart into project ideas and write all of the possible ideas on the board.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%; text-align: center;">Group</td> <td style="text-align: center;">What to do to manage impact of activity (list as many as you can think of for each group)</td> </tr> </table>	Group	What to do to manage impact of activity (list as many as you can think of for each group)
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	You and your community		
	Industry (name company applicable) http://www.capp.ca/responsible-development/water		
	Federal government		
	Provincial government		
	<p>b. Discuss as a class, which projects they are interested in then give groups a specified amount of time to decide what project they will pursue (15 minutes - they have already had an initial discussion about their ideas)</p> <p>Project Examples and Ideas:</p> <p>http://seedsconnections.org/be-change-projects</p> <p>https://tc2.ca/uploads/PDFs/Social Action Projects/IA_Handbook_5-8_EN_FINAL.pdf</p> <p>https://takeactionmanitoba.org/category/action-project-examples/</p> <p>http://www.tigurl.org/images/tiged/docs/activities/1409.pdf</p> <p>http://lsf-1st.ca/en/projects/teacher-resources/action-programs-youth/eco-league/action-projects</p> <p>2. Project Work Time:</p> <p>a. Again, remind students of their roles as government advisors and set a goal for the day. Suggest completing the following pages from the SAMPLE Presentation and then starting the project plan:</p> <ul style="list-style-type: none"> i. Impact of Upstream Activities ii. Most Impactful Activity on [site name] 		

Last Updated: AUGUST 2017

Closing ideas	Check in with each group and readjust timelines to suit students' abilities and needs.
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Notes: