



Make A Better City

An Integrated Project
for Teaching About
Citizenship,
Responsibility and
Communities for
Alberta Grade 6
Social Studies,
Health & Life Skills,
Language Arts
and Mathematics

THE CITY OF
Edmonton

2nd Edition



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Teachers should check each website for appropriateness before using it in the classroom or providing the website address to students.

The developers have made every effort to acknowledge sources used in this resource. If any questions arise as to use of source materials, please contact Patricia Shields-Ramsay at InPraxis Group Inc. at 866.925.7163. We will be pleased to make necessary corrections in subsequent printings.

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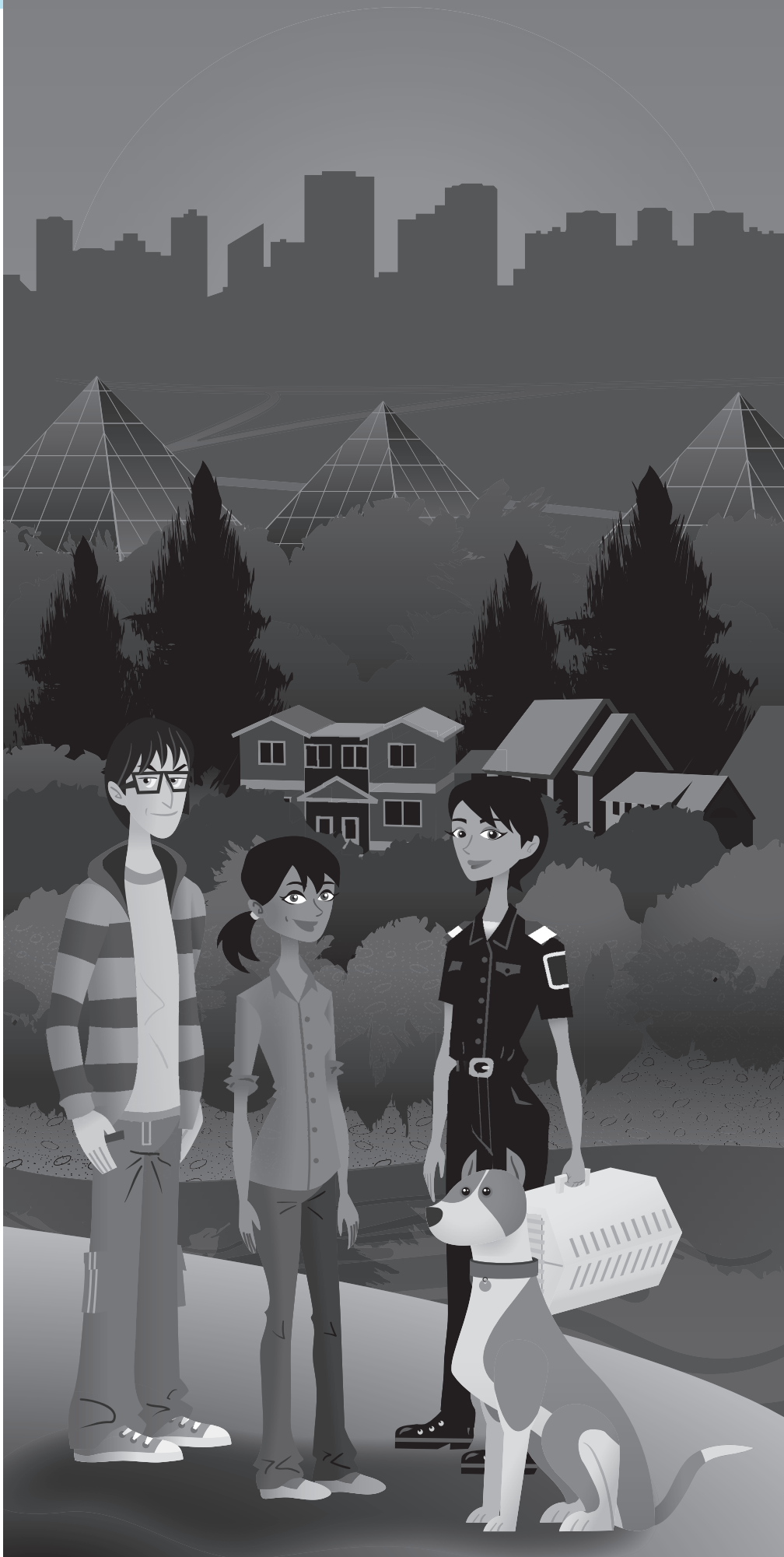
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❖ acknowledgements

The City of Edmonton gratefully acknowledges the following groups and individuals who have participated in the development of the 1st and 2nd editions of this teaching and learning resource.

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**Thank you to the grade 6
students of Ekota School,
George H. Luck School and
Mother Teresa School for their
comments and suggestions.**

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Teachers: We Value Your Feedback!

The City of Edmonton needs your input to improve. We'd like to hear from you about your successes with teaching this resource and your suggestions for improving *Make a Better City*. Please access our online feedback form at www.edmonton.ca/makeabettercity. We provide a fun gift for every teacher who shares their valuable time with us!



Make A Better City

2nd Edition

An Integrated Project for Teaching About Citizenship, Responsibility and Community for Alberta Grade 6 Social Studies, Health & Life Skills, Language Arts and Mathematics

❖ introduction

This **multi-media teaching and learning resource** provides approaches and strategies that meet learning outcomes in the Alberta Grade 6 **Social Studies** and **Health & Life Skills** curricula. It also includes cross-references to **Language Arts** and **Mathematics** curricula.

Make a Better City provides activity suggestions, assessment strategies and student learning resources to support learning about local government, with a focus on the balance between rights and responsibilities and the role that local government plays. It engages students in an exploration of community standards in the context of urban neighbourhoods and communities.

Make a Better City provides opportunities for students to:

- Build understandings of the concepts of citizenship, rights and responsibilities, quality of life and healthy and safe communities
- Analyze how community standards and bylaws contribute to a clean, healthy and safe community
- Engage in an inquiry process to consider how community standards and bylaws affect them and their sense of belonging within their communities
- Participate in decision-making and consider ways to enact and contribute to positive change.

Make a Better City includes the following components:

- This *Make a Better City* teaching and learning resource
- The *Make a Better City* website, found at www.edmonton.ca/makeabettercity
- A *Make a Better City* web app and an interactive whiteboard app for *Pets in the City*, also found at www.edmonton.ca/makeabettercity.

I like that students are encouraged to celebrate what they like about their neighbourhoods. My school is located in the inner city and many of the students live in surrounding neighbourhoods. They see the issues that exist in our city first hand every day, but they also have a lot of good things to say about where they live.... I think one of the major goals of this program is creating a sense of pride for community.

-Jennifer H., Edmonton Catholic Schools



Set a context for citizenship engagement through *Make a Better City* citizenship footprints. Preview the process of creating and building citizenship footprints on **pages 156 to 157** in this resource!

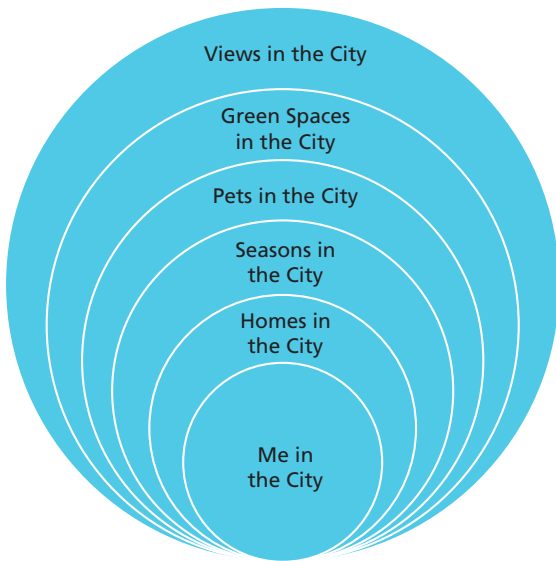
❖ how to use this resource

Make a Better City is organized for student inquiry, research and action through three sections:

- set the context: The City Scene
- explore and research: Set the Standards
- decide and take action: Make It Real.

Within these three sections, students move from an exploration of urban neighbourhoods and relationships within them, to an investigation of bylaws, community standards and the rights and responsibilities of local government and citizens, and then to an exploration of real-life options for social participation and action.

- Each of the three sections can be taught as a self-contained and coherent unit of study.
- Alternatively, the teaching and learning strategies in this resource can be taught as an integrated unit of study over approximately six weeks, addressing learning outcomes in Social Studies, Health & Life Skills, Language Arts and Mathematics.



Themes in the City

The five *Make a Better City* research themes are represented in a spheres of influence organizer. Students are encouraged to start with themselves in the centre. Themes then move from personal environments and contexts to public spaces and places for which everyone in the city shares responsibility.

| Section | Class periods | Weeks |
|--|----------------------|-----------|
| set the context: <i>The City Scene</i> | 7 – 10 class periods | 2 weeks |
| explore and research: <i>Set the Standards</i> | 8 – 12 class periods | 2 ½ weeks |
| decide and take action: <i>Make It Real</i> | 6 – 7 class periods | 1 ½ weeks |

- Student research is centred in **explore and research: Set the Standards** and provides additional options for student choice. A variety of original sources are clustered around five *Make a Better City* research themes, described on **pages 61 to 62**.
- Students work individually, with research partners or in small groups to focus on one or more of the *Make a Better City* themes that are most relevant to themselves and their own neighbourhoods.
- Students also have the opportunity to build their own “citizenship footprints” by making choices to participate in neighbourhood and city-wide programs or initiatives for change and action.
- The activities in each section of *Make a Better City* can be selected, changed or adapted according to the learning needs and interests of your students.

❖ about the *Make a Better City* web app

The *Make a Better City* web app, available on the *Make a Better City* website at www.edmonton.ca/makeabettercity, reinforces the concepts of rights, responsibilities and local government by challenging students to find and take action on neighbourhood problems that affect both individuals and the whole community.

This interactive flash-based app invites students to stroll through a virtual neighbourhood and take action to make it a better place to live. As they identify and solve problems, they keep track of their progress with a WhyPod. Each problem illustrates a community standard issue that is governed by a City of Edmonton bylaw.

Three challenge activities are integrated throughout the teaching and learning activities in this resource:

- **Challenge Activity One** asks students to find and identify four out of 16 problems that they think are the most important for the neighbourhood to change. Suggestions for integrating Challenge Activity One into learning activities are provided on **page 32** in **set the context: The City Scene**.
- **Challenge Activity Two** asks students to decide which of five options for action they think would be most effective to resolve the four problems they selected. As they make decisions, they collect points in their WhyPod. The five options for action emphasize personal and community responsibility as well as involvement of local government. Suggestions for integrating Challenge Activity Two into learning activities are provided on **page 68** in **explore and research: Set the Standards**.
- **Challenge Activity Three** provides students with the opportunity to explore a number of weblinks to City of Edmonton programs and events, organized around the five *Make a Better City* research themes and connected to the concept of social participation and building a “citizenship footprint.” Suggestions for integrating Challenge Activity Three into learning activities are provided on **page 157** in **decide and take action: Make It Real**.



Make a Better City web app

Make a Better City web app teaching suggestions are provided in each of the three sections of this resource. **The *Make a Better City* web app can be accessed by students as a stand-alone activity and these teaching suggestions can be adapted or changed to best meet the learning needs of students.**



Participate!

Links are found in the WhyPod under this icon and used in Challenge Activity Three.

❖ *about the Pets in the City interactive whiteboard app*

The ***Pets in the City interactive whiteboard app*** launches through Adobe Air. This program can be installed on your computer, free of charge, through the Adobe website at <http://get.adobe.com/air/>. **Please note that Adobe Air MUST be installed on your computer before you can launch the *Pets in the City* application.**

Once you have installed Adobe Air, double click on the *Pets in the City* icon on the *Make a Better City* website or CD. Follow the prompts to install *Pets in the City* on your computer's hard drive. When prompted, you may choose to create a shortcut on your desktop. This shortcut will allow you to directly open *Pets in the City* when you want to use it.

Pets in the City is designed to be compatible with the touch environment of an interactive whiteboard, but can also be used with mouse control on a laptop. Note: Once the *Pets in the City* application is opened in one environment, you will not be able to drag it to a secondary monitor or screen. Optimum resolution for an interactive whiteboard environment is 1280 x 800.



Pets in the City app

Pets in the City interactive whiteboard app teaching suggestions are provided in each of the three sections of this resource. **The *Pets in the City interactive whiteboard app* can be accessed by students as a stand-alone activity and these teaching suggestions can be adapted or changed to best meet the learning needs of students.**

The ***Pets in the City interactive whiteboard app*** that provides students with an opportunity to explore issues related to animals and pets the city. Students guide an Animal Care & Control Officer through a virtual city landscape and encounter animals, pets and their owners along the way.

Three interactive activities provide issues-based learning experiences for students:

- **Neighbours Pet Centre** invites students to compare options, costs and responsibilities involved in adopting a rescue pet or buying a pet. Students consider initial pet fees and expenses, the cost of pet supplies and the time investment that a pet requires. Suggestions for integrating Neighbours Pet Centre into learning activities are provided on **page 58** in **explore and research: Set the Standards**.
- **Situations in the City** asks students to explore the balance between individual and community rights and responsibilities. Three stories, selected randomly from a set of eight, present issues that reflect both individual and community rights and responsibilities. Students match individual and community examples and are challenged with discussion questions that reinforce rights, responsibilities and the roles of local government. Suggestions for integrating Situations in the City into learning activities are provided on **page 27** in **set the context: The City Scene**.
- The **Animal Care & Control Centre** encourages students to consider what happens when people do not take responsibility for their pets. When students first enter the Animal Care & Control Centre, they are challenged to find ten lost or stray animals on the city landscape. Once found, the animals are sent to the Animal Care & Control Centre. Students return to the Centre to consider how decisions are made about each animal's care. Suggestions for integrating the Animal Care & Control Centre into learning activities are provided on **pages 65 to 66** in **explore and research: Set the Standards**.

In addition to the three interactive activities, pop-up text boxes triggered by touching some animals and their owners provide further information and discussion questions about pets in the city.

❖ *teaching & learning features*

Within each section of *Make a Better City*, features provide support for different learning preferences, abilities and interests, research and inquiry skill development, integrated planning, sharing, technology integration and assessment.



Social Studies, Health & Life Skills, Language Arts and Mathematics links indicate the focus of learning in the context of specific subject areas.



Differentiate provides suggestions and strategies for addressing differing learning needs, interests and prior knowledge.



Extend provides optional learning opportunities to extend and deepen knowledge and research skills.



Field-Based Research provides suggestions for research activities outside of the classroom environment, including field trips and interaction with community members.



Source-Based Research provides suggestions for encouraging students to use multiple sources of information in their research.



Use Technology provides suggestions and weblinks for technology-based research.



Share provides approaches that encourage students to share their learning in different contexts, including within the classroom and with parents and community members.



Time indicates suggested class periods for each section.



Assess provides suggestions and strategies for assessment of student work, including tools for student self-evaluation of communication, research and group work skills.



Make a Better City web app provides suggestions for using the website activities with the teaching and learning strategies in this resource.



Pets in the City interactive whiteboard app signals additional suggestions for integrating whole class interactive whiteboard activities with teaching and learning strategies.

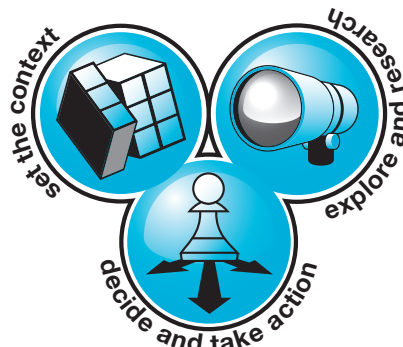
The different types of graphic organizers used are great as they help differentiate with learners.

-Melissa G., Edmonton Catholic Schools

❖ inquiry & scope

Make a Better City is based on a **three-step inquiry model** that emphasizes the building of understandings and experiences, analysis and comparison of rights and responsibilities and development of a commitment to social participation.

In **set the context**, students build understandings of key concepts related to the inquiry and explore their own communities in the context of rights, responsibilities and local governance.



In **explore and research**, students investigate, research, organize and build understandings of the balance between rights and responsibilities and how local government protects and enforces community standards through its bylaws.

In **decide and take action**, students analyze the implications of their research and explore options for participation and action.



set the context: *The City Scene*

How do young people interact with the people and places in urban communities? **Set the context: *The City Scene*** encourages students to take a closer look at their immediate communities, including their neighbourhood and the relationships they have within it. They use a spheres of influence organizer to explore places, facilities, services and features of the city that are important to their own quality of life. Students identify what they like about their neighbourhoods now and what they would like to see changed.

Students are also introduced to the concept of volunteerism, including participation in events, projects and initiatives that are centred within their own communities. They reflect on the impact of local, targeted actions that are motivated by the desire to make a difference. Students are encouraged to consider whether **micro-volunteerism** – taking part in a short, quick and focused event as a volunteer, such as taking 15 minutes to pick up litter – counts to make a better city.

The “micro-volunteerism” project connects very nicely to the social justice outcomes we have as a Catholic school. As a teacher I like this because it would meet both Social Studies and Religion outcomes.

-Jennifer H., Edmonton Catholic Schools

Learning outcomes in this section are developed through the following teaching and learning activities:

- Comparison chart
- Roundtable discussions
- Urban neighbourhood walk
- Spheres of influence organizer
- Change chart
- Survey & action poster

explore and research: *Set the Standards*

Explore and research: *Set the Standards* asks students to deal with the balance between individual and community rights and responsibilities. They consider the rights and responsibilities involved in living within an urban environment and the necessity for respecting public places and “getting along” with others.

Students use the five *Make a Better City* research themes to consider relationships and connections that are part of living in a city. They build understandings of the roles of local government and how government takes responsibility to protect public safety and quality of life through community standards and bylaws. Students are encouraged to consider how rights and responsibilities begin at home and in neighbourhoods, but expand to affect shared and public places and spaces in the city.

Learning outcomes in this section are developed through the following teaching and learning activities:

- Opening discussion & concept web
- Balancing rights & responsibilities
- Balancing the individual & common good
- Enforcing bylaws
- Finding common ground

decide and take action: *Make It Real*

Decide and take action: *Make It Real* encourages students to apply what they have learned about rights, responsibilities and the role of local government. Students conduct a “responsibility scan” of the programs and events that the City of Edmonton uses to encourage citizen engagement, involvement and participation. They explore the concept of a “citizenship footprint” and the options they have to make their own footprint bigger by participating in neighbourhood and city-wide initiatives. They analyze what makes a decision to act effective and how they can make a difference to the environments in which they live, work and play.

Learning outcomes in this section are developed through the following teaching and learning activities:

- Responsibility scan
- Citizenship footprints
- Action success criteria



❖ *a project-based & service learning approach*

Project-based learning emphasizes the use of classroom projects in which students use inquiry to explore issues and questions that are relevant to their lives. Students engage in problem solving, decision-making and investigations that encourage them to come up with ideas and realistic solutions. They learn from prior and new experiences and apply that learning to their lives. Project-based learning emphasizes creative and critical thinking skill development as well as cooperative and group learning. It shows students that there can be many ways to solve a problem and that there is much that can be learned from the experiences and perspectives of others.

Elements of effective project-based learning include:

- A question, issue or challenge that is real and relevant to daily lives
- Student-directed and inquiry-based learning
- Collaboration and cooperative learning opportunities
- Multi-disciplinary approach to learning
- An action or presentation that results from the inquiry.

The *Health & Life Skills Guide to Implementation (K-9)* provides templates that help guide students through each step in a service learning project. This guide can be accessed at <http://education.alberta.ca/teachers/program/health/resources/k-9health.aspx>.

Service learning provides a means of organizing learning to focus on identifying needs, setting goals for change and implementing action processes that have a positive effect on others. Engaging students in a project with a service learning focus can include benefits such as:

- Deeper understandings of concepts and application of skills to real life challenges or problems
- The development of stronger relationships with community members
- Discovery of new interests and abilities
- The value of setting goals and working through steps to achieve them
- Learning to work cooperatively
- Building experience with leadership roles
- Learning the value of helping, contributing to and caring for the community and other people.

Service learning provides students with the opportunity to implement a project they have developed. Students who complete steps such as the following can be more likely to realize that their actions can make a difference:

- **Prepare:** With guidance, students identify issues to address in the school or community. They develop questions they have about the issues and research the answers. Students explore why participation and involvement can benefit their community.
- **Plan:** Students research and build understandings of issues, challenges and problems in their own communities. Encourage students to share their research with the school community, parents and community members.
- **Act:** Encourage students to assume as much responsibility as possible. Service learning should occur in an environment that is safe and allows for mistakes and successes.
- **Review and Reflect:** Acknowledge and celebrate the participation of everyone involved. Encourage students to describe what happened, record the contribution made, discuss thoughts and feelings and place the experience in the larger context of the community and society.
- **Demonstrate:** Have students demonstrate their learning by sharing with peers, families and communities. Write articles or letters to local newspapers regarding local issues, or extend experiences to the development of future projects that contribute to the community.



Students can be encouraged to use other sources, such as dictionaries, thesaurus and glossaries, to develop and expand their understandings of these key concepts and terms.

Students who require additional support with vocabulary can be asked to create a **word wall** or use **vocabulary booklets** to track concepts and terms, put them into their own words and illustrate them.

❖ *vocabulary*

Important concepts and vocabulary terms are highlighted in bold throughout the teacher notes and in student resources. These concepts and terms are defined in context and may be repeated in different sections of the resource. They are listed below in alphabetical order.

Attributes are like characteristics.

Apiarists are beekeepers.

Authority means having the power to do or enforce something.

The **broken windows theory** helps local governments, including the City of Edmonton, make decisions about bylaws and programs related to the appearance, cleanliness and safety of property.

Bylaws are guidelines and rules that help people live together peacefully in diverse neighbourhoods of a city.

A **campaign** is a project or program that works to meet a goal.

A **citizenship footprint** is affected by the time and contributions a person makes to the community. A bigger footprint is better!

Studies have found that people who live near **common**, or public, green spaces have more contact with their neighbours.

Common good refers to conditions and actions that provide a good quality of life for the majority of people living in a community.

The concept of **community** has a broader meaning and can encompass both geographic areas as well as social, cultural or religious affinities, teams and groups that share language, interests and activities.

Community **diversity** can refer to communities with individuals who have a variety of languages, interests, nationalities, backgrounds and ways of life.

Community health is a factor that can make a community a “good” place to live. Community health can be influenced by different conditions, including those that go beyond clean air and environmental health. Community health is often associated with quality of life.

Community-based health provides a perspective on community living that focuses on how all elements and factors of the community can contribute to the health, safety and well being of its residents.

Community standards are guidelines, rules and policies that establish standards of behaviour, actions and conduct that people follow so that everyone can live together peacefully in a community.

Consensus decision-making encourages everyone to voice their opinion and work together to make a decision.

A program called “**Crime Prevention through Environmental Design**” helps people plan where and how buildings, fences, lighting and green areas are built.

Criteria are standards, measures of comparison or expectations used to evaluate decisions or actions.

Derelict properties are neglected properties.

An **ecological footprint** is the amount of space that it would take to support the resource needs and waste from one person. The size of our ecological footprint is affected by the amount of energy we use. The more energy, the bigger the footprint.

An **editorial** is an article that presents opinions on an issue.

It is important that all bylaws, no matter what their purpose, are **enforceable** – in other words, people must be able to follow them.

Euthanasia of companion animals is a necessary and humane means to end the lives of animals that are in severe physical distress or have severe behavioural problems that pose a threat to humans or other animals. If an animal at the Animal Care & Control Centre is not safe for the community, then there may be no other choice but to **euthanize**, or painlessly and humanely put down, the animal.

Facilities are places that provide services.

Feral cats are wild cats.

Graffiti vandalism includes any words, notes, symbols, slogans or drawings placed on a wall or other public or private surface that does not follow the “community standards” set by the City.

To become **habituated** means getting used to living in a specific location.

The **human environment** refers to things that are made by and for people.

Hydrology refers to the movement, location and quality of water.

Impair can mean reduce.

Improved trails have a width of at least 1.5 meters and an improved surface such as pavement, granular material or mulch, or a maintained grass surface.

Infill development refers to building on vacant, existing lots in older areas.

Infrastructure refers to the basic features of a neighbourhood, and includes features such as roads, lights, boulevards and sidewalks.

Landlords are people who rent property to others.

A city has its own **landscape** – the visible features of an area of land.

A **law** is a rule that is established by a community to guide behaviours and actions.

Law enforcement is part of the responsibilities of local government. It broadly refers to the ways that governments ensure obedience to laws.

Each municipality can pass **legislation**, or laws, that allow it to regulate how people should behave and what their responsibilities are.

Livability can mean a variety of things to different people. However, it often refers to the extent to which a place feels accessible, comfortable, enjoyable and safe.

As communities grow, public places must be **maintained**, or kept up, so that everyone in the community can continue to use them.

In **majority rule**, decisions are made by voting, with the majority determining the position of the entire group.

Mandatory means required.

Microvolunteering is the latest idea in volunteering and encourages people to contribute whatever time they may have to something that benefits others, even if it is only five or ten minutes!

The features of the **natural environment** refer to the outdoor spaces in a community, such as urban forests, parks, ravines, hills, air quality, the climate and bodies of water.

Neighbourhoods are geographic areas.

There are more than 4 000 **not-for-profit organizations** in Edmonton – organizations that do not make a profit.

Every citizen of the city has the right to **participate in its governance**. This means that citizens can voice their opinion about bylaws or community standards to the representatives of their local government. They can ask for changes or express their support of a bylaw.

Many daily and recreational activities that make a community and neighbourhood a great place to live happen in different places – like parks, arenas, playing fields, swimming pools and bike paths. Being able to get from one place to another means that public transit is also important to a community or neighbourhood. These are all examples of **public** or shared facilities or services.

Public places are places that are available to everyone in the neighbourhood.

Private places are properties that belong to individuals or groups.

Not-for-profit organizations are organizations that do not make a **profit**, or more money than they need to pay their expenses.

Quality of life is defined, in simple terms, as the answer to the question, “How good is your life for you?” Quality of life can be influenced by the availability of facilities and services that affect the “goodness” and meaning in people’s lives, as well as their happiness and well being.

Responsibilities involve obligations, duties or actions for which there is a sense of accountability and trust. For example obeying laws is an important responsibility.

This project involved businesses, the City of Edmonton and Alberta Avenue residents in cleaning up and **revitalizing**, or bringing new life to, their neighbourhood.

Public **rights of way** are strips of land that may be on or between private property but can be used by anyone to get from one area to another.

A **right** is a freedom that is protected, often by rules and laws.

A **scan** involves finding and investigating sources that create a “picture” of current information about a topic.

Thriving means growing, prosperous and full of activity.

Unimproved trails have a surface width of at least 0.5 meters (the width of a typical mountain bike’s handlebars) and have a natural surface.

Urban sprawl refers to the growth of city areas.

Bylaws often reflect the **values**, or ideas and behaviours that are considered important for good relationships, and the ways of life of the people who live in the city.

Vuvuzelas are plastic horns that make a loud noise.

Volunteer refers to a person who provides time and expertise for free.

Volunteerism refers to the willingness of people to give their time or services to take part in activities that benefit others. Many people think that time and talents have a monetary value as well. Volunteerism is a way that individuals can participate and make their city a better place to live.

curriculum links



Social Studies

| Values & Attitudes Knowledge & Understandings | Skills & Processes |
|---|--|
| <p>6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:</p> <ul style="list-style-type: none"> (1) recognize and respect the democratic rights of all citizens in Canada (C, I) (4) value citizens' participation in a democratic society (C) <p>6.1.2 demonstrate an understanding of the fundamental principles of democracy by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> (3) What are the rights and responsibilities of citizens living in a representative democracy? (C, PADM) <p>6.1.4 analyze the structure and functions of local governments in Alberta by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> (2) What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM) | <p><i>Dimensions of Thinking</i></p> <p>6.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> (1) assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion (2) critically evaluate ideas, information and positions (4) generate original ideas and strategies in individual and group activities (5) seek responses to inquiries from various authorities through electronic media <p>6.S.4. demonstrate skills of decision-making and problem solving:</p> <ul style="list-style-type: none"> (1) propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision-making and problem solving (2) consider multiple perspectives when dealing with issues, decision-making and problem solving (3) collaborate with others to devise strategies for dealing with problems and issues (4) select and use technology to assist in problem solving (5) use data gathered from a variety of electronic sources to address identified problems (7) use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections among ideas and information in a problem-solving environment (8) solve issue-related problems, using such communication tools as a word processor or e-mail to involve others in the process (9) generate alternative solutions to problems by using technology to facilitate the process |

Skills & Processes

Social Participation as a Democratic Practice

6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- (1) demonstrate the skills of compromise to reach group consensus
- (2) work collaboratively with others to achieve a common goal
- (3) record group brainstorming, planning and sharing of ideas by using technology
- (4) extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail

6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- (1) demonstrate commitment to the well being of their community by drawing attention to situations of injustice where action is needed

Research for Deliberative Inquiry

6.S.7 apply the research process:

- (3) use graphs, tables, charts and Venn diagrams to interpret information
- (4) draw and support conclusions based on information gathered to answer a research question
- (7) design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- (8) access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
- (9) organize information, using such tools as a database, spreadsheet or electronic webbing
- (10) use a variety of technologies to organize and synthesize researched information
- (11) reflect on and describe the processes involved in completing a project

Communication

6.S.8 demonstrate skills of oral, written and visual literacy:

- (1) express reasons for their ideas and opinions, in oral or written form
- (4) respond appropriately to comments and questions, using language respectful of human diversity
- (5) listen to others to understand their perspectives

6.S.9 develop skills of media literacy:

- (2) examine and assess diverse perspectives regarding an issue presented in the media
- (3) analyze significant current affairs

Health & Life Skills

Wellness Choices

W-6.8 analyze how laws, regulations and rules contribute to health and safety practices

W-6.9 evaluate the impact of personal behaviour on the safety of self and others

Relationship Choices

R-6.6 develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community

R-6.7 apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives

R-6.9 make decisions cooperatively; e.g., apply a consensus-building process in group decision-making

Life Learning Choices

L-6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation

Note: Many activities throughout the *Make a Better City* resource also provide support for Catholic Education and Information and Communication Technology learning outcomes.

Language Arts

| <p>General Outcome 1</p> <p>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</p> | <p>General Outcome 2</p> <p>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> | <p>General Outcome 3</p> <p>Students will listen, speak, read, write, view and represent to manage ideas and information.</p> | <p>General Outcome 4</p> <p>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p> | <p>General Outcome 5</p> <p>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p> |
|--|--|--|--|--|
| <p><i>Express ideas and develop understanding</i></p> <ul style="list-style-type: none"> (1.1.1.2) read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts (1.1.1.3) engage in exploratory communication to share personal responses and develop own interpretations <p><i>Combine ideas</i></p> <ul style="list-style-type: none"> (1.2.2.1) use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding | <p><i>Use prior knowledge</i></p> <ul style="list-style-type: none"> (2.1.1.1) combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information <p><i>Use textual cues</i></p> <ul style="list-style-type: none"> (2.1.3.2) identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information <p><i>Experience various text</i></p> <ul style="list-style-type: none"> (2.2.1.2) explain own point of view about oral, print and other media texts <p><i>Construct meaning from texts</i></p> <ul style="list-style-type: none"> (2.2.2.4) make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts | <p><i>Focus attention</i></p> <ul style="list-style-type: none"> (3.1.1.2) use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation <p><i>Determine information needs</i></p> <ul style="list-style-type: none"> (3.1.2.1) decide on and select the information needed to support a point of view <p><i>Use a variety of sources</i></p> <ul style="list-style-type: none"> (3.2.1.1) locate information to answer research questions using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet <p><i>Access information</i></p> <ul style="list-style-type: none"> (3.2.2.1) use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information (3.2.2.2) skim, scan and read closely to gather information <p><i>Organize information</i></p> <ul style="list-style-type: none"> (3.3.1.1) organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence (3.3.1.2) organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions | <p><i>Revise and edit</i></p> <ul style="list-style-type: none"> (4.1.2.3) use paragraph structures in expository and narrative texts <p><i>Expand knowledge of language</i></p> <ul style="list-style-type: none"> (4.1.4.1) show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists <p><i>Present information</i></p> <ul style="list-style-type: none"> (4.3.1.1) use various styles and forms of presentations, depending on content, audience and purpose | <p><i>Appreciate diversity</i></p> <ul style="list-style-type: none"> (5.1.1.2) share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts <p><i>Use language to show respect</i></p> <ul style="list-style-type: none"> (5.1.4.1) demonstrate respect by choosing appropriate language and tone in oral, print and other media texts <p><i>Cooperate with others</i></p> <ul style="list-style-type: none"> (5.2.1.1) assume a variety of roles, and share responsibilities as a group member <p><i>Work in groups</i></p> <ul style="list-style-type: none"> (5.2.2.1) contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations (5.2.2.2) address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative |

| General Outcome 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences. | General Outcome 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts. | General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information. | General Outcome 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication. | General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others. |
|--|--|---|--|--|
| | <p><i>Generate ideas</i></p> <ul style="list-style-type: none"> (2.4.1.1) choose life themes encountered in reading, listening and viewing activities and in own experiences for creating oral, print and other media texts | <p><i>Record information</i></p> <ul style="list-style-type: none"> (3.3.2.1) make notes on a topic, combining information from more than one source; use reference sources appropriately (3.3.2.2) use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning <p><i>Share ideas and information</i></p> <ul style="list-style-type: none"> (3.4.1.1) communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs <p><i>Review research process</i></p> <ul style="list-style-type: none"> (3.4.2.1) establish goals for enhancing research skills | | <p><i>Evaluate group process</i></p> <ul style="list-style-type: none"> (5.2.3.1) assess own contributions to group process, and set personal goals for working effectively with others |

Mathematics

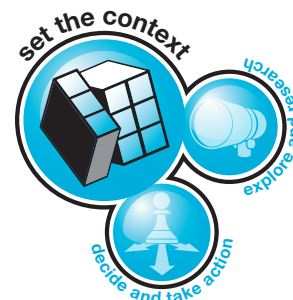
| Number Develop number sense. | Patterns and Relations (Patterns) Use patterns to describe the world and to solve problems. | Statistics and Probability (Data Analysis) Collect, display and analyze data to solve problems. |
|---|---|---|
| <p><i>N-2.</i> Solve problems involving whole numbers and decimal numbers. [ME, PS, T] [ICT: C6–2.4]</p> <p><i>N-8.</i> Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors). [C, CN, ME, PS, R, V]</p> | <p><i>PR-1.</i> Represent and describe patterns and relationships, using graphs and tables. [C, CN, ME, PS, R, V] [ICT: C6–2.3]</p> <p><i>PR-2.</i> Demonstrate an understanding of the relationships within tables of values to solve problems. [C, CN, PS, R] [ICT: C6–2.3]</p> | <p><i>SP-2.</i> Select, justify and use appropriate methods of collecting data, including:</p> <ul style="list-style-type: none"> questionnaires experiments databases electronic media. [C, CN, PS, R, T] [ICT: C4–2.2, C6–2.2, C7–2.1, P2–2.1, P2–2.2] <p><i>SP-3.</i> Graph collected data, and analyze the graph to solve problems. [C, CN, PS, R, T] [ICT: C6–2.5, C7–2.1, P2–2.1, P2–2.2]</p> |

assessment

Assessment strategies and tools provided in this resource include formative and summative strategies and self-assessment check-ins.

The following checklists also provide a means of assessing students' learning and growth in each section of the *Make a Better City* resource. Criteria statements provided in each checklist can be used in the following ways:

- To track progression linked to learning outcomes in Social Studies, Health & Life Skills, Language Arts and Mathematics
- To assess students' learning throughout activities in each section
- To create rubrics for student products and projects.



set the context: The City Scene

| Criteria Statement | Yes | Somewhat | Not Yet |
|--|-----|----------|---------|
| Describe and compare types of healthy relationships (HLS: W6.8; R6.6) | | | |
| Identify rights that community standards protect (HLS: W6.8) | | | |
| Identify citizen responsibilities that are established by municipal governments (SS: 6.1.2.3; 6.1.4.2) (HLS: W6.8; R6.6) | | | |
| Value citizen participation (SS: 6.1.1.1; 6.1.1.4) (HLS: L6.7) | | | |
| Evaluate how personal behaviour affects the community (HLS: W6.9) | | | |
| Use graphic organizers to make connections between ideas (SS: 6.5.4.7) (LA: 3.3.2.2; 4.1.4.1) (MATH PR-1; PR-2) | | | |
| Discuss and share original ideas with others (SS: 6.5.1.4; 6.5.8.1) (LA: 1.1.1.2; 1.1.1.3; 1.2.2.1; 2.1.1.1; 5.1.1.2) | | | |
| Express and support opinions (SS: 6.5.1.3; 6.5.8.1) (LA: 2.2.1.2) | | | |
| Work collaboratively and cooperatively in a group setting (SS: 6.5.4.3; 6.5.5.2) (HLS: R6.9) (LA: 5.2.1.1; 5.2.2.1) (HLS: L6.7) | | | |
| Gather different points of view and perspectives (SS: 6.1.1.4; 6.5.4.2; 6.5.5.4) (LA: 2.1.3.2; 3.2.2.1) | | | |
| Communicate and support ideas and conclusions (SS: 6.5.8.1; 6.5.8.7) (LA: 1.1.1.2; 3.4.1.1; 4.1.2.3) | | | |



explore and research: Set the Standards

| Criteria Statement | Yes | Somewhat | Not Yet |
|--|-----|----------|---------|
| Provide evidence of knowledge of democratic principles (SS: 6.1.1.1; 6.1.2.3) | | | |
| Analyze responsibilities of local government and impact on communities (SS: 6.1.4.2) (HLS: W6.8) | | | |
| Analyze how responsibilities for citizens are established by municipal governments (SS: 6.1.2.3; 6.1.4.2) (HLS: W6.8; R6.6) | | | |
| Evaluate how personal behaviour affects the community (HLS: W6.9) | | | |
| Describe connections between community standards, well being and quality of life (SS: 6.1.2.3; 6.1.4.2) (HLS: W6.8) | | | |
| Describe and assess ways to participate in decision-making processes (SS: 6.1.1.4; 6.S.4.1; 6.S.4.2; 6.S.4.3; 6.S.4.4; 6.S.5.3) | | | |
| Compare different points of view and perspectives (SS: 6.S.1.2; 6.S.4.2; 6.S.9.3) | | | |
| Analyze current affairs (SS: 6.S.1.1; 6.S.9.2; 6.S.9.3) | | | |
| Express and support opinions (SS: 6.S.1.3; 6.S.8.1) (LA: 2.2.1.2) | | | |
| Use graphic organizers to make connections between ideas (SS: 6.S.4.7) (LA: 3.3.2.2; 4.1.4.1) (MATH PR-1; PR-2; SP-3) | | | |
| Identify information needs for research (SS: 6.S.7.8) (LA: 3.1.1.2; 3.1.2.1) | | | |
| Access and organize information from different sources (SS: 6.S.1.5; 6.S.4.5) (LA: 3.2.2.1; 3.2.2.2) (MATH N-2; N-8; SP-2) | | | |
| Apply strategies and alternative solutions to resolve issues or conflicts (SS: 6.S.4.9; 6.S.4.8; 6.S.5.2) (HLS: R6.6; R6.7) | | | |
| Organize information to draw conclusions (SS: 6.S.7.3; 6.S.7.4; 6.S.7.9; 6.S.7.10) (LA: 2.2.2.4; 3.3.1.1; 3.3.1.2; 3.3.2.1) (MATH SP-3) | | | |
| Assess and set goals for developing research skills (LA: 3.4.2.1) | | | |

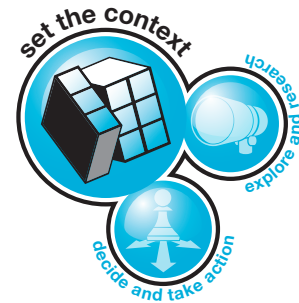


decide and take action: Make It Real

| Criteria Statement | Yes | Somewhat | Not Yet |
|---|-----|----------|---------|
| Express appreciation for social participation (SS: 6.1.1.1; 6.1.1.4) (HLS: L6.7) | | | |
| Analyze responsibilities of local government and impact on communities (SS: 6.1.2.3; 6.1.4.2) (HLS: W6.8; R6.6) | | | |
| Evaluate the effect of personal actions on the community (HLS: W6.9) | | | |
| Develop a plan for an inquiry process (SS: 6.5.7.7) | | | |
| Gather different points of view and perspectives (SS: 6.1.1.4; 6.5.4.2) (LA: 2.1.3.2; 3.2.2.1) | | | |
| Access and organize information from different sources (SS: 6.5.1.5; 6.5.4.5) (LA: 3.2.2.1; 3.2.2.2) | | | |
| Evaluate and assess sources of information (SS: 6.5.7.3; 6.5.7.4; 6.5.7.10) (LA: 3.2.1.1; 3.2.2.1; 3.3.1.1; 3.3.2.2) | | | |
| Discuss and share original ideas, strategies and options with others (SS: 6.5.1.4; 6.5.4.1; 6.5.8.1) (LA: 1.1.1.2; 1.1.1.3; 1.2.2.1; 2.1.1.1; 5.1.1.2) | | | |
| Express and support opinions (SS: 6.5.1.3; 6.5.8.1) (LA: 2.2.1.2) | | | |
| Communicate and support ideas and conclusions (SS: 6.5.8.1; 6.5.8.7) (LA: 1.1.1.2; 3.4.1.1; 4.1.2.3) | | | |
| Work collaboratively and cooperatively in a group setting (SS: 6.5.4.3; 6.5.5.2) (HLS: R6.9; L6.7) (LA: 5.2.1.1; 5.2.2.1) | | | |
| Contribute to collaborative group processes (SS: 6.5.5.1; 6.5.5.2; 6.5.8.4; 6.5.8.5) (LA: 5.1.4.1; 5.2.2.1; 5.2.2.2) (HLS: R6.9) | | | |
| Reflect on and evaluate group processes used (SS: 6.5.7.11) (LA: 5.2.3.1) | | | |
| Demonstrate commitment to participate with community issues (SS: 6.5.6.1) (HLS: R6.6) | | | |
| Apply styles and presentation format appropriate to purpose and context (LA: 2.4.1.1; 4.3.1.1) | | | |

1. The City Scene

How do young people interact with the people and places in urban communities? **Set the context:** *The City Scene* encourages students to take a closer look at their immediate communities, including their neighbourhood and the relationships they have within it. Students identify what they like about their neighbourhoods now and what they would like to see changed. They are also introduced to the concept of volunteerism, including participation in events, projects and initiatives that are centred within their own communities.



Social Studies

The City Scene provides an effective context for a review of concepts associated with local government, rights and responsibilities. It encourages students to connect their understanding of these concepts with current issues relevant to quality of life in their communities.



Health & Life Skills

The activities in *The City Scene* support the development of outcomes relating to healthy relationships, community health and safety.



Language Arts

The City Scene provides students with opportunities to apply prior knowledge, express ideas and develop understandings, manage ideas and information and communicate through listening, sharing ideas and writing.



Mathematics

In *The City Scene*, students can apply skills to solve numerical problems and collect, organize and analyze data.



Time

Learning activities in **set the context: The City Scene** will require between 7 and 10 50-minute class periods.

❖ prepare

1. Make copies of the student handouts and graphic organizers for this section:
 - The City Scene (pp. 35-38)
 - Walk the Talk (pp. 39-40)
 - Spheres of Influence (p. 41)
 - Volunteering in the City (p. 42-43)
 - Quality of Life Survey (pp. 44-45)
 - Concept Web (p. 179)
 - Placemat (p. 182)
 - T-Chart (p. 186)



Use Technology

Preview the following website sources, which are referenced in the teaching and learning process notes.

Google Earth can be downloaded at <http://earth.google.com>.

Google Maps can be accessed at <http://maps.google.com>.

Community Walk is an online tool, found at www.communitywalk.com, where personal and community maps and routes can be created. Note that this website includes some advertising.

The City of Edmonton Archives provide photographs and contextual information in a fully searchable online catalogue at <http://archivesphotos.edmonton.ca>.

- Quad T-Chart (p. 184)
 - Triple T-Chart (p. 187)
 - Mind Map (p. 181)
 - Venn Diagram (p. 188)
2. Plan a route through the neighbourhood around your school for students to walk as part of an urban neighbourhood walk activity. Students will be asked to identify public and private places, facilities, infrastructure and features of the natural environment.

Organize students into small groups for the walk and obtain any necessary permission forms and parent volunteers.

Alternatively, use online resources such as Community Walk, Google Maps and Google Earth to plan a virtual route.
 3. Compile resources that can help students explore their urban environment:
 - Copies of old and new maps
 - Photographs, brochures, pictures, books
 - Local newspapers or newsletters
 4. Prepare for assessment:
 - Check In #1 (p. 46)
 - Assess Your Understandings (p. 47)
 5. Allocate class periods:
 - Comparison chart (1 class)
 - Roundtable discussions (1-2 classes)
 - Urban neighbourhood walk (2 classes)
 - Spheres of influence organizer (1-2 classes)
 - Change chart (1 class)
 - Survey & action poster (1-2 classes)
 6. Use the teacher background information that follows to support students' learning of the conceptual focus of activities in **set the context: *The City Scene***.

❖ *teacher background*

Local government & community standards

Community standards are the guidelines, rules and norms that govern acceptable behaviour and conduct within communities. Community standards are set in place to encourage residents to treat each other with respect and make it possible to live together in an area. These standards encourage the safety and health of a community and its citizens.

Community standards dealt with in this resource refer to rules, guidelines and laws that influence behaviour in a geographic area. However, community standards can also refer to behaviours that are mandated in groups, teams and other types of communities, including, for example, those often established for web-based communities. Encouraging students to make these types of comparisons can provide a balanced context in which to explore the concept of “standards.”

Quality of life

The Quality of Life Research Unit at the University of Toronto develops conceptual models and instruments for research, evaluation and assessment related to quality of life research.

The study of quality of life explores the “influences upon the goodness and meaning in life, as well as people’s happiness and well being. From the perspective of this research project, the ultimate goal of quality of life study and its subsequent applications is to enable people to live quality lives – lives that are both meaningful and enjoyed.” **Quality of life** is defined, in simple terms, as the answer to the question, “How good is your life for you?”

“Every person’s life is different, and thus the way in which each person experiences a quality of life is unique. Individuals lead complex lives that have many dimensions. A quality of life approach recognizes that there are many different aspects of living that may contribute to quality.”

University of Toronto Quality of Life Research Unit. www.utoronto.ca/qol/.



Use Technology

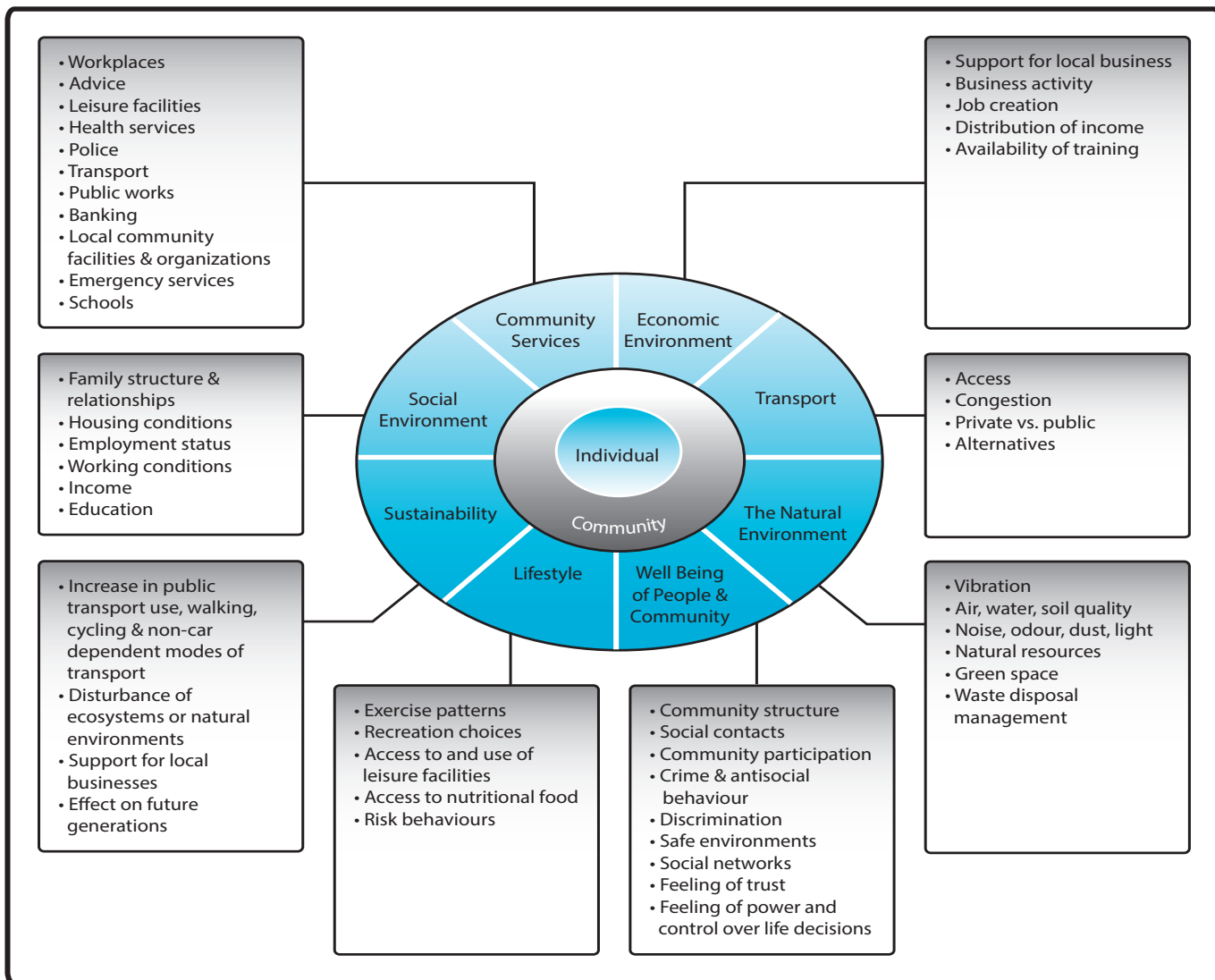
A number of tools and research studies are available on the University of Toronto Quality of Life Research Unit website, at www.utoronto.ca/qol/projects.htm.

Community health factors

Community-based health provides a perspective on community living that focuses on how all elements and factors of the community can contribute to the health, safety and well being of its residents. An exploration of community-based health encourages students to consider how their environment can affect and support their individual health.

The following framework provides an overview of the variety of elements and factors that influence public and community-based health. Students should be encouraged to discuss the many elements that influence what an urban community can provide to the people who live within it.

A Framework for Exploring Community Health



Based on a model developed by the Department of Health, Government of Australia.

 *teaching & learning process*

Comparison chart

Introduce students to *Make a Better City* by asking them to think about relationships that are important to them. What is a relationship? What relationships do they have within their communities? (*Revisit the concept of healthy relationships with students – review what they have learned in their Health & Life Skills classes. Remind students that communities can be more than geographic areas and can include groups to which people feel a sense of belonging. Discuss what a “sense of belonging” means – feeling comfortable and at ease, having things in common, feeling a part of a group, shared values within a group.*)



Extend

Have students expand on the types of relationships they have within their community by completing a **personal relationships web**, using a graphic organizer such as a **Concept Web** (p. 179).



Focus on Health & Life Skills

Discuss and define what a healthy relationship means to students. (*In the Health & Life Skills program, students learn that healthy relationships are the basis for a healthy family and the connections they have with other people. Relationships are built through love, communication, cooperation, respect, understanding, appreciation and responsibility.*)

Do relationships in communities have the same **attributes**, or characteristics? Work as a class to create a **comparison chart** for the concepts of “family” and “community,” such as the one below. Discuss how people in families and communities show different behaviours in a variety of ways. Share ideas by completing charts with the headings in the examples shown below.

How people in families show...

| Love | Communication | Cooperation | Respect | Understanding | Appreciation | Responsibility |
|------|---------------|-------------|---------|---------------|--------------|----------------|
| | | | | | | |

How people in communities show...

| Love | Communication | Cooperation | Respect | Understanding | Appreciation | Responsibility |
|------|---------------|-------------|---------|---------------|--------------|----------------|
| | | | | | | |

Adapted from Alberta Education (2002): *Health & Life Skills Guide to Implementation (K-9): Grade 6 Illustrative Examples*, p. 441.



Differentiate

Discussions can be organized around different contexts, depending on students' learning needs and preferences:

- Discuss questions as a whole class, ensuring adequate wait time and equal opportunity for individual students to respond.
- Record the discussion questions on the interactive whiteboard or overhead and ask students to discuss them in small groups.
- Organize students to work individually or in small groups to respond to questions displayed on posters around the classroom. Use a **carousel** activity structure to have groups rotate through each poster. In a carousel activity, students move around the classroom to address questions on each poster.
- A strategy such as **inside/outside circles** can encourage students to share one-on-one. Divide the class into two groups. Have one group form an inside circle and the other group an outside circle. Have students face each other and discuss a question with the student facing them. Rotate the outside or inside circle with each question.

As an alternative to the roundtable discussion, use a **placemat discussion** to have students record and share their ideas. Ask each individual in the group to write or illustrate their ideas in one quadrant of the **Placemat (p. 182)**. Then, have groups share and discuss their ideas, placing common ideas in the middle of the graphic organizer.

Roundtable discussions

Use discussion questions such as the following to introduce key concepts and set the context for *Make a Better City*. The concepts in these questions will be explored in further depth in **The City Scene** student resource, which should be provided to students after this initial discussion.

- What is a **community**? Why are communities important? How are the relationships you have important to the communities to which you belong? (*Students may have already discussed the concept of community in depth. If so, ask them for insights about the importance of community to living in Edmonton and the types of relationships they form and maintain within this urban community.*)
- How do you think the communities to which you belong affect your **quality of life**? (*Review the concept of quality of life with students. The University of Toronto's Quality of Life Research Unit describes quality of life as factors that influence the goodness and meaning in life, as well as happiness and well being.*)
- What does it mean to be an "active" member of a community? In what ways do you think individuals can contribute to a community?
- What are some responsibilities that you think individuals should have within their communities? How important do you think it is for people to take responsibility in and for their communities? (**Responsibilities** involve obligations, duties or actions for which there is a sense of accountability and trust. For example, obeying laws is an important responsibility. A **law** is a rule that is established by a community to guide behaviours and actions. Different communities may have different laws.)
- What rights do you think individuals should have within their communities? (*A **right** is a freedom that is protected, often by rules and laws. Students may find this question challenging. Pose examples, such as whether everyone has the right to a clean, safe, healthy and livable environment in which to live; whether anyone has the right to own a pet no matter how they treat it; if everyone has the right to own their own home; if everyone has the right to use public places like parks and playgrounds in any way they choose.*)
- What do you think is meant by "common good"? Should there be rules to protect the common good – or the majority – in a community? (**Common good** refers to an action or conditions that benefit the majority of people living in a community. Encourage students to identify examples of when and where rules should exist to protect the common good, such as in parks or on sidewalks and roadways that everyone shares. Challenge students further by asking them what types of rules exist now or what these rules should be.)
- Can individuals have rights without responsibilities? Why or why not? (*Ask students to think about their rights and responsibilities in school. Every student has the right to learn; however, every student has a responsibility to arrive at school and to class on time, complete their homework and follow school and classroom rules. Use other examples. Can home owners have rights without responsibilities? Can pet owners have rights without responsibilities?*)

Provide students with **The City Scene** (pp. 35-38) and a **Triple T-Chart** (p. 187) and ask them to explore different perspectives on living in a city and factors that influence quality of life and community health. Ask students to complete the questions with a partner. Have each pair discuss their responses and ideas with another pair. Then, have students work in these small groups to hold their **roundtable discussions**, using the process and questions provided at the end of the student resource.

Conclude the activity by discussing how being a citizen comes with rights and responsibilities. If everyone had only rights and no responsibilities, what would happen to communities? Would people contribute to and care about their communities? If everyone had responsibilities but no rights, what would happen to individuals? Tell students that they will continue to explore the balance between rights and responsibilities.

How to use the interactive whiteboard app with this activity



The ***Pets in the City* interactive whiteboard app**, which can be launched at www.edmonton.ca/makeabettercity, includes a whole class activity that helps to develop and support understandings of rights, responsibilities, local government, common good and citizenship. Situations in the City, located in the Community Centre, asks students to explore situations that can develop between pet owners and people who don't own pets. In this activity, students match an individual and community-centred response and consequence to each situation.

Situations in the City provides an opportunity to reinforce the conflict that can sometimes exist between individual's rights and responsibilities and the rights and responsibilities of the community as a whole – or the common good. Students can be encouraged to compare rights and responsibilities of pet owners they learn about in this activity to other contexts, including home and property owners, businesses and local governments.

Use the discussion questions that are provided in the activity to challenge students to explore how pet owners' decisions can affect the individual as well as the community as a whole.

Use this interactive whiteboard app to build deeper understandings of the connection between rights and responsibilities and the roles of local government. As students make matches and receive feedback from the Animal Care & Control Officer, encourage them to discuss and compare the roles of individuals, communities and local government.



Assess

Have groups hand in their placemat organizers and look for evidence of individual contributions to the group product.



Differentiate

Three “situation” stories, selected randomly from eight different stories, appear each time the Situations in the City activity is started. Use one whole set of situations to model and guide students through the matching process. Use varying group structures to have students build understandings of key concepts.

- Have pairs or small groups of students take turns leading the activity by reading each situation and matching the best response and consequence.
- As a class, read and make jot notes about each situation. Review the responses and consequences together and have groups select and record those they think are the best matches.
- Provide groups with the opportunity to lead class discussions using the questions in each response and consequence.
- Have students volunteer to take turns matching responses and consequences to each situation and presenting the discussion questions to the class.



Source-Based Research



Use Technology

Have students collect or gather a variety of other resources that can help them explore their urban environment:

- Maps of the neighbourhood, including street maps, transit maps or those found on Internet sites by searching “Edmonton neighbourhood maps”
- Photographs, brochures, pictures, documents
- Local newspapers or newsletters.

The City of Edmonton Archives provide photographs and contextual information in a fully searchable online catalogue at <http://archivesphotos.edmonton.ca>.

The City of Edmonton’s *Community Walking Maps* provides a series of neighbourhood-based walking maps that are available free of charge. These maps can be accessed on the City of Edmonton’s website at www.edmonton.ca/community-walking-maps.aspx. The community walking maps are part of the City of Edmonton’s *Communities on Foot* map series and are created as a joint project between the City and local community leagues or groups to promote walkable, vibrant and sustainable neighbourhoods and create a more livable city. **Decide and take action: Make It Real** provides additional suggestions for having students create their own walking maps.

Urban neighbourhood walk

What responsibilities should all people have within their communities? Organize students into pairs or small groups to participate in an **urban neighbourhood walk** – a walking tour that explores places, facilities and services in the neighbourhoods around the school. The neighbourhood walk will provide students with an opportunity to observe and think about how people’s actions and behaviours affect public and private places.

Invite each pair or small group to first brainstorm “signs” or indications that people take responsibility for the health, safety and livability of a neighbourhood. Students can be asked to revisit factors that influence health, safety and livability from the previous activity. They can also be provided with some initial starting ideas, such as the following examples. Students may also have their own definite ideas and should be encouraged to express them.

- The appearance of a neighbourhood or absence of litter or junk
- Safe places in which to play
- Places for animals or pets
- Green areas and places to enjoy
- Neighbours who talk to one another
- Lighting for areas at night
- Sidewalks for walking
- Things to do and places to play
- Buildings and homes that are cared for and well-maintained

Provide some time for students to share their ideas as a class.

Provide each pair or small group with **Walk the Talk (pp. 39-40)** and a **Venn Diagram (p. 188)**. Set the context for the neighbourhood walk by discussing similarities and differences between the concepts of **neighbourhood** and **community**, as presented in the opener of the student resource. Have students use the Venn Diagram to explore this comparison. *(Students often equate neighbourhood with community and, in many cases, this is not an inaccurate comparison. However, the concept of community has a broader meaning and can encompass both geographic areas as well as social, cultural or religious affinities, teams and groups that share language, interests and activities.)*

Work as a class to establish observation guidelines for the neighbourhood walk. Encourage students to look specifically for places and features in their neighbourhoods such as the following:

- **Public places**, or places that are available to everyone in the neighbourhood
- **Private places** or **properties** that belong to individuals or groups
- **Facilities** that provide services that benefit everyone
- Features that provide the **infrastructure**, or the basic structures or features of the neighbourhood, such as roads, lights, power structures and sidewalks
- Features of the **natural environment**.

These examples are also provided in the student resource to help students look for a range of features and places. Invite the class to brainstorm examples of each type of place before they go on the walk.

Conduct the neighbourhood walk, providing groups or pairs with a **T-Chart (p. 186)** in which to record their observations. A sample T-Chart is also provided in the student resource.

Invite students to share their neighbourhood walk findings with another small group, including any products you may have had them create, such as the composite photo essay, podcast or video prospectus.



Focus on Social Studies

The urban neighbourhood walk and follow-up discussions can provide a context in which students review their understandings of local and provincial governments. Once students complete the urban neighbourhood walk, have them identify places that are the responsibility of local and provincial governments. Students can be asked to transfer their Neighbourhood Walk Observation T-Chart to a **Triple T-Chart (p. 187)**, with the additional heading “Level of Government Responsibility.” (*Encourage students to revisit core textbook and other supplementary resources that provide in-depth information on structures, functions and responsibilities of local and provincial government. This background information is not provided in this resource.*)



Extend

Use a graphic organizer such as a **Mind Map (p. 181)** to explore the link between quality of life and the indicators of health, safety and livability of a neighbourhood that students identified at the beginning of the walk. Place “quality of life” in the middle of the mind map and organize each indicator around it. Then, map ideas and examples that describe how each indicator influences quality of life.



Differentiate

Spend some time exploring the concepts of public and private places, facilities and infrastructure. If students need additional support with these concepts, provide them with pictures or photographs that illustrate these types of places and spaces in a community. Search the City of Edmonton website to find some examples of photographs or conduct an Internet search.



Use Technology

The urban neighbourhood walk can be a “virtual” walk. Students can be asked to take photographs or video clips of different places in their neighbourhoods and create a **composite photo essay**, a **podcast** or **video prospectus**.

Using Internet tools such as Google Earth, Google Map or Community Walk, students can map different places within their neighbourhoods.

Google Earth can be downloaded at <http://earth.google.com>. Google Map can be accessed at <http://maps.google.com>.

Community Walk is an online tool, found at www.communitywalk.com, that can be used to create personal and community maps and routes.



My Spheres of Influence

Spheres of influence organizer

Invite students to revisit the first question they responded to in **The City Scene** student resource – what it means to be a citizen in the city, as well as the captions they wrote for the photographs on the first page. Ask them to consider how these photographs represent different types of roles in the city. (*Encourage students to start by identifying the neighbourhood view pictured in the first photograph, and then the individual pictured in the second photograph. Ask students to think about the differences between the way an individual “participates” within the city and the roles that groups of people living in a neighbourhood or community can play. Are there any conflicts that they think could arise?*)

Ask students to think about their sense of belonging and involvement within their “spheres of influence,” including their homes and families, in their neighbourhoods and with facilities, services and places in the larger city. Provide students with **Spheres of Influence (p. 41)** and ask them to construct their own **spheres of influence organizer**, using descriptive words, phrases, sketches or illustrations.

Have students identify themselves in the middle circle. Ask them to use the inside circles to identify people and animals, places, services and features that are closest to them and most important to their quality of life. Then, use the expanding circles to add people and animals, places, services and features that are further but still important. Encourage students to consider personal and relevant ideas from their urban neighbourhood walks.



Differentiate

Accommodate different learning needs by accepting varying levels of details, illustrations and examples in each circle of the spheres of influence organizer.

Ask students to share their spheres of influence organizers with a partner and discuss how they think an individual can contribute to everyone’s quality of life. Ask some pairs to volunteer to share their ideas with the class.

Use this “volunteer sharing” to introduce and discuss the concept of “volunteerism” with students. (***Volunteerism** refers to the willingness of people to give their time or services to take part in activities that benefit others. Point out to the students that many people think that time and talents have a monetary value as well. When people volunteer, they donate their time for free, and so may be saving the community the cost of paying someone to do that job. Many people believe that if individuals benefit from their community, they are also responsible to give something back to help the community as a whole.*)

Great lead into volunteering, getting [students] to ask questions such as what do we need in our community, what does that look like and what can we do now to help.

-Melissa G., Edmonton Catholic Schools

Provide students with **Volunteering in the City (pp. 42-43)**. Students may be asked to complete the questions individually, but conduct the Think Aloud at the end of the student resource as a class.

Change chart

Ask students to individually reflect, by writing responses in their notebooks, on questions such as the following:

- What are some problems, challenges or issues that you think the neighbourhood faces?
- What types of changes do you think would most benefit the neighbourhood?
- Who should be responsible for implementing these changes? Why?

Invite students to share what they think local government’s responsibility should be in dealing with issues, problems and concerns in neighbourhoods by discussing questions such as the following:

- What do you know about community standards? How and why do you think community standards are established? How do you think they can be **enforced** or ensured? (*Community standards are guidelines, rules and policies that establish standards of behaviour, actions and conduct that people follow so that everyone can live together peacefully in a community.*)
- What community standards and bylaws are you aware of? How do these standards and bylaws deal with some of the neighbourhood issues you identified? (*Bylaws are guidelines and rules that help people live together peacefully in diverse neighbourhoods of a city.*)
- Why do you think we have bylaws? How do you think bylaws are made?
- What role does the local city government play in making these bylaws?
- Why would the local government have this role?
- What do you think your role is in making your neighbourhood and city a better place to live? (*Remind students of their spheres of influence, and encourage them to consider how meeting community standards can often start at home, as individuals and families can contribute to the health, safety and appearance of their own neighbourhoods. These contributions can then spread to other neighbourhoods and communities.*)
- Why do you think it is important to be aware of and understand existing laws and community standards in considering any action for change?

Ask students to use a graphic organizer such as a **Quad T-Chart (p. 184)** to describe what they like about what they have observed in their neighbourhoods and what they would like to change.

| What I Like | What I Would Like to Change | How This Change Would Benefit the Neighbourhood | How a Bylaw or Community Standard Could Help Support this Change |
|-------------|-----------------------------|---|--|
| | | | |



Focus on Health & Life Skills

Ask students to define and discuss the concept of **community health**, including facilities and services provided in a community that affect the health of its residents. Ask students to explore what contributes to, or negatively affects, a community’s “health.” Challenge students to further explore and brainstorm ways in which community health can be protected. Who should be responsible for protecting a community’s health – individuals, communities or governments? Why? (*Consider ideas such as access to healthy activities and health care professionals and facilities, adequate and affordable housing, public transit, roads and sidewalks with adequate safety signage, environmental protections and programs such as recycling, opportunities to get involved with community and recreational activities and educational programs, and laws that protect public health, such as smoking bans. Community health is often associated with quality of life.*)



Extend

Students who live in different neighbourhoods can be encouraged to compare observations, issues and challenges.



Extend

Make a class list of the issues and have students discuss the consequences of the four issues that they believe are the most important for residents of the *Make a Better City* web neighbourhood to change or resolve. How could these issues be addressed through community standards or bylaws? Compare and compile results. Reinforce mathematics skills by using tables or grids.



Field-Based Research

Ask each student to administer the quality of life survey to one or two other individuals – community members, family or friends. Discuss how you can ensure that diverse individuals are surveyed. Discuss how a “sample” of the community’s population can be reflective of the whole.



Focus on Mathematics

As a class, compile survey results into a table or grid. If there is sufficient data, use class-constructed graphs to compare perspectives and ideas. Make a class list of ideas that reflect ways to make a better city.

How to use the web app with this activity



The *Make a Better City* web app, at www.edmonton.ca/makeabettercity, provides an additional opportunity for students to identify and explore examples of issues, problems and challenges that communities can face.

As a class, complete Challenge Activity One. This activity asks students to:

- Start a virtual neighbourhood walk by selecting a character and finding problems, challenges and issues that affect the health, safety and well being of residents.
- Select, and add to their WhyPods, at least four issues that they believe are the most important for residents of the neighbourhood to change.

The *Make a Better City* website is session based. If students do not complete an activity within a class period, they must start over by clicking the Restart bar at the bottom of the screen.

Survey & action poster

Challenge students to identify actions they think citizens can take to “make a better city.” Provide students with the **Quality of Life Survey** (pp. 44-45) and ask them to work with a partner to respond to the questions in the **survey** and generate action ideas that could improve quality of life.

Create a master list of action ideas as an **action poster** and post it in the classroom. Encourage students to keep track of these and additional action ideas in their notebooks, as they may be asked to revisit and use them in **decide and take action: Make It Real**.

 **assessment**

Select from the following summative assessment tasks and activities.

- Ask students to think about one thing in their neighbourhood that they would like to change. Encourage students to revisit their notes and work from individual and class discussions, the different community issues they identified and their action posters to help them.
- Provide students with **Assess Your Understandings (p. 47)** and have them complete the four-square assessment tasks:
 - Create a sketch to show one thing you would like to change in your neighbourhood.
 - Make a list, a mind map or a web of the benefits of this change.
 - Identify facts and opinions that are related to the change you would like to make. *(For example, a fact could be the litter in the park in the neighbourhood. An opinion could be that higher fines should be given to people who litter.)*
 - Write a paragraph proposing the change and why you would like to see it take place.
- Assess the paragraph using a checklist such as the one provided below.
- Have students complete **Check In #1 (p. 46)** as a self-assessment of their communication skills.

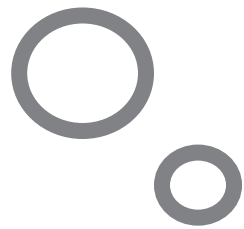
Paragraph Checklist

| | Yes | Somewhat | Not yet |
|--|-----|----------|---------|
| Paragraph is focused on topic of change | | | |
| Clearly explains personal point of view | | | |
| Facts are used to support need for change | | | |
| Opinions from reliable sources are used to support the need for change | | | |



Focus on Language Arts

The paragraph assignment provides an opportunity to assess students' ability to present a position and support it with reasons and evidence. Share and discuss the checklist with students before they complete their paragraphs.



The City Scene



What does it mean to be a citizen in a city? Describe what you think it means in the box below. When you are finished the tasks in this resource, create captions for each bubble visual!

What It Means to Be a Citizen in a City



❖ Quality of Life in the City

Many people believe that Edmonton provides a good quality of life for its residents. This quality of life is affected by factors and conditions in the communities and neighbourhoods that make up the city. Communities and neighbourhoods provide opportunities for families and social relationships to grow and develop.

What opportunities does your community provide for you and your family?

Do you think the City of Edmonton is a “good” place to live? Why or why not?

How would you describe or define a “good” city? Why?



Many daily and recreational activities that make a community and neighbourhood a great place to live happen in different places – like parks, arenas, playing fields, swimming pools and bike paths. Being able to get from one place to another means that public transit is also important to a community or neighbourhood. These are all examples of **public** or shared facilities or services. As communities grow, public places must be **maintained**, or kept up, so that everyone in the community can continue to use them.

The City of Edmonton has a plan called *The Way Ahead*. This plan was developed by the city government and identified factors that are important for the quality of life and health of city residents. **Quality of life** can be influenced by the availability of facilities and services that affect the “goodness” and meaning in people’s lives, as well as their happiness and well being.

How do you think each of the factors in the chart below can affect quality of life?

| | |
|--|--|
| Streets, paths, roads and sidewalks | |
| Public facilities, services, parks and open spaces | |
| Places to live | |
| Access to healthy food | |
| Freedom, or right, to use public places | |

Do you think there are other factors that are essential to consider for a good quality of life? What would these be?

Why are these factors essential? How can they benefit citizens?

❖ Community Health

Community health is a factor that can make a community a “good” place to live. Community health can be influenced by different conditions, including those that go beyond clean air and environmental health.

What do you think each of the following community health factors look like? Make a sketch or create descriptive words for each factor in the grid below.

| | | |
|---|--|--|
| Community diversity (communities with individuals who have a variety of languages, interests, nationalities, backgrounds and ways of life) | Places to rest and play | Safe environments |
| Health services | Air, water and soil quality | Services and facilities for daily living |
| Companions, including animals and pets | Groups and teams to join and belong to | Community participation |
| Are there other factors you would add? Name and describe them in the squares below. | | |
| | | |

Hold a **roundtable discussion**. In a roundtable discussion, each student is given a chance to share his or her opinion. Prepare your individual responses to each of the questions below. Then, discuss your responses as a group.

Would you consider your community to be a healthy, safe and clean community? Why or why not? Support your answer with evidence and examples.

Common good refers to conditions and actions that provide a good quality of life for the majority of people living in a community. When do you think individual actions and behaviours might interfere with the common good of the community? How do you think individual actions and behaviours can contribute to the common good?



What kinds of things do citizens in a city need to live well? **Why** do they need these things? **Where** would or should you find these things? Use a **Triple T-Chart** to answer each question. Ask your teacher for this graphic organizer or make your own like the one below.

| What | Why | Where |
|------|-----|-------|
| | | |

Walk the Talk



What makes up an urban neighbourhood? And what makes one neighbourhood in a city different from or similar to another? Consider the places and features that are part of the **human environment** – things that are made by and for people. Think about the features of the **natural environment** – the outdoor spaces in a community, such as urban forests, parks, air quality, the climate and bodies of water.

You will participate in a neighbourhood walk to identify what makes your neighbourhood unique and what affects the ways people live in it.

As you plan your walk, think about recording observations about these different types of places and features:

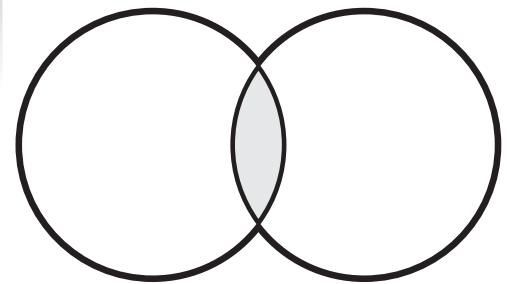
- **Public places**, or places that are available to everyone in the neighbourhood
- **Private places** or **properties** that belong to individuals or groups
- **Facilities** that provide services that benefit everyone
- Places that provide the **infrastructure**, or the basic features of the neighbourhood, such as roads, lights, boulevards and sidewalks
- Features of the **natural environment**, such as a river or stream, ravines and hills.

What caption could you add to this photograph?



What is the relationship between a neighbourhood and a community? Some people think a neighbourhood and a community can mean the same things. Some think they are quite different. What do you think?

Write what you think a neighbourhood means in the first circle of a Venn diagram and what community means in the second. Describe how they are similar in the middle intersection of the circles. Ask your teacher for this graphic organizer.



Consider the following questions as you complete your walk. Are each of these places and features necessary in a neighbourhood? Why? How would quality of life be affected if one or more was missing?



Use Technology

Explore your neighbourhood online. Use a web tool such as Google Earth, which can be downloaded at <http://earth.google.com>. Ask your teacher or parent before downloading and saving this tool on your computer.

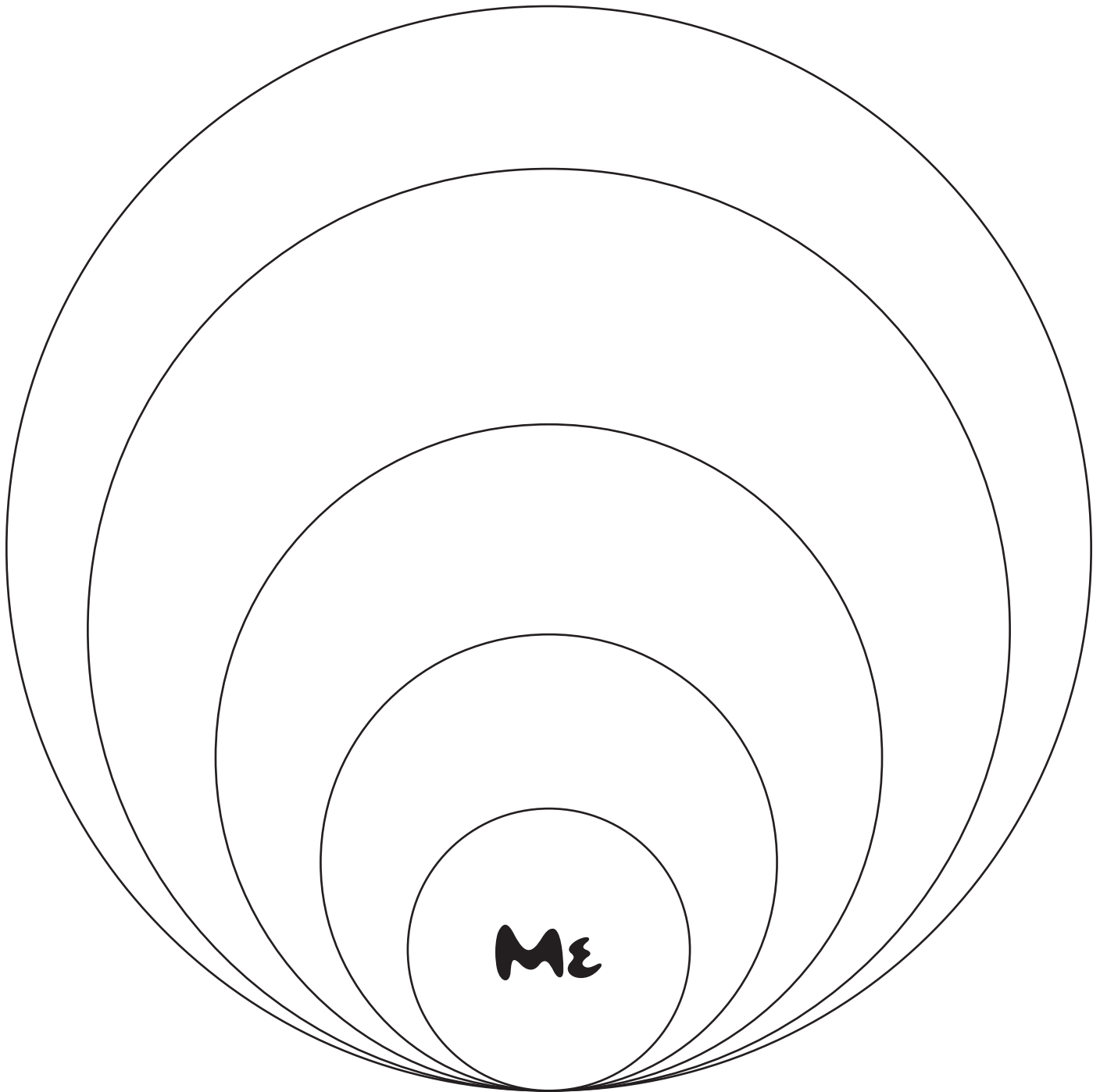


Neighbourhood Walk Observation T-Chart

| Places and Features | Observations |
|--|--------------|
| Public places that are available to everyone in the neighbourhood | |
| Private places or properties | |
| Facilities that provide services that benefit everyone | |
| Features that provide the infrastructure of the neighbourhood, such as roads, lights and sidewalks | |
| Features of the natural environment | |
| Other places? | |
| Other features? | |

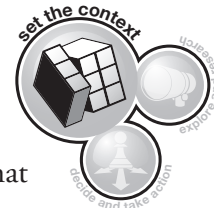
Spheres of Influence

Start with yourself in the middle of the spheres of influence organizer. Illustrate or briefly describe where you live in the city. Use the inner circles to identify people and animals, places, services or features in the city that are closest to you and most important to your quality of life. Use the expanding circles to add people and animals, places, services and features that are further away but still important. Use extra circles if you need to.





Volunteering in the City



Some think that a “good” place to live is also affected by the extent that people **volunteer**, or provide their time and expertise for free. Volunteerism is a way that individuals can participate and make their city a better place to live.

What does volunteerism mean to you?

Approximately 46% of Edmontonians volunteer. There are more than 4 000 **not-for-profit organizations** in Edmonton – organizations that do not make a **profit**, or more money than they need to pay their expenses. More than half of these organizations are completely run by volunteers. In 2012, over 13 000 volunteers contributed over 200 000 hours to City of Edmonton programs and services.

When have you volunteered for something? What did you do? How did it make you feel?

What events or organizations do you think need volunteers to help them? What kinds of volunteer jobs do you think exist? List two or three examples.

Why do you think it is important to volunteer? What could happen if people did not volunteer to help with community or city events or activities?



Do you think even five or ten minutes of participation in a community event or activity is volunteering? Or would you have to give more time to be considered a volunteer? The fact is, you are a volunteer for any time you spend helping others.

When you help even for a short period of time, it is called microvolunteering. **Microvolunteering** is the latest idea in volunteering and encourages people to contribute whatever time they may have to something that benefits others, even if it is only five or ten minutes!

Microvolunteering is also happening through online, or Internet based, communities. Projects are posted online and people join up to contribute ideas, skills or money. Here's what Volunteer Canada said about Canadian volunteers:

“ Volunteering is part of our identity as Canadians – we value civic participation and embrace a spirit of community. The tremendous efforts of our 12.5 million volunteers help make Canada a vibrant, safe place to call home. Across the country, Canadians are getting involved and leading positive change in a variety of ways, all of them vital – from quick bursts of mobile micro-volunteering on smartphones to front-line disaster relief efforts overseas. The work of volunteers is essential to maintaining healthy, dynamic communities at home and around the world. ”

National Volunteer Week April 15-21, 2012: <http://nationalvolunteerweek.ca>.

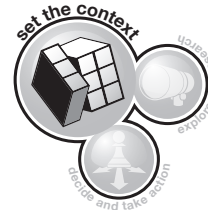


What effect do you think five or ten minutes of volunteer time could have? Why do you think this?





Quality of Life Survey



Many people believe the quality of the natural environment is important to people live in a community. Do you think there is a good natural environment in your community?

- Yes No Maybe

The **natural environment** would be better if...



Many people believe that living conditions must be equal and fair for everyone. Do you think there is equality in your community?

- Yes No Maybe

My community would be more **equal and fair** if...



Do you think members of your community have good job opportunities, facilities and services?

- Yes No Maybe

The **job opportunities, facilities and services** would be better in my community if...



Do you think you live in a community where people get along with each other and work for the common good?

Yes No Maybe

My community would have stronger **relationships** if...



One aspect of living together in a community involves managing it and making good decisions that benefit everyone. Do you think your community is well managed? Can you identify the leaders and decision-makers in your community? Who are they?

Yes No Maybe

My community would be **managed** better if...

My community's leaders and decision-makers are...



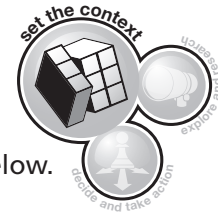
Do you think residents in your community respect its standards and bylaws?

Yes No Maybe

My community's **standards and bylaws** would be better respected if...



Check In #1



Check your communication skills. Score yourself on each statement using the scale below.

| | almost never | sometimes | almost always |
|--|---------------------|------------------|----------------------|
| I am comfortable sharing new ideas with others. | | | |
| I apply my problem solving skills when I discuss ideas. | | | |
| I make sure that I provide reasons for my ideas and opinions. | | | |
| I apply good listening skills during discussions. | | | |
| I am comfortable asking questions of others during a discussion. | | | |
| I respect others' opinions and perspectives. | | | |
| Think about one more thing that is important when you work in a group. Write it down and score yourself on it. | | | |

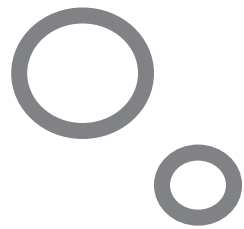
What are two goals you would like to set to improve your communication skills?

What are two actions you can take to help you reach those goals?

Assess Your Understandings



| | | |
|--|---|--|
| <p>Create a sketch to show one thing you would like to change in your neighbourhood.</p> | | <p>Make a list, a mind map or a web of the benefits of this change.</p> |
| <p>Identify the facts and opinions that relate to the need for change.</p> | | <p>Write a paragraph describing the change, the benefits of the change and why you would like to see it take place. Use facts to support your opinion. Plan your paragraph below and then write it on a separate page.</p> |
| <p>Facts [Think about the conditions that are creating a need for change. Is there a bylaw that relates to this condition?]</p> | <p>Opinions [What do you think about the conditions that exist? Do you support or oppose the bylaw?]</p> | |
| | | |



2. Set the Standards

Explore and research: *Set the Standards* asks students to deal with the balance between individual and community rights and responsibilities. They consider the rights and responsibilities involved in living within an urban environment, and the necessity for respecting public places and “getting along” with others.

Students use five *Make a Better City* research themes to consider relationships and connections that are part of living in a city. They build understandings of the roles of local government and how government takes responsibility to protect public safety and quality of life through community standards and bylaws. Students are encouraged to consider how rights and responsibilities begin at home and in neighbourhoods, but expand to affect shared and public places and spaces in the city.



Focus on Social Studies

Local governments influence quality of life through the policies and laws that they enact and enforce. Encourage students to make connections back to what they have learned, or are learning, about local government and decision-making.



Focus on Health & Life Skills

Set the Standards focuses on concepts relating to community health, safety and quality of life. Continue to encourage students to think about what makes a community safe and healthy. Revisit concepts associated with quality of life.



Focus on Language Arts

In *Set the Standards*, students apply collaborative research skills and use a variety of media sources to gather, organize and share ideas and information. Students should discuss, practise and reinforce group processes and skills as they complete their research.



Focus on Mathematics

Set the Standards provides students with opportunities to collect and organize data, analyze patterns and apply numerical thinking skills. Provide students with opportunities to make connections between mathematics skills and real-world problem solving.



Time

Learning activities in **explore and research: Set the Standards** will require between 8 and 12 50-minute class periods.



Field-Based Research

Consider whether the opportunities provided by the City Hall School program can be integrated into this section.

The *City Hall School* program provides students with the opportunity to interact with City of Edmonton staff, councillors and the Mayor's office. Through this week-long experience, students learn about municipal government and build understandings of the workings of a city. Information about the program and the application process, as well as links to teacher and student resources, can be found on www.edmonton.ca/attractions_recreation/attractions/city_hall/school.aspx.



Use Technology

Preview research materials available on the City of Edmonton website. Specific webpages can be used directly with students to provide information related to bylaws and community standards.

- Information about bylaws and licences for city residents, including sidebar links to *Latest News*, can be accessed at www.edmonton.ca/bylaws-licences.aspx.
- Information on responsible pet ownership and pet licences can be found in *Pets* at www.edmonton.ca/for_residents/pets.aspx.
- *Capital City Clean Up* provides a range of information on litter management, graffiti management and snow angels at www.edmonton.ca/environmental/capital-city-clean-up.aspx.

❖ prepare

1. Make copies of the student handouts and graphic organizers for this section:
 - Set the Standards (pp. 71-76)
 - Quad T-Chart (pp. 184)
 - Balancing Rights & Responsibilities (pp. 77-78)
 - Homes in the City (pp. 79-90)
 - Seasons in the City (pp. 91-100)
 - Pets in the City (pp. 101-112)
 - Green Spaces in the City (pp. 113-126)
 - Views in the City (pp. 127-141)
 - Jot Note Bubbles (pp. 180)
 - Balance Scale (pp. 178)
 - Bylaws & Enforcement (pp. 142-146)
 - Finding Common Ground (pp. 147-148)
 - Placemat (p. 182)
 - T-Chart (p. 186)
 - Mind Map (p. 181)
 - Triple Venn (p. 187)
 - Wheel Chart (p. 189)
 - Pros & Cons Chart (p. 183)
2. Prepare for assessment:
 - Check In #2 (p. 149)
 - Assess Your Understandings (p. 150)
3. Allocate class periods:
 - Opening discussion & concept web (1-2 classes)
 - Balancing rights & responsibilities (4-5 classes)
 - Balancing the individual & common good (1-2 classes)
 - Enforcing bylaws (1 class)
 - Finding common ground (1-2 classes)
4. Use the teacher background information that follows to support students' learning of the conceptual focus of activities in **explore and research: Set the Standards**.

❖ *teacher background*

Community standards & bylaws

Community standards are rules of conduct shaped by the City of Edmonton and approved by City Council. These rules are created to help ensure the health and safety of citizens, to keep the city clean, to protect the environment and to set standards for acceptable and non-acceptable behaviour and activities of citizens, residents and visitors.

The *Municipal Government Act* authorizes the City of Edmonton to pass bylaws and enforce regulations. In Canada, local governments are responsible for managing safety, health and welfare and for protecting people and property.

Often, changes in legislation are initiated by social issues brought forward by individual citizens and groups. Some recent examples of this include adding regulations for panhandling, idling and graffiti and removing restrictions on owning certain dog breeds. To bring forward recommendations, citizens are invited to speak at City Council.

The City researches social concerns, invites citizens to express their opinions and then recommends bylaws for approval by City Council. In some cases, the City Council may decide not to pass proposed legislation.

Bylaws & law enforcement

Edmonton has several essential bylaws. The *Community Standards Bylaw* is an example of a fundamental bylaw that sets basic minimum standards for property ownership. When someone does not maintain their property, others have reason to ask the City to take action. “Nuisances” are resolved first through education. If action is not taken, the property owner is issued a warning or fine. After that, the City will clean up the site and add the cleanup costs to the owner’s property tax bill.

Law enforcement is part of the responsibilities of local government. It broadly refers to the ways that governments ensure obedience to laws. This is done first by promoting compliance through education and then through forms of punishment, such as fines. The City of Edmonton maintains safety and order by enacting fundamental bylaws, providing public education, and by applying fair, objective and consistent law enforcement.



Source-Based Research

The City of Edmonton provides information and resources, many related to bylaws and community standards, at www.edmonton.ca/bylaws.

How does the City of Edmonton regulate activities on private property?

The **Community Standards Bylaw** is a minimum set of standards for private property and the bordering areas. This “good neighbour” bylaw persuades people to keep their property clean and safe. Yards, buildings, fences, boulevards, back alleys and sidewalks must all be maintained to a “reasonable standard.” For example, property owners must follow standards such as keeping grass cut to a maximum of 10 cm long, shoveling city sidewalks within 48 hours of a snowfall, repairing broken eaves, trimming unruly trees and keeping noise within certain levels and times. These standards are enforced by plain-clothed **Municipal Enforcement Officers**. Some problems, such as messy yards, can become long-term enforcement situations that must be dealt with on an ongoing basis.

How does the City regulate activities in public places?

To encourage people to behave safely in public spaces, the **Public Places Bylaw** regulates actions like cigarette smoking, littering, fighting, panhandling, urination and defecation, bullying and the use of weapons on sidewalks, squares, courtyards, alleys and all spaces that allow public access.

When someone openly disregards the safety of others in a public place, uniformed **Community Standards Peace Officers** take action. Most often, the Community Standards Peace Officer or an **Edmonton Police Services** member will investigate offences that are more difficult to sort out and require a face-to-face interaction with a person found committing an act. Community Standards Peace Officers are trained to deal with potentially disruptive situations, such as asking someone who has just dropped cigarette litter onto a public sidewalk to place it in a safe receptacle.

How does the City regulate pet ownership?

The **Animal Licensing and Control Bylaw** establishes standards for responsible pet ownership, including licensing requirements for cats and dogs. Pet owners must responsibly maintain care and control of their animal and respect the peace and enjoyment of others. For example, dog owners must hold their dog on a leash in public places, pick up after it, control biting and excessive barking, prevent roaming and license it yearly. Many of the same standards apply to cats. Responsible cat owners must also prevent roaming and license their cats yearly.

Uniformed **Animal Care & Control Officers** patrol the city to resolve animal concerns. They are primarily responsible for helping keep the community safe from animals. They are trained to handle frightened or vicious animals that may bite as a consequence.

How does the City regulate activities on green spaces?

The **Parkland Bylaw** regulates the conduct and activities of people on parkland, which includes everything from maintained city parks, school grounds and the River Valley. Uniformed **Park Rangers** promote the safe, enjoyable and reasonable use of parks and protect and preserve natural ecosystems. They are concerned with public safety, dogs, wildlife, shared-use trails and safe recreational usage.

Edmonton has more than 7 400 hectares of parkland along a 48-kilometre stretch of the North Saskatchewan River Valley. This area is known as the “Ribbon of Green” and is the largest expanse of urban parkland in North America. The city also has hundreds of parks, school grounds, playgrounds, boulevards and green spaces in residential areas.

How does the City regulate roadway, sidewalk and building safety?

The **Traffic Bylaw** helps keep streets clean and safe by establishing rules that limit or regulate such things as vehicle sizes and weights, parking on snow routes and load-size to prevent litter and tracking of dirt and debris onto roadways. Regulations designate where people can ride bicycles and use inline skates, scooters or skateboards. For example, people are not allowed to inline skate or skateboard on any roadway or on any sidewalk in downtown Edmonton or Old Strathcona unless the sidewalk has been designated as a bicycle path.

The **Zoning Bylaw** contains the rules and regulations for the development of land in Edmonton. The *Zoning Bylaw* includes a zoning map and information about special requirements for mature neighbourhoods. Zoning of a property is important because it tells the property owner what kinds of structures can be built on his or her property.

Who enforces community standards in Edmonton?

The City of Edmonton’s Community Standards Branch supports City Council’s responsibility to enact bylaws and employs professional personnel to conduct municipal enforcement. Officers must educate people and remedy difficult situations or extreme conditions in a consistent, objective and timely way. The City of Edmonton focuses on working proactively toward a clean, healthy and safe community.

Municipal Enforcement Officers are plain-clothed bylaw officers sworn by the City of Edmonton to resolve nuisance-property complaints. They issue warnings, notices or Court Orders to get messy properties tidied up. They are not “peace officers” because they do not act on problems in face-to-face encounters. Rather, they resolve concerns over a longer period of time.

Community Standards Peace Officers, Animal Care & Control

Officers and **Park Rangers** have been sworn in by Alberta's Solicitor General and the Province of Alberta, which gives them legal "peace officer" status. They are highly visible, uniformed persons who follow clear cut rules as they enforce bylaws and provincial statutes in face-to-face settings with people who commit offences. They may request to see a person's ID, stop vehicles and seize pets – all immediate actions to ensure public safety. However, they are **not** police officers.

Edmonton Police Service members or **Police Officers** are concerned with stopping, resolving or preventing crime. Most bylaw offences are not nearly as serious as criminal offences, such as theft, assault, vandalism or drinking and driving. Sometimes, police officers use bylaw regulations instead of the *Criminal Code* to remedy offences like fighting on the street, urinating or defecation in public places or bullying. Community Standards Peace Officers, Municipal Enforcement Officers and Police Officers often work together to solve complex community concerns.

What are the fines?

The fines for disregarding most bylaws are usually \$250 per offence per day. The City of Edmonton provides education and awareness, warnings, tickets and Court Orders to remedy offences. The City believes it is important to promote compliance before engaging in enforcement. Almost 90 percent of people will comply when they receive a warning.

Dealing with the issue of euthanasia

A compassionate option

Euthanasia of companion animals is a necessary and humane means to end the lives of animals that are in severe physical distress or have severe behavioural problems that pose a threat to humans or other animals. The City of Edmonton's Animal Care & Control Centre, along with its adoption partners, does everything possible not to euthanize healthy, adoptable pets.

Promoting responsible pet ownership and adoption are the most effective ways of addressing pet overpopulation and reducing the burden on humane societies and municipal animal services. However, when shelters become overcrowded, animals suffer from mental stress, weakened immune systems and increased risk of disease transmission. In such cases, euthanasia decisions are made in the best interests of the overall population as well as the individual animals.

Humane societies, rescue groups and the municipality all play important roles in providing a safe haven for animals to be reunited with their owners or to find new homes. These groups promote adoption and responsible pet ownership, which includes spaying and neutering, permanent identification and licensing, lifetime veterinary care, appropriate nutrition, grooming, shelter and adequate human/animal socialization.

The Animal Care & Control Centre activity, on the *Pets in the City* **interactive whiteboard app**, makes reference to humane euthanasia as an option to be considered if an animal is very sick or dangerous. This background information may help you approach and discuss the sensitive issue of euthanasia with your students. Teaching tips are also provided on **page 66**. Additional information on animal welfare and the issue of euthanasia can be found on the Canadian Federation of Humane Societies website at http://cfhs.ca/info/euthanasia_of_shelter_companion_animals/.

How animals are euthanized

The City of Edmonton uses only one humane method of euthanasia, which is carried out by a licensed veterinarian at the Animal Care & Control Centre to ensure the animal experiences minimal discomfort. Consistent with humane organizations and veterinary associations across North America, the City of Edmonton considers euthanasia by injection to be the preferred method.

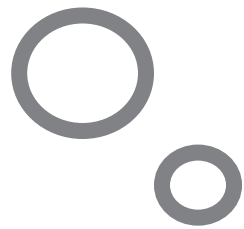
Observers describe the method as leading to a quick and peaceful death. A two-stage process is involved: an initial injection with a tranquilizer renders the animal unconscious and a second injection causes death. The chemical enters the animal's blood stream, causing instant loss of consciousness and pain sensation and stopping the beating of the animal's heart, thereby causing death while the animal is deeply asleep. This is where the term "put to sleep" comes from. The animal undergoes anesthesia and then death without experiencing any pain.

The two-stage injection process allows Animal Care & Control Centre staff to provide personal comfort to each animal. Animals who end their lives in a shelter deserve to have their last moments as free of pain and discomfort as can be provided by the practice of humane euthanasia.

Procedure for humane euthanasia

Euthanasia is a process in which an animal is deliberately killed to humanely relieve its suffering or to bring an end to dangerous behaviour.

- a. The animal is sedated before euthanasia is performed.
- b. A lethal solution is administered by intravenous injection by hypodermic needle.
- c. Euthanasia is performed by a licensed veterinarian, or a licensed or registered veterinary technician under the supervision of a licensed veterinarian.
- d. At least two people must be present for administration of an injection, one to hold the animal and one to perform the procedure.
- e. An animal may not be left unattended between the time euthanasia procedures are commenced and the time death occurs, nor may its body be disposed of until death is confirmed by a qualified person.



teaching & learning process

Opening discussion & concept web

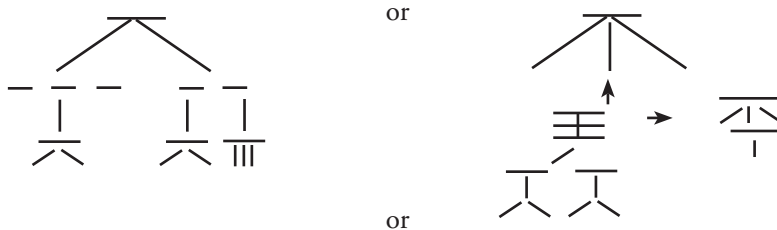
Revisit the concepts of community standards and bylaws with students. (*Community standards are guidelines, rules and policies that establish standards of behaviour, actions and conduct that people follow so that everyone can live together peacefully in a community. Bylaws are legislated rules passed by local governments to establish acceptable behaviours and used to enforce many of these community standards.*) Provide students with the opportunity to share knowledge, ideas or experiences related to the concepts of standards and bylaws.

Provide students with **Set the Standards (pp. 71-76)** and discuss the story and questions on the first page together. Invite students to consider the following question:

- How did this individual's rights clash with his responsibility to the community and its rules?

Have students work individually or with a partner to complete the **retrieval chart** on the student resource. Use the discussion question and retrieval chart to revisit and reinforce concepts of rights, responsibilities and common good.

Ask students to cut out and use the cards in the student resource to create a **concept web**. Encourage students to arrange the cards in a manner that makes the most sense to them. Previous webbing tasks may be revisited or patterns that represent relationships can be shared, including simple charts to more complex webs like the following:



| | | |
|--|--|--|
| | | |
| | | |



Differentiate

Use a **think-pair-share** strategy to encourage students to revisit what they already know about community standards and bylaws.

The concept web activity can also provide a review of concepts that students may have already learned or reinforcement of concepts with which they may have difficulty. The activity encourages meaningful interaction among students and provides a structure to consider the importance of rules and standards in a community.



Share

After the students have completed the concept web activity, ask or select groups to explain to other groups or to the class how and why they organized the cards as they did. This will give students further experience in understanding the relationships between concepts related to community standards and bylaws in the City of Edmonton. It will also assist students in clarifying their ideas as they explain their webbing strategy to other students.



Use Technology

The City of Edmonton's website links to *Bylaws and Licences*, at www.edmonton.ca/bylaws-licences.aspx, and *City Government*, at www.edmonton.ca/city-government.aspx, provides information on current issues in the *Latest News* sidebar.



Extend

Ask students to create a plan for a pet purchase, using the Neighbours Pet Centre as a starting point, as well as additional sources of information such as websites and pet store flyers. Have students calculate expenses and time and present their information in a poster or pamphlet. Encourage students to describe how they would be responsible pet owners.

Ask students to make connections between responsible pet ownership and terms and ideas they used in their concept webs, including pet licensing, use of off leash parks for exercise and responsible training. Ask students to consider how a pet can be a “good neighbour.”



How to use the interactive whiteboard app with this activity

The *Pets in the City* interactive whiteboard app, launched at www.edmonton.ca/makeabettercity, includes whole class activities that can reinforce the concepts of individual responsibility and informed decision-making, using the process of pet adoption as an example. Neighbours Pet Centre provides students with the opportunity to weigh options, costs and responsibilities involved in adopting a rescue pet or buying a pet. Students select from four different animals and consider initial pet fees and expenses, the cost of pet supplies and the time investment that a pet requires.

Work through the process of adopting or buying a pet with students. Keep track of the different types of costs involved, using a graphic organizer such as a **Quad T-Chart (p. 184)**. Ask students to discuss what they have learned from Neighbours Pet Centre, using questions such as the following:

- What were the differences in the cost of the four animals in the pet centre? Why do you think these differences exist?
- What are the advantages of adopting a pet compared to buying one from a responsible breeder or pet centre?
- What did you learn about making responsible choices when deciding to adopt or buy a pet?
- How do you think the choices you make about pet ownership could affect others in your neighbourhood or the city?



Focus on Mathematics

Work with students to track and compare their pet adoption or purchase decisions on a graph or table:

- Discuss and establish the format for a graph or table that will help them compare two, three or four of the pet choices in Neighbours Pet Centre.
- As pet expenses are found for each animal, have students record each expense in columns and tabulate totals. Compare these totals to those provided in the final feedback message.
- Use the graph or table to make detailed comparisons between two, three or all four pets.
- Focus on one of the four expense and time categories in the Neighbours Pet Centre activity and compare it across each different animal.
- Provide time for students to calculate responses to the problems posed in the final feedback message for each pet. Compare responses for the four different animals.

Balancing rights & responsibilities

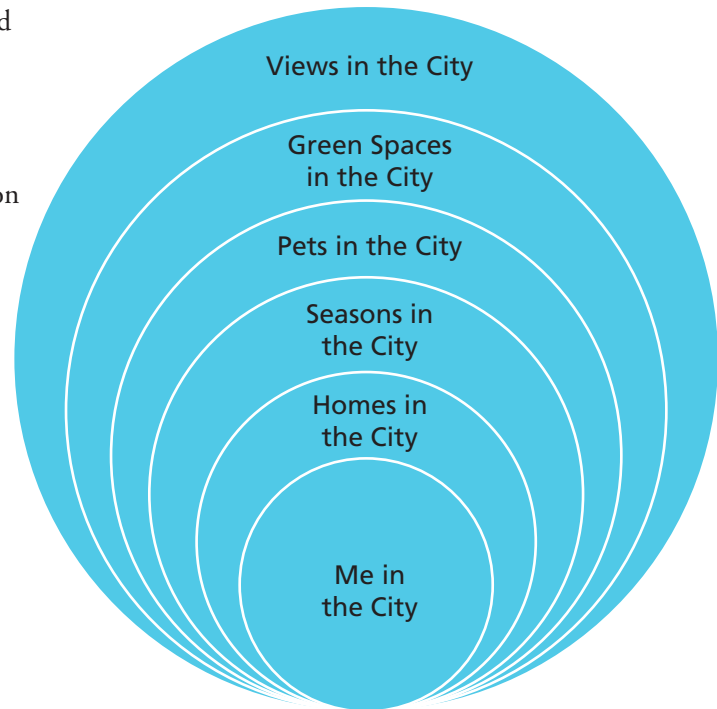
Ask students to think about the need to balance rights and responsibilities when it comes to dealing with issues and challenges a neighbourhood and community may face.

Use discussion questions such as the following to revisit and review the concepts of rights, responsibilities, common good and local government:

- What could happen if everyone only had rights, but no responsibilities?
- What could happen if citizens only had responsibilities, but no rights?
- How do you think individual responsibilities contribute to the common good – the health and well being of everyone in a community?
- When do you think individual rights could conflict with the overall well being of a neighbourhood or community? (*Remind students that community can refer to neighbourhoods, but can also mean groups of people who share common interests.*)
- How do you think a local government's bylaws and community standards – or rules and guidelines – should consider individual's rights and responsibilities? (*Encourage students to make connections to the concept web they completed in the previous activity.*)

Introduce the five *Make a Better City* research themes to students, asking them to predict what they think each is about. Encourage students to compare these themes with the spheres of influence they completed in **set the context: The City Scene**. Challenge students to predict how each of the five themes could include both individual and community rights and responsibilities.

Provide students with **Balancing Rights & Responsibilities (pp. 77-78)** and ask them to brainstorm ideas and predictions on the *Themes in the City* spheres of influence provided. Review the research process as a class.



Themes in the City

The *Make a Better City* research themes provide a structure that encourages students to consider the relationships and impact they have with, and on, other citizens and residents, the urban environment, and the services, facilities and places provided and supported by local government.

These five themes help students move from individual contexts to those that are part of the “bigger picture” of the city. Whereas *Homes* and *Seasons* focus more on individual actions and behaviours and *Pets* on the interrelationships between individuals, community and local government, *Green Spaces* and *Views* reflect the broader urban environment that everyone “sees” and shares.



Differentiate

Select from different grouping options to have students work on the *Make a Better City* research themes:

- Ask students to complete the introductory page of their theme individually, recording responses in their notebooks, learning logs or journals. Alternatively, if the class needs additional time and support to build understandings of each theme, select and use some of the introductory page questions as a class discussion or interactive whiteboard class activity.
- Choose one of the themes to model the research process with students. Select a theme to complete as a class. Assign two or three of the sources to each group of students. Walk them through a discussion of rights and responsibilities that are reflected in these sources.
- As another alternative, select one or two of the themes as a class research project. Divide the sources in the theme among groups of students and use them to complete the balance scale. Then, combine each group's research into a poster-size balance scale.
- Students may benefit from guided practice with one of the stories in the student resource. Select an example with which to model the discussion and research process with the class or with groups of students who may need additional support.

I love the concept of talking about the balance between rights and responsibilities, and then evaluating whether there is a balance and whether there should be a balance.

~Melissa G., Edmonton Public Schools

Organize students into research groups and provide them with one of the themes:

- Homes in the City (pp. 79-90)
- Seasons in the City (pp. 91-100)
- Pets in the City (pp. 101-112)
- Green Spaces in the City (pp. 113-126)
- Views in the City (pp. 127-141)

Remind students to review the research process and then complete the “Think Ahead to Make It Real” and “Think Aloud” questions on the introductory page of their theme. Sources are introduced with focus questions and space provided in “jot note bubbles” for a response. If students need additional room to respond to the questions, provide them with the **Jot Note Bubbles** graphic organizer (p. 180). **Students should not be expected to complete all of the research themes.**

Provide each research group with one or two **Balance Scale** graphic organizers (p. 178). Ensure that you discuss this graphic organizer with students before they start their research. Students are asked to use the **balance scale** to:

- Find examples from the articles and stories that involve rights. Students record a jot note to summarize it in the rights column of the balance scale.
- Find examples from the articles and stories that involve responsibilities. Students record a jot note to summarize it in the responsibilities column of the balance scale.
- Consider the following questions. Is there a balance between rights and responsibilities? Why or why not? *Should* there be a balance? Why or why not? Students record a response to these questions in the box at the bottom of the scale.

| Rights | Responsibilities |
|---|--|
| | |
| Is there a balance between rights and responsibilities? Why or why not? | Should there be a balance? Why or why not? |

The *Make a Better City* research themes

Each *Make a Better City* research theme provides support for the development or reinforcement of concepts and skills, as well as a range of sources that can be used to meeting differing learning needs. Topics cross over many of the themes so that students can see connections between the different “spheres of influence” that each theme represents.



Homes in the City focuses on responsibilities involved with personal or private property. It includes a look at the problems that occur when residents do not take responsibility for their residence or property, including derelict or nuisance properties and waste management as well as potential issues involved in keeping backyard animals and looking after pets “at home.” Although this theme includes more abstract concepts, such as the “broken windows theory,” it also includes many short articles that may be more accessible to students who need additional support with reading.



Seasons in the City looks at the changing needs of the city through the four seasons and explores some examples of citizen involvement and volunteerism. The issue of snow removal is paired with sources that discuss the Snow Angels program. The issue of litter is connected to spring cleanup and Adopt a Block programs. This theme may be suitable for those students who respond to more concrete concepts and shorter articles.



Pets in the City introduces students to the use of campaigns and advertising in the context of initiatives and programs of a local government. Sources address issues such as pet licensing, spaying or neutering, off leash dog parks, abandoned or lost pets, roaming cats and pet adoption. This theme includes both concrete and abstract concepts and ideas and could be suitable for heterogeneous groupings of students.

This theme can also provide a strong focus for a class discussion or debate about the extent to which local government should have the right to **compel**, or require, people’s choices and behaviours. *(Pose questions to spark students’ thinking and encourage them to share their own questions and experiences. If people have the right to own a pet, what should they be responsible for? Who should decide what responsible pet ownership involves? Why should a local government be concerned about pets? Should certain responsibilities be mandatory? Which ones? Why?)*



Green Spaces in the City focuses on common or public spaces in a city. Sources explore issues and benefits associated with a range of green spaces, including parks, boulevards, schoolyards and sports fields, as well as actions that both local government and citizens can take, including planting trees, using shared use trails responsibly and cleaning up the river valley.

The themes ... are relevant, meaningful, and concrete enough for students to be successful with the activity. This provides a focus for the activity and will give each group a chance to get an in-depth look at an issue.

-Melissa B., Edmonton Catholic Schools



Field-Based Research

Ask students to find and add examples of current issues in their own neighbourhoods to their themes. Encourage them to revisit issues they identified from the quality of life survey completed in **set the context: The City Scene**. How are these survey issues reflected in their themes?



Pets in the City app

The *Pets in the City* interactive **whiteboard app**, launched at www.edmonton.ca/makeabettercity, can be used to reinforce key messages as well as students’ research. Text boxes with additional information about standards and bylaws that relate to responsible pet ownership can be accessed by touching various visuals of pets and pet owners on the landscape. Students working on the *Pets in the City* theme can be provided with the opportunity to revisit any of the three activities – Neighbours Pet Centre, Situations in the City and the Animal Care & Control Centre.



Share

Use a **jigsaw** sharing structure. Have one group member from each research group form a new group. Have students in these new groups take turns sharing their findings with the others. Encourage students to identify and discuss connections between the five *Make a Better City* themes.



Assess

Student research and group work can provide a number of assessment opportunities:

- Observe and record students' contributions to group work.
- Ask groups to record a summary of their work using the **Placemat (p. 182)** organizer and look for evidence of individual work.
- Ask individual students to complete and hand in a summary of their learning for evaluation. Look for evidence of clear statements and supporting examples.



Views in the City centres on issues that affect the city landscape as a whole, and the overall feeling of safety and cleanliness in the city. It includes a discussion of the concept of “Crime Prevention through Environmental Design,” planning buildings and landscapes that make it more difficult for crimes to occur. Sources focus on issues caused by graffiti and litter, and actions that local government and citizens take to deal with these issues, including graffiti reporting and cleanups, the use of community murals and Capital City Clean Up events and programs. Some students may find the abstract concepts in this theme to be challenging and may require additional support with vocabulary.

The focus questions embedded throughout the themes can be used as “starters” for class debate topics and extension activities that cross over into other subject areas. These questions can also provide a starting point for the development of persuasive writing, news articles or art projects, including examples such as the following:

- Creating their own messages, using banners or posters modeled on the Pets in the City banners
- Illustrating a favourite Edmonton green space
- Persuading a pet owner to license and spay or neuter their new pet
- Preparing an argumentative paragraph about the benefits or problems involved in creating a “legal” space for graffiti
- Developing a persuasive poster campaign, using examples in some of the themes, that will be posted throughout the school
- Planning a park on a vacant lot in their neighbourhood
- Designing a “My Walkable Neighbourhood” illustrated route map to share with their community league.



Focus on Language Arts

Students can be asked to select an issue from any of the research themes and write a persuasive paragraph, using examples that support their opinion. Encourage students to use their opinion and examples to persuade others that their “stance” is right.

Ask students to identify facts and opinions in the stories and news articles. Use the stories and news articles to discuss how bias can influence the way a story is reported in the news as well as how different perspectives can be emphasized or ignored.

This activity provides an opportunity to reinforce inquiry and research skills. Ask students to use a graphic organizer, such as a **Wheel Chart (p. 189)**, to describe how they use the inquiry

process to research and explore an issue. Discuss why steps can be recorded in differing sequences depending on the nature of the issue and how individual students may approach the inquiry process – this process is not always linear.



Focus on Health & Life Skills

Focus on the connection between laws and community standards and the health and safety of the community as a whole. Ask students to find two examples of issues that relate to community safety and two examples that relate to community health.

Balancing the individual & common good

Ensure that students have had an opportunity to share what they have learned about rights and responsibilities. Revisit these concepts with discussion questions such as the following:

- Which responsibilities do you think are most important? Why do you think this?
- Whose responsibility do you think it is to ensure that people’s rights are protected? (*Students may be prompted to consider how local government protects people’s rights to build and maintain a good quality of life by establishing “minimum” standards and responsibilities. Students may also be asked to think about how individuals are also responsible for ensuring that their behaviours and actions do not interfere with other’s quality of life.*)
- Why do you think values like cooperation and respect are important in a city? What do these values have to do with bylaws and community standards?

Create a “class-size” **balance scale** on a bulletin board, chart paper or interactive whiteboard. Label one side of the balance scale with “individual” and the other with “common good.” Work with students to brainstorm and record rights and responsibilities that they think protect an individual’s quality of life and those that protect the common good, or the rights of the community as whole. Encourage students to pull examples from their *Themes in the City* research. Challenge them to compare and discuss the balance of these rights and responsibilities with questions such as:

- How would you describe the “balance” between individual rights and responsibilities and the common good?
- Do individuals have more responsibilities than rights, or more rights than responsibilities? Why?
- Why do you think it is important to ensure and protect the “common good?”
- What does this balance scale tell you about “good” citizenship?



Field-Based Research

Invite a Peace Officer into your classroom to work with your students. Request a visit from a City Park Ranger, Animal Care & Control Officer or Community Standards Officer by emailing bylawcommunityrelations@edmonton.ca. Have students brainstorm questions they can ask the officer. Officers are available to share:

- Their role in the community
- The importance of bylaws and community standards
- How they help people to “get along”
- A dynamic citizenship conversation with students.

[My students] loved the bylaw officers and...they were so impressed by all the questions my students asked them about bylaws and [the] responsibilities of being a citizen. They actually did not just focus on the items that the officers carry but what their [day] looks like and asked questions [about] different scenarios.

-Melissa G., Edmonton Catholic Schools



Share

Provide students with opportunities to share their opinion statements with a partner, a small group, their research groups or the class.



Differentiate

Challenge students to create a list of **examples and non-examples** to reinforce and apply the concepts of rights and responsibilities. Provide students with a **T-Chart (p. 186)** or have students work in groups and complete the charts on poster paper. Create one T-Chart for “rights” and another for “responsibilities.” Brainstorm examples of rights and responsibilities using the following stems:

- Rights (or responsibilities) are...
- Rights (or responsibilities) are not...

Enforcing bylaws

Tell students that local government first tries to focus on encouraging citizens and residents to follow bylaws. However, bylaw enforcement is also necessary to protect and maintain public safety, the livability of the city and community standards. Provide students with **Bylaws & Enforcement (pp. 142-146)** and ask them to work with their research groups to read and discuss the information. Then, have students individually select one of the scenarios provided and construct an **opinion statement** in response to the questions.



Focus on Social Studies

This activity provides the opportunity to connect the concepts of rights and responsibilities with concepts in the *Canadian Charter of Rights and Freedoms*. Use a graphic organizer, such as a **T-Chart (p. 186)** or a **Mind Map (p. 181)**, to brainstorm word associations with the concepts or create a **word splash** of the specific rights and freedoms in the *Charter*. Compare *Charter* rights with the rights and responsibilities of citizens in a city. (For example, students can be encouraged to discuss how democratic rights ensure that elected representatives, like a *City Council*, have the ability to protect the common good of a community.)



How to use the interactive whiteboard app with this activity



The *Pets in the City* interactive whiteboard app, launched at www.edmonton.ca/makeabettercity, includes a whole class activity that can reinforce reasons that local governments establish and enforce bylaws and community standards. The Animal Care & Control Centre activity encourages students to consider what happens when people do not follow bylaw requirements or take responsibility for their pets.

When students first touch the Animal Care & Control Centre, 14 animals appear on the city landscape. Ten of these animals need to be found and sent to the Centre. Once all of these animals are sent to the Animal Care & Control Centre, have students work together to select the option they think is best for each animal.

Debrief the activity, using the two discussion questions that appear after options have been selected for all ten animals. These discussion questions include concepts that range from concrete to more abstract, depending on the number of correct decisions students make.

The following two questions are presented if students select between one and three of the “best” options.

- Why are animals with no licence and ID at risk?
- Why are pet owners fined if they do not have a licence for their pet?

The following two questions are presented if students select between four and seven of the “best” options.

- Why is it important for animals to be spayed or neutered?
- Do you think fines are the best consequence when pet owners do not follow community standards? Why or why not?

The following two questions are presented if students select between eight and ten of the “best” options.

- Why is it important for pet owners to take responsibility for the animals in their care?
- How do you think a community can best deal with lost or abandoned pets?



Differentiate

Consider strategies such as the following to challenge students to consider the importance of bylaws and community standards while they are participating in this activity:

- Ask students to work in small groups or with a partner and take turns coming up to the interactive whiteboard to find one animal.
- Find the animals as a class, discussing why or why not each animal should be sent to the Animal Care & Control Centre.
- When choosing what to do with each animal, have groups consult with each other and then vote as a group for the option they think is best. Alternatively, have students individually vote on the option they think is best. If available, use interactive response clickers.



Extend

Provide students with the opportunity to examine the *Animal Licensing and Control Bylaw* and discuss the mandatory guidelines that the bylaw establishes. Ask students to consider whether they think the bylaw provides too many, or too few, guidelines and standards. The bylaw can be accessed on the City of Edmonton’s website at www.edmonton.ca/bylaws_licences/C13145.pdf.



Pets in the City app

In some of the options for four of the animals in the Animal Care & Control Centre activity – Max, Bubble Gum, Rex and Sadie – students will find references to humane euthanasia.

Dealing with the issue of euthanasia in the Animal Care & Control Centre activity

It is important to deal openly and honestly with the sensitive issue of euthanasia. Animals may be humanely euthanized at the Animal Care & Control Centre, but usually only because they are very ill and suffering or because they are a public safety concern. It is important for you to know how the process works, so you can talk about it appropriately and sensitively with students. Be as honest as you can be. Additional information about humane euthanasia is also provided in the teacher background notes on **pages 54 to 55**.

Explain to students that sometimes when pets are in very poor health or pose a threat to people or other animals, their lives can be ended in a humane and gentle way. That is why this process is called “humane euthanasia.” It involves a simple injection, and is very peaceful and painless. Caring for an animal sometimes means a veterinarian or pet owner has to make this kind of compassionate decision.

- Use appropriate words and don't get too technical about what euthanasia may involve.
- Avoid euphemisms such as death is like “going to sleep.”
- Let children know that it is okay to be sad. Show them the logic of humanely relieving an animal's pain or why it is important to ensure public safety. Expect them to react emotionally.
- Be prepared to continue the discussion. This is a sensitive and emotional topic.
- Reassure them that humane societies and municipalities care very much for animals. First and foremost, they are concerned with reuniting pets with their owners or to help them find new homes.



Finding common ground

Ask students to consider what they think can happen when there are disagreements over the balance between individual rights and responsibilities and the common good, such as in the examples they responded to in their opinion statements from the previous activity. Pose general discussion questions to the class, such as:

- Is enforcement always the answer? Why or why not? What are some other options?
- What do you think individuals can do to solve differences peacefully? What can communities do?
- What should, or can, local government do to help people solve differences peacefully?
- Have you ever heard the expression, “finding common ground?” What do you think it means? How could it apply to the rights and responsibilities of “good” citizenship?

Provide students with **Finding Common Ground (pp. 147-148)** and tell them that they will have the opportunity to explore some options for action. Review the **problem solving process** described on the first page and ask students to individually write ideas in the “looks like, sounds like, feels like” box.

The options for action include:

- Work with neighbours to find a compromise that improves the problem.
- Organize a neighbourhood event or participate in a City program to help improve the problem.
- Decide to do something about the problem yourself.
- Ask for enforcement action from the City because this problem causes an immediate public safety concern.
- Make a citizen’s request for help from the Mayor or a City Councillor as this is a big issue that needs a community strategy to solve.

Ask students to work with a partner or in a small group to discuss, compare and apply the information and five options for action and indicate when, where and how each potential action could be most appropriate. Encourage students to use examples from their *Themes in the City* research. Provide prompting questions such as:

- What options for action could be most appropriate for some of the challenges and problems you’ve learned about?
- What problems do you think are best solved by individual people?
- What types of problems do you think need the whole community to work together?
- When does it help to involve local government?



Differentiate

Use the **Make a Better City web app** to introduce options for action and problem solving before assigning Finding Common Ground to students. Suggestions for using Challenge Activity Two are provided on **page 68**.

As an alternative to individual or group work, complete Finding Common Ground as a whole class activity. This provides opportunities to discuss and expand on the concepts of peaceful “problem solving” strategies, the elements of “good” citizenship and can reinforce processes of conflict resolution.



Share

As a class, share ideas and discuss how different types of problems can require different solutions. *(Encourage students to consider that one person’s idea of what is most appropriate might be different from another person’s. It is possible to have more than one solution that works equally well. However, in some cases one type of action can be more appropriate. For example, when neighbours have trouble keeping sidewalks clear of snow, it can be much more effective if other people in the neighbourhood offer to help instead of making a complaint with bylaw enforcement. In other cases, if a problem continues despite neighbours’ best efforts to help, making a complaint may be the best option.)*



Field-Based Research

Apply for a week at *City Hall School* or use some of the teaching and learning resources on the *City Hall School* website to reinforce the connections between municipal government and what students are learning about community standards, bylaws and living together in an urban environment. Learning resources focus on levels of government and how Edmonton's City Hall works. Access these resources on www.edmonton.ca/attractions_recreation/attractions/downtown/cityhall-school.aspx.



Differentiate

Have students work in groups, with each group focusing on one of the suggested options for action from the web app. Ask groups to use a graphic organizer, such as a **Pros & Cons Chart (p. 183)**, to consider the benefits and potential challenges of the action when it is applied to different types of situations.

Students can also be asked to discuss how different perspectives can influence any problem solving process. How can people's backgrounds and experiences affect the way they resolve conflicts? (*Consider how and why the perspectives of seniors, youth, newcomers, people with disabilities, homeowners or renters might differ.*)

How to use the web app with this activity



The ***Make a Better City* web app**, at www.edmonton.ca/makeabettercity, reinforces and extends the idea of “finding common ground.” Students apply five potential options to City problems and challenges.

Students complete Challenge Activity Two by identifying all 16 problems that exist in the City landscape and reviewing the bylaw information that relates to each problem. They select what they think is the best option for action and accumulate points in their WhyPods. These five options for action are the same as those presented in Finding Common Ground. The options encourage students to consider how compromise, participation, individual action and the support of local government are all part of active and involved citizenship.

Ensure that students understand that the options presented in the *Make a Better City* web app are not the only options available to citizens and residents of a city.

Encourage them to think about other types of action that can also be effective and appropriate.

Ask students whether simply identifying a need for change or a community issue can solve it. One of the first steps in addressing an issue involves understanding its cause and how it affects the community. Use the web app problems to revisit the concepts of “cause” and “effect” with the class.

 *assessment*

Select from the following summative assessment tasks and activities.

- Ask students to reflect on different actions that are available to them personally, as youth in their community. Have them identify one to four citizenship actions or involvements that they think would make a positive contribution to their communities. Use **Assess Your Understandings (p. 150)** to describe benefits and challenges associated with each citizenship commitment they identify.
- Have students use a graphic organizer, such as a **Mind Map (p. 181)**, to describe the relationships they have in their communities. Encourage students to include the following types of relationships:
 - Family
 - Friends and peers
 - Neighbours or community members, including younger children and seniors
 - Residents and citizens in the city.

Ask students to map the qualities of the relationship, interests or values shared with each type of relationship in one layer of the mind map. Map what they say and do to maintain healthy relationships in another layer of the mind map. Assess the mind map using a checklist such as the one provided below.

- Provide students with **Check In #2 (p. 149)** and have them self-assess their research skills.

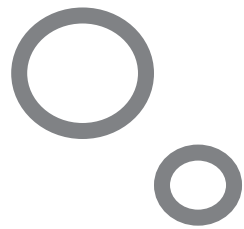
Mind Map Checklist

| | Yes | Somewhat | Not yet |
|--|-----|----------|---------|
| Mind map identifies a range of relationships | | | |
| Connections between relationships and shared interests or values are clear | | | |
| Actions for maintaining healthy relationships are appropriate | | | |



Focus on Health & Life Skills

Students can be asked to synthesize their learning and apply it to what they have learned about healthy relationships.



Set the Standards

What does this news article tell you about different points of view that individuals and a city government can have? Read the article and respond to the questions that follow. Discuss your responses with your classmates.



Pirate Ship Sunk!

July

VANCOUVER — A Vancouver pirate ship was recently sunk, ending a two-year bylaw battle with the City of Vancouver. The pirate ship was not anchored in the ocean, but rather a tree house that was perched in a tall cedar tree in the front yard of a Kerrisdale neighbourhood home. The battle began when a neighbour thought the tree house was too close to her property line and called the bylaw office to make a complaint. City bylaw inspectors visited the property and agreed that the tree house was so large that it needed a building permit.

The Dewberry family who built the pirate ship tree house for their two sons, Jack, aged 9, and Sam, aged 7, refused to take the tree house down, arguing that it was on their property, was built for their sons' enjoyment and did not interfere with anyone's rights. The dispute ended up going to provincial court, where Judge Conni Bagnall ruled against the family. Although the judge admired the workmanship of the tree house and the family's determination to provide their children with a wonderful play house, she said that it did not take away from the fact that the tree house did not comply with city bylaws. She ordered the family to take the pirate ship down.

Mr. Dewberry and his wife, Ms. Seagrave, were each fined \$250 for breaking city bylaws and were given 90 days to remove the pirate ship from their property. The family decided that the tree house would be auctioned at the Boys and Girls Club of Vancouver so that kids would still benefit from the joys of play!



Discuss or write your responses to these questions:

1. What is the conflict in this news article?
2. How do you think other people in the neighbourhood would have been affected by the treehouse?
3. What are the different points of view of the people involved – the parents, children, neighbours, Boys and Girls Clubs? Which points of view do you agree with the most? Why?
4. Do you know of any similar problems or conflicts in your neighbourhood? What are they?

Living Together Peacefully

Edmonton is a city of about one million people. As the city grows, how do you think its challenges grow with it? What do you think it takes to ensure that everyone has opportunities to live together peacefully?

Community standards and **bylaws** are guidelines and rules that help people live together peacefully in diverse neighbourhoods of a city. Bylaws are not meant to restrict behaviours, freedoms and choices. They are meant to help neighbours respect each other's property and share **public places** that everyone uses and are part of every urban neighbourhood.

Each municipality can pass **legislation**, or laws, that allow it to regulate how people should behave and what their responsibilities are. This legislation takes the form of bylaws and licensing requirements. Sometimes, bylaws result from legislation that the province has passed. Cities, like all other municipalities, must ensure that people follow the rules that are passed for the common good. For example, the *Alberta Weed Control Act* requires all municipalities in Alberta to control harmful weeds that can spread and damage crops in rural areas.

Bylaws often reflect the **values**, or ideas and behaviours that are considered important for good relationships, and the ways of life of the people who live in the city. Bylaws provide minimum standards that everyone must follow. They also identify the responsibilities of people who live in neighbourhoods or business owners who provide services or facilities.

In the City of Edmonton, the *Community Standards Bylaw* provides rules that property owners must follow to maintain the areas that surround their properties – such as yards, buildings, fences, public boulevards and sidewalks. These rules describe what all people can and cannot do so that both private and public places are respected and maintained.



The *Community Standards Bylaw* lays out the responsibilities of property owners. Why do you think each of the responsibilities listed in the chart is a bylaw? Write your reason in the second column of the chart.

| Responsibilities | Reason |
|--|---------------|
| Keep property well maintained, clean and tidy | |
| Make sure that unoccupied buildings are secured for safety | |
| Get rid of garbage and waste responsibly | |
| Be considerate, safe and responsible with outdoor fires | |
| Care for boulevards and alleys by private property | |
| Clear snow from sidewalks by private property | |
| Manage graffiti vandalism by keeping property clear of it | |
| Be considerate of neighbours when using loud machinery or doing something that results in loud noise | |

Why do you think the *Community Standards Bylaw* is sometimes called the “good neighbour” bylaw?

The *Public Places Bylaw* regulates how shared spaces such as roadways, sidewalks, squares, courtyards and alleys are kept safe for everyone's use. It is important for citizens to behave safely and appropriately, so the bylaw discourages harmful activities like cigarette smoking, littering, fighting, and panhandling in all the places that allow public access.

What are some public places that citizens share in an urban community?

Why do you think the City of Edmonton has a bylaw that addresses behaviours and actions in public places?

What caption could you write for this photograph?



Community Standards Concept Cards

These **concept cards** identify many behaviours and conditions that are connected to City of Edmonton bylaws. Cut out the cards and organize them into a concept web. Use any patterns and groupings that make sense to you. Add any additional ideas you might have to your concept web.

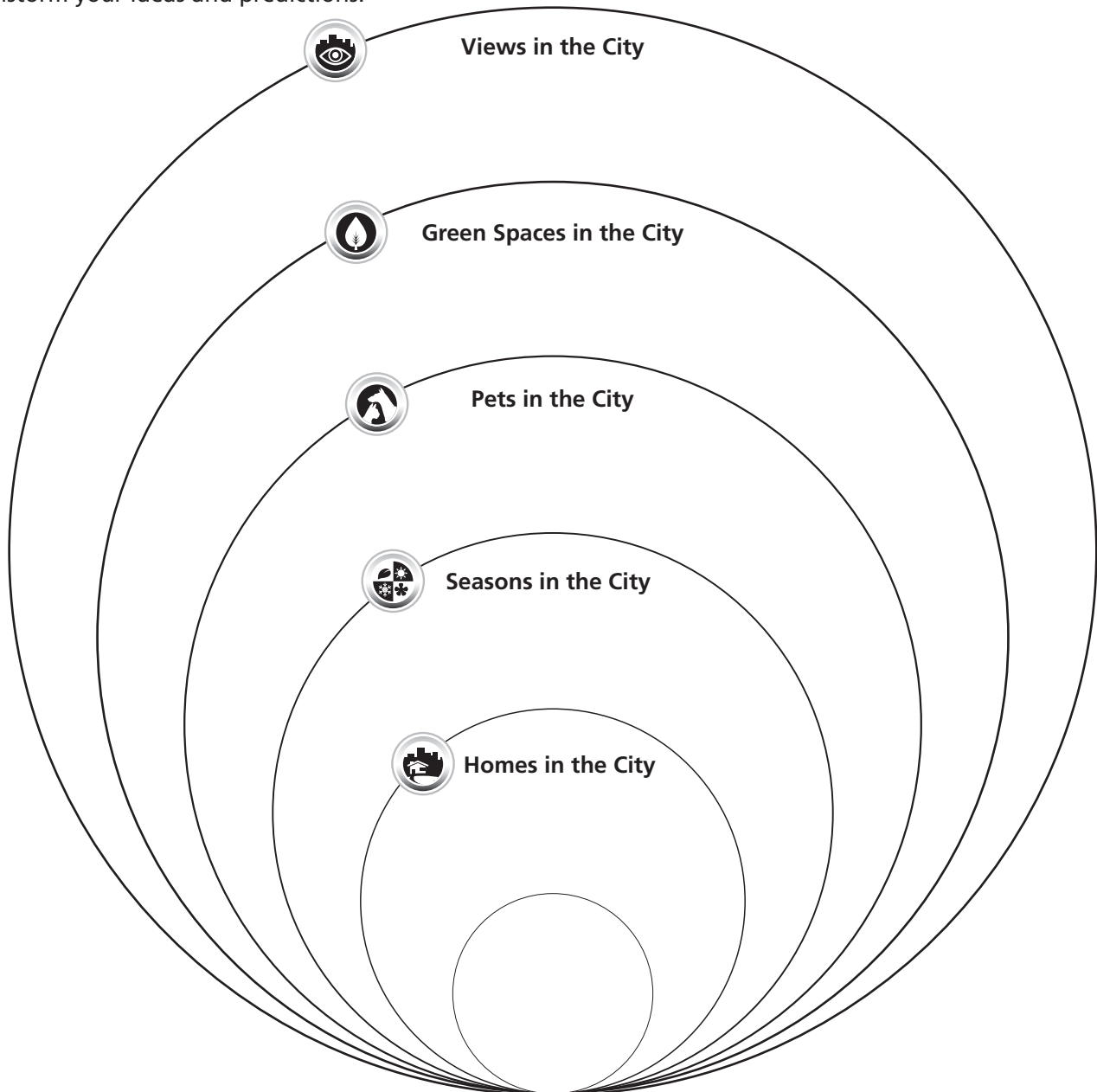
| | | |
|------------------------------|------------------------------------|------------------------|
| Bylaws | Private property | Offence Fine \$250 |
| Barking and biting | Standards | Smoking |
| Graffiti vandalism | Abandoned buildings | Abandoned dogs |
| Litter | Dangerous actions | Wild cats |
| Weapons | Handbills | Messy property |
| Garbage | Graffiti cleanup | Boulevard care |
| Building maintenance | Parks and playgrounds | Boulevards and streets |
| Noise | Unlicensed pets | Weed and pest control |
| Snow removal | Public property | Individual |
| Litter Offence Fine \$100 | Snow Removal Offence Fine \$100 | Community |
| Urination and defecation | Safety | Off leash parks |

Balancing Rights & Responsibilities



Every local, or municipal, government in Alberta and Canada uses bylaws to identify rights and responsibilities of citizens and residents. The *Municipal Government Act* gives all municipal governments in Alberta the power to make these rules and laws. Edmonton's City Council passes bylaws because one of its roles and duties is to protect people who live in the city. Bylaws and community standards also protect the common good by making sure that people meet their responsibilities.

You will explore a variety of different stories and articles in at least one of the five *Make a Better City* research themes. What do you think each theme will be about? Use the *Themes in the City* organizer below to brainstorm your ideas and predictions.

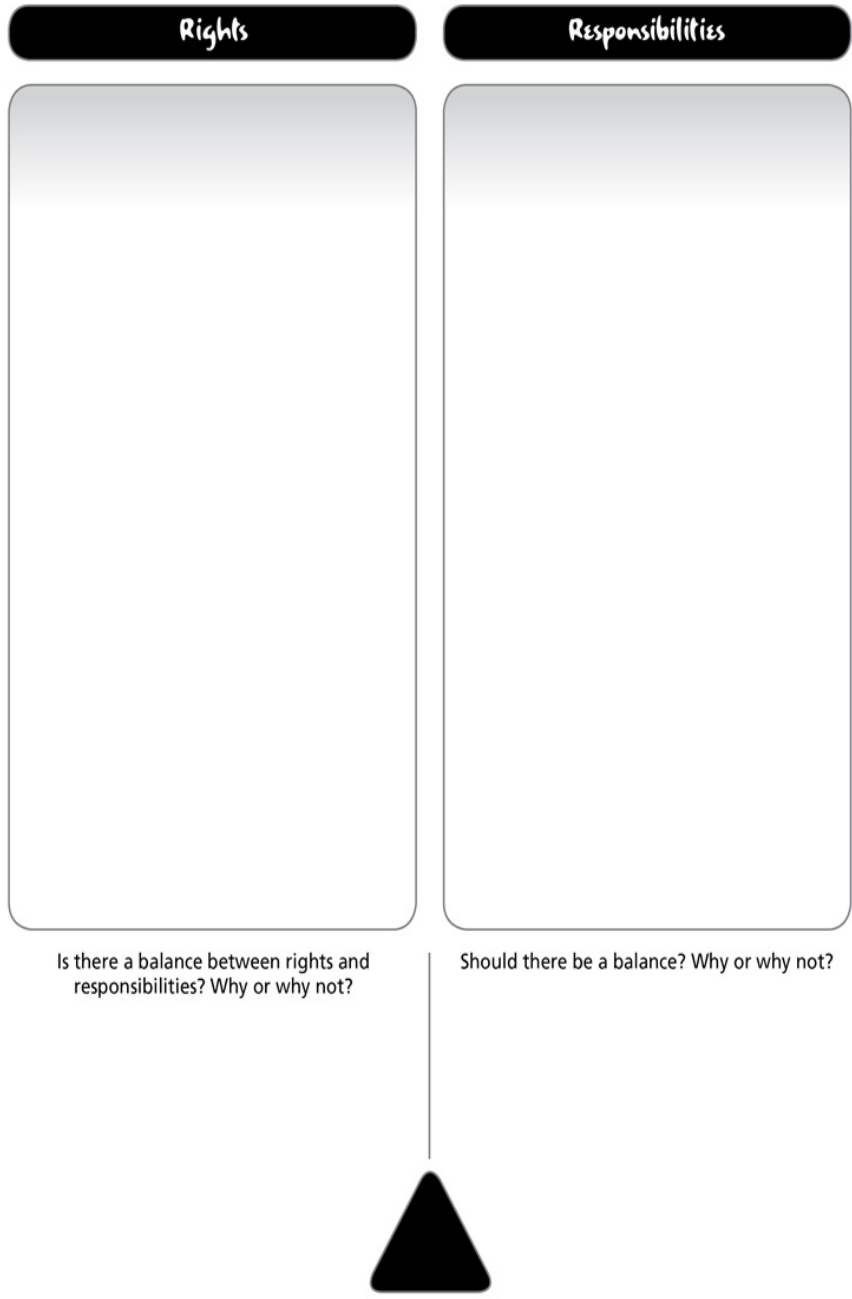




The stories and articles in each *Make a Better City* theme focus on individual and community rights and responsibilities as well as how local government protects and ensures public safety and the health and livability of the city. The stories and articles will help you understand issues and challenges faced by citizens and local government and some of the contributions made by both.

You will use a balance scale graphic organizer to compare the balance between rights and responsibilities.

- Use the introductory page to focus on the theme. Complete the **Think Ahead to Make It Real** and the **Think Aloud** questions with your research group.
- Respond to the focus questions in the jot note “bubbles” provided. Use a jot note bubbles graphic organizer if you need more room!
- Does the article or story involve a right? Write a jot note about it on the “rights” side of the balance scale.
- Does it involve a responsibility? Write a jot note about it on the “responsibilities” side of the balance scale.
- Does the article or story involve both rights and responsibilities? Write a jot note in both sides of the balance scale.
- Is there a balance between rights and responsibilities? Why or why not? **Should** there be a balance? Why or why not? Write a response to each of these questions in the box at the bottom of the scale.





Homes in the City

What does it mean to live in a great neighbourhood? Community standards in Edmonton encourage people to contribute to making sure they live in safe, clean and friendly neighbourhoods.

What makes a neighbourhood great for one resident may be different than for another. However, many people agree that great neighbourhoods have the following qualities:

- A well-maintained **infrastructure**, which includes features such as roads, lights, boulevards and sidewalks
- Safe, clean and pleasant places and services that make the neighbourhood a better place to live or work
- Residents who support each other and work with government to make their neighbourhood the place they want it to be.

Many people also believe that making a better neighbourhood starts first with individuals in their own homes. This means that people should take responsibility for looking after the property in which they live or own.

A well looked after property can involve more than you may think. Cleaning up garbage, removing graffiti and looking after lawns and sidewalks is part of it. However, ensuring that daily activities do not interfere with others is also important. This can mean considering if music is being played too loud or that the dog isn't barking early in the morning or late at night.

Think Ahead to Make It Real

Is there such a thing as being a citizen in your own home? What rights and responsibilities would you have?



People who own and live in properties have responsibilities. What responsibilities do you think people should take for their homes? Discuss these "think alouds" with your group:

A home is where I can....

I think that people should take responsibility for their homes by....

I think that **landlords**, or people who rent property to others, should take responsibility for....



Homes in the City

Most people want to live in attractive, healthy and safe neighbourhoods where everyone takes responsibility for maintaining their homes and respects the homes of their neighbours. Rules and community standards discourage nuisance conditions, including junk-filled yards or snow-covered sidewalks.

The **broken windows theory** helps local governments, including the City of Edmonton, make decisions about bylaws and programs related to the appearance, cleanliness and safety of property. This theory says that if a broken window is not fixed, it sends a signal to other people that no one cares. If no one cares, individuals are more likely to be careless with the property they own or live in. If no one cares, individuals may think that it's ok that they don't care either.

Not caring about how homes and neighbourhoods look or how people behave can result in more litter, graffiti, neglect and crime.

What do City of Edmonton bylaws say about private property?

The *Community Standards Bylaw* establishes rules and standards for the care and maintenance of private property. This means that private yards, buildings, fences, city boulevards and sidewalks must be maintained to a reasonable and common standard.

What do the two articles on pages 81 and 82 help you understand about the broken windows theory? Find two examples to support the ideas in the broken windows theory.

A large, stylized thought bubble graphic containing ten horizontal lines for writing.



Homes in the City

Broken windows theory boosted by new study

Regina Leader Post November 21, 2008

People are much more inclined to litter, steal and trespass when it seems other people have been breaking the rules, according to a new study, published online Thursday by the journal *Science*.

If you saw \$10 in an envelope sticking out of a mailbox, would you steal the money, or pop the envelope in the mail?

If there is graffiti all over the mailbox or lots of litter on the ground, you'd be twice as likely to take the cash, according to a [study done in the Netherlands]. It also [supports the] "broken windows" theory behind crime and anti-graffiti prevention programs from Vancouver to Rome.

The study, published online Thursday by the journal *Science*, found people are much more inclined to litter, steal and trespass when it seems other people have been breaking the rules. "The mere presence of graffiti more than doubled the number of people littering and stealing," it says.

Excerpted with the express permission of the *Regina Leader Post*, a division of Postmedia Network Inc.

Bylaw calls indicate city 'well engaged'

By **Tony Seskus**, *Calgary Herald*
November 3, 2011

Highland Park was once every bit the classic Calgary suburb... But all neighbourhoods change.... "As the [people living in the area] changed and people weren't as interested in the community, the physical environment started to go downhill," says Kevin Bentley, president of the community association. "Grass didn't get cut, snow didn't get cleared, house maintenance didn't happen," Bentley said. "And, you know, it's the broken-window theory. Once it started, we started to see some of the other problems."

Derelict [or neglected] properties [and crimes] wormed their way into pockets of the... community. So when Bentley hears how many complaints Highland Park residents made last year to the city about untidy yards and tall grass – at rates exceeding most other communities – he doesn't see trouble. He sees

proud neighbours pushing back.

"It's an indication that community residents are looking at the physical environment of the neighbourhood and saying it's unacceptable," Bentley says. "It's community residents stepping up to the plate."

It's something that's happening in other communities, too. In new data provided by the city for Project Calgary, the public made about 65 000 phone calls to the city in 2010 with bylaw complaints, including things like noise, graffiti and unshovelled sidewalks...

The "broken window" theory of crime prevention considers the condition of a neighbourhood's physical environment an important factor. If one broken window goes unrepaired, then the next one might not and so on – until ultimately the community has bigger problems.



Homes in the City

“Crime thrives in areas where people appear to not care,” Bruce says. “If people don’t care about the community, then they’re not going to care about what you’re doing.”

“We actually want people . . . to complain about a bylaw infraction early, not wait until their rage builds up and they get angry because their neighbour is doing this, this and this,” says Diane Danielson, chairwoman of the organization. “We would like to see an increase in bylaw calls, we would like to see an increase in calls to the police.”

The role of active citizens shouldn’t be lost, however. If people are engaged in their community, maintain their property and take an active interest in their neighbourhood, they may prevent the “broken windows” people dread.

People want to live in neighbourhoods with a good reputation and that comes from its people. “When people care and have pride – and will hold their neighbour accountable

for the junk or the broken window or whatever – the quality of life and pride in community remains high,” Evans explains... It’s important neighbours express themselves and get involved in their community, Bentley advises.

“At the end of the day, you’ve got to believe that each individual voice counts and to be silent is the wrong approach,” he says. “You need to voice your opinion. You need to voice it whether it’s to 311 or through other authorities – the alderman, police, fire.

“Whatever means you choose, it’s important to speak up because without speaking up no one is going to know you have a concern.”

Excerpted with the express permission of the *Calgary Herald*, a division of Postmedia Network Inc.

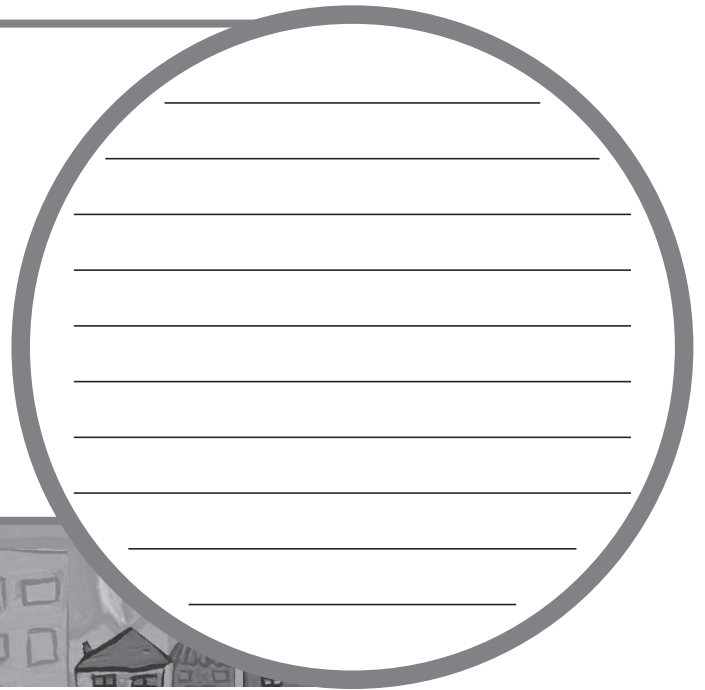




Homes in the City

The two community newsletter stories on this page come from the Avenue Initiative, a community project that started in the spring of 2007. This project involved businesses, the City of Edmonton and Alberta Avenue residents in cleaning up and **revitalizing**, or bringing new life to, their neighbourhood.

How do you think the choices that individual residents or property owners make can affect a whole neighbourhood? How do the individuals in this community take responsibility for their neighbourhood? How does the local government take responsibility?



WALKABOUTS CONTINUE TO CLEAN UP AREA

Dawn Freeman

For the second year, members of the Safe Streets working group spent a couple of hours every fortnight strolling along the back alleys of the two blocks north and south of the Ave, looking for trouble spots. Abandoned appliances or other large household items, overgrown weeds, falling down structures and derelict vehicles all went on the list that was passed onto the city's bylaw enforcement team.

The Safe Streets Committee believes that cleanliness and order go hand-in-hand with safety. When we keep our properties and our alleyways clean and clear it says that we care about our neighbourhood!

Excerpted with permission from the *Avenue Initiative*:
www.avenueinitiative.ca.

Pickin' Up the Neighbourhood!

Bylaw gets proactive on the Ave!

Mari Sasano

This summer City of Edmonton Municipal Enforcement Officers took a little extra time investigating bylaw concerns in Alberta Avenue's communities. Pitching in to help pick up litter and tidy up gave officers a chance to talk to folks about what is really going on in the community. The extra effort paid off as officers have received positive feedback from citizens who say that "things have really improved." ...

So what can you do to help out?

Most of the improvements to messy properties on the Avenue can be attributed to active citizens who have taken ownership of their community. The City is asking community members to continue working with the Community Standards bylaw officers to address bylaw infractions. When you notice a messy property, a weedy yard or a junky business area, call us.

If you do not see any improvement, take further action by calling the City and asking for an update on your complaint. Sometimes resolving a problem takes time because a variety of agencies such as the Edmonton City Police, Derelict Housing and even health inspectors take part in sorting out the concern. We all have a role to play in improving community standards.



Homes in the City

The web article and blog note on this page and page 85 describe some problems that can develop on private properties.

Do you think everyone should have the right to buy and own property? Why or why not?

How can the problems on private property affect everybody in a neighbourhood?

Who do you think should have to take responsibility to solve these problems – the individual property owner, the local government or both? Why do you think this?



When is a private property a nuisance?

Any property that is untidy, unsightly, offensive, dangerous, or interferes with the use or enjoyment of neighbouring properties is a nuisance.

Nuisances on properties may include:

- Uncut grass and weeds
- Graffiti vandalism
- Wrecked, dismantled, abandoned, unregistered or uninsured vehicles
- Standing pools of water
- Smelly compost heaps
- Dense dust or smoke from fire pits
- Untidy garbage storage
- Accumulation of construction materials, tires, auto parts or litter





Homes in the City

Some final thoughts on Edmonton's derelict housing issue

Make no mistake. Edmonton's derelict homes – especially those in mature, inner city neighbourhoods – do more than hurt the city's image.

These ramshackle eyesores **impair** [reduce] neighbourhood property values, they attract squatters and vandals, they discourage **infill development** [building on vacant, existing lots in older areas] that would...make the city more vibrant....

While the city demolishes some 50 to 60 derelict homes per year – i.e., those deemed to be a public health or safety issue, or those that are structurally unsound – city officials insist their hands are otherwise tied. Unless the province expands the city's authority to bulldoze derelict homes, they say, they're at a stalemate.

That offers little solace to many Edmonton residents. If you're unlucky enough to live near one of these disasters, you're already paying for it, whether you realize it or not.

Consider this. One of our elderly neighbours, who is now in her 90s and living in a retirement home, was recently forced to sell her well-maintained bungalow. Unfortunately for her, it sits next to a shoddy wreck that hasn't been occupied in at least a decade.

Its owner ignored all her attempts to get him to clean it up or sell it. The result? She had to accept an offer for her home that was – according to her realtor's estimate – \$30 000 to \$50 000 below fair-market value.

Gary Lamphier
Edmonton Journal

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.





Homes in the City

The news article on this page talks about garbage, something produced in every home! Individuals must ensure that garbage does not collect or accumulate on their property.

How do you think individual citizens should share in the responsibility and cost of managing garbage for the entire city? Why do you think this?

City talks trash, could cost you more cash

By Gordon Kent
EDMONTONJOURNAL.COM
February 23, 2012

EDMONTON - The public could have its say this spring on whether homeowners should be charged for the amount of garbage they throw out, says a report released Thursday.

The five options include cutting fees for single-family homes that don't produce more than one container each of trash and recyclables each collection period, allowing them to buy tags for extra junk, or letting them put out extra waste free, twice a year.

The other suggestions are keeping the current \$33.20 monthly flat fee, or introducing a base fee that covers one container each of trash and recyclables at every collection and charging for additional material.

The last choice is similar to tag-a-bag schemes the city has studied four times in the past 20 years, which supporters felt would reward people who cut down on their garbage.

But there were complaints the proposal penalized large, low-income families and people who dispose of material related to medical conditions.

There were also concerns about extra administration costs and illegal dumping by people trying to save money.

The latest public consultation plan would give people a chance in April to complete an online survey, phone in comments or attend one of four open houses.

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.

What do City of Edmonton bylaws say about garbage?

The *Waste Management Bylaw* helps to maintain a clean, safe and efficient system for the collection, removal and disposal of waste from residential and commercial property throughout the municipality.

Improperly stored waste can become a nuisance when there is too much garbage that has broken open and not been cleaned up.



Homes in the City

Animals usually thought as belonging on farms – such as chickens and bees – have started to come to some cities. Read the blog note and two news articles on this page and page 88.

Why do you think people want to keep farm animals on city properties? Do you think they should have the right to keep any type of animal on their own private property? Why or why not?

What responsibilities should these animal owners have to the community? Why should they have these responsibilities?

Find more information, perspectives and opinions about backyard chickens by searching for "river city chickens Edmonton" or going directly to www.rivercitychickens.org.

“ I have some questions about chickens in the backyard. What will happen to all the chicken manure? It smells. What about the pests that chickens and their food might attract? Do people really need to have chickens in their backyards? I think these are issues that need to be taken very seriously.

Maybe if you want to raise chickens, you should buy an acreage in the country, where you can also grow your own vegetables and even have a goat if you want!”

Joanne

City squawks at urban chickens; Woman says she'll keep poultry despite risk of \$500 fine; Chicken coop draws bylaw warning

Liane Faulder
EDMONTON JOURNAL
March 29, 2012

Edmonton homeowner Crystal Sherris wants to keep her backyard chickens but the city's bylaw enforcement branch is crying fowl.

Sherris has had eight laying hens and a coop behind her home near Bonnie Doon shopping centre for the past year. But the flock is in jeopardy after she received a warning from the city last week. It instructed her to remove Jeanie, Snookie, Rosa and their feathered friends or face a \$500 fine. In an interview Wednesday, Sherris said she doesn't plan to comply.

“I was aware I might get bylaw knocking at my door,” said Sherris, who spent much of her childhood on her grandparents’ farm and appreciates fresh food. “I told the city I wouldn’t remove the birds.”

She is one of an unknown number of Edmontonians who keep hens in defiance of the animal licensing control bylaw.

Some raise chickens for the eggs, and because they make pleasant pets. Others appreciate their gardening value: chickens eat weeds, bugs and slugs, and also deposit rich manure, known to be among the best animal fertilizers available.

A few Canadian cities, such as Victoria, Vancouver and Guelph, Ont., allow backyard chickens, so long as guidelines are followed.

Calgary doesn’t allow chickens, but an urban chicken farmer there recently filed a court challenge after being fined \$200. Paul Hughes maintains several provisions of the Charter of Rights and Freedoms support his position...

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.

Edmonton clearly forbids the practice of keeping chickens and puts poultry in the same category as poisonous reptiles, although the city manager’s office has the power to grant exemptions to the bylaw.

In 2010, members of the River City Chickens Collective pitched the city on a pilot project that would examine the impact of backyard chickens, but were turned down.

Ryan Pleckaitis, acting director of compliance and investigations with the City of Edmonton, said he wasn’t aware that a fine for keeping chickens has ever been levied [given out] in Edmonton, though complaints have arisen in the past, with warnings sent out. He [said that] noise is a concern when it comes to chickens, as well as “potential health impacts.”



What’s that buzz? Urban hives on the rise

EDMONTON JOURNAL

July 7, 2010

There’s a buzz around the world that Edmonton should pick up on. No, it’s not **vuvuzelas** [plastic horns that make a loud noise] -- we could do without them, thank you very much. It’s honeybees....

Bees, let us not forget, are our friends. They pollinate one-third of our food crops and are essential for the production of many plants we treasure....

There are some 10 000 registered **apiarists** [beekeepers] in Canada at the moment, of which 80 percent are hobbyists.... Of course, most of those hives are located outside cities. That’s the case at least to some degree because city and suburban [bylaws] in many locales, including Edmonton, either forbid backyard beekeeping or make it functionally impossible due to lot size restrictions.

[Urban bee hives can be found in] opera house roofs in Toronto, London and Paris, the Fairmont Royal York Hotel, Michelle Obama’s White House garden and Vancouver’s City Hall, to name but a few. In fact, urban municipalities have been beelike of late, busily scrapping or amending existing statutes prohibiting or discouraging backyard apiaries.

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.



Homes in the City

Dogs and cats are an accepted, and important, part of many families and homes in the city. Pets are an individual responsibility of their owners. However, the ways that individuals look after their pets can affect everyone in the city.

Consider the following questions as you read the blog post and City of Edmonton web article on this page and on page 90.

- What rights do you think pets and their owners should have?
- How can pet owners make sure that their pets are “good neighbours?”
- Do you think that the rules for having pets like dogs and cats should be the same or different than the rules for backyard farm animals like chickens or bees? Why?

People who don't pick up after their dogs

Posted on 16 November

“ Hi! I've just moved to the city and I'm excited to meet some other pet owners! I love to see all the sweet puppies and dogs in my new neighbourhood, but I'm wondering if anyone else has had a problem with neighbours who let their dogs poop on other people's lawns or even sidewalks? We have an alley behind our apartment building and for some reason there are a couple of dogs that keep pooping there. RIGHT IN FRONT OF OUR GATE!

This has happened to a few other neighbours too who share the alley. We have talked about it and two of them say it's actually just one woman who takes her two dogs out after dark. She just lets them poop anywhere and doesn't pick up after them! Some of the neighbours have talked to the woman and asked her to clean up after her dogs. But she just tells them to mind their own business.

What can we do? Should our city have a poop-and-scoop bylaw? I've even stepped in the “offerings” many times especially when I come home after it gets dark. It's disgusting.

”

THE CITY OF
Edmonton

Barking is natural for dogs when they are bored, lonely, or want to alert their owners of something, but excessive barking can disturb your neighbours.

Excessive barking can be addressed through dog training, socializing, exercising, and family interaction.





Homes in the City



Cats at Home

Cat owners are required to make sure their pet does not wander on to other people's property without permission. The fine for an at-large cat is \$100, but if a cat is licensed it is eligible for one free ride home from the City without a fine every 12 months.

Dealing with an Unwanted Cat on Your Property

If you have an unwanted cat on your property, politely ask your neighbour to keep their cat on their own property. If you do not know who the owner is or if speaking with your neighbour did not solve the problem, you may want to make your property less inviting to the animal. Another option is to humanely trap the cat and turn it over to the City.

Making Your Property Less Inviting

Cats can be trained not to enter your yard simply by making your property unpleasant.

- Place mesh netting (angled outwards) or PVC pipe at the top of your fence prevent cats from climbing over.
- Bury chicken wire just below the surface of your flowerbeds to discourage digging and cover the bed with bark chips or gravel so it is rough.
- Spray the cat with water whenever it enters your yard.
- Spread repellents around your property, like vinegar or orange peels.





Seasons in the City

Some people describe Edmonton as an “all-season” city. Do you agree? What do you think are the advantages of living in a city that experiences four different seasons?

Edmonton can have great summers, with warm temperatures and long sunny days. However, some residents don’t look forward to mosquitoes and smoke from backyard fire pits.

Edmonton is also called a winter city, with months of cold temperatures and snow-covered sidewalks and streets. The City of Edmonton has a plan called the *WinterCity Strategy*, which encourages people to embrace this season and participate in a variety of activities! Part of this strategy includes ideas that help make the city safer and easier to live in during winter.

How do you think changing seasons affect a city’s livability? **Livability** can mean a variety of things to different people. However, it often refers to the extent to which a place feels accessible, comfortable, enjoyable and safe.

When Edmonton’s winter months turn into spring, the litter and garbage that accumulates over winter can affect the city’s livability. Spring and fall cleanups involves everyone in managing litter and cleaning up.



Think Ahead to Make It Real

How do you think one person can contribute time to help a neighbour in the city? Sometimes, being a volunteer can mean spending a short amount of time doing something that helps one other person.

What are some examples of short, simple actions one person can take to help another?



How do you think individual responsibilities can change in different seasons? Discuss these “think alouds” with your group:

The most important action citizens can take during summer is....

Winter can cause challenges for some people when....

Spring and fall cleanups make a difference if....



Seasons in the City

Winter in Edmonton can be cold, but is not necessarily a time when everyone stays inside. Clean and safe sidewalks and public places encourage people to participate in winter events and activities.

The posters and news articles from the the City of Edmonton, *Edmonton Sun* and *Edmonton Journal* below and on pages 93 and 94 describe ways that people can contribute to making the city safe and clean.

How do you think people's responsibilities change in the winter months?



Oil Kings turn into Snow Angels

Michelle Thompson
Edmonton Sun January 24, 2012

The Edmonton Oil Kings are taking ice time to a whole new level. As part of the city's Snow Angels program, the players are giving needy homeowners an assist this winter by shovelling snowy sidewalks.

"We're just looking for ways to give back to the community," said Oil Kings captain Mark Pysyk. "It's simple for us to come out and shovel sidewalks. It's really nothing for us and it makes a big difference for the people we're shovelling for."

The Snow Angels program encourages Edmontonians to help seniors, or the disabled, clear snow from their sidewalks...

The team's vice president, Darryl Porter, said the players are happy to help. "We have a commitment to give back to the community at all times, we look for the right opportunities, and this was an opportunity that made an awful lot of sense," Porter said.

He said he hopes players stepping in to help clear sidewalks will inspire other young people to do the same... "A lot of us have neighbours that could utilize a little bit of help."

The Snow Angel's senior program manager Elvie De Benedetto said she was happy to bring the Oil Kings on board...

"I think it's very important that we come together as a community, and that we help each other out with snow removal. It helps to make a community safe, accessible, and it keeps it mobile."

Excerpted with permission from *QMI Agency*.



Seasons in the City

Edmonton snow angel gets his wings

Clearing neighbours' walks keeps 92-year-old Good Samaritan active

By Chris Zdeb November 12, 2012

EDMONTON - Andrew Nykilchuk is a bona fide Snow Angel. After every snowfall he goes out and clears his neighbours' sidewalks, including the ones leading to their front doors. He received his "angel's wings" — a lapel pin of a snowman with a halo and wings holding a shovel — six years ago when several of the neighbours nominated him for recognition by the City of Edmonton's Snow Angel program.

The program encourages people to voluntarily shovel snow for seniors and persons with disabilities in their neighbourhoods. Earlier this year he received a framed certificate from the city recognizing him for "Being A Good Neighbour."

What makes Nykilchuk different from other snow angels is that he is 92 years old. The people whose walks he shovels are all younger than he is. "I keep telling him he makes us look bad because he's a senior and we're the ones that are supposed to be doing this for him," says a laughing Jessica Houle, one of the neighbours who nominated him.

"He tries to get out there first thing in the morning before we have a chance to get to it, or, if he knows that we run out the door in the morning and we don't necessarily have time to do it right away, he'll get it done during the day before we get back from work."

Sitting in his warm and cosy living room in a chair that faces the Duggan keyhole crescent where he lives, Nykilchuk explains he does it for

What do City of Edmonton bylaws say about snow removal?

Snow and ice on sidewalks are dangerous for everyone, especially seniors and people with disabilities. The *Community Standards Bylaw* requires property and business owners to clear every public walk around their property, including sanding the icy spots. When everyone does this, sidewalks are clear and safe.

the satisfaction of aiding others.... Or it could be because he's "greedy," he says, explaining that trying to keep the sidewalks cleared down to the pavement gets him outdoors in the fresh air and keeps him active during winter....

The day after last week's snowstorm, Nykilchuk was out as usual, clearing the walks for all 17 neighbours who live on the crescent... His posture his straight, his mind clear, and his health good, although he calls himself "bionic" because of two hip replacements he had 10 years ago.



Andrew Nykilchuk, 92-years-old, has won good neighbor awards for keeping the sidewalks on his street clear of snow.

Photograph by Larry Wong, *Edmonton Journal*

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.



Seasons in the City



Edmonton community leagues have their own winter sandboxes! Free sand is available at some community leagues throughout the City to use on icy sidewalks and walkways.

BE AN Urban Hero



**Clear your walks within 48 hours
after a snowfall.**

The safety of your neighbourhood is in your hands this winter. Keeping sidewalks clear of snow and ice allows for you, your neighbours, service providers and emergency responders to walk safely.

Edmonton.ca/bylaw



Find out more about Snow Angels in Edmonton by watching the video on the City of Edmonton website at www.edmonton.ca/for_residents/awards_certificates/snow-angels.aspx.





Seasons in the City

People can have varying opinions about what is most important to make their city the best it can be in the spring, summer, fall and winter months. These opinions are influenced by what they value and believe to be most important to their own lives.



What opinions are expressed in the following blog posts from citizens?

Use the blog posts and article on this page to describe two examples of a right or responsibility that these citizens think individuals, communities or local government should have.

Summer Festivals

“ The greatest parts of Edmonton in the summer are the festivals. Why not attract tourists by creating a major music festival.... Something that people can really associate with Edmonton and let people see how beautiful our city can be in the winter. ”  **I agree** |  **I disagree**

“ There should be more controls on parking and noise at summer festivals. I am unfortunate to reside in the immediate area of the folk festival, and I can honestly say that I and my neighbours dread the folk festival.

The area swarms with tourists who create heavy, occasionally dangerous, traffic congestion, especially in the residential streets. They leave their trash on my boulevard and under the front hedge, park anywhere and wake me from a sound sleep with their noise. ”  **I agree** |  **I disagree**

Folk Fest mosquito treatments start Friday

CBC News August 9, 2012

Fans heading out to the Edmonton Folk Festival Thursday night may want to pack bug spray. The city isn't starting mosquito spot treatments in Gallagher Park until Friday morning.

Crews will be treating vegetation and standing water around the festival grounds. But the city says there is no way to completely clear the site of mosquitoes.

Excerpted with permission from the Canadian Broadcasting Company.

What do City of Edmonton bylaws say about noise?

The *Community Standards Bylaw* regulates noise in the community. Noise is sound that disturbs your peace, comfort, or rest, or affects the safety or health of citizens.



Seasons in the City

Community groups and city organizations have to follow the same rules that individuals do. This includes the rules that are established through city bylaws. The Capital Ex webpage below describes how their organization views their responsibilities as a "neighbour."

What do these FAQs, or frequently asked questions, tell you about the responsibilities of organizations or businesses?

What does this information also tell you about the rights of individuals and the responsibilities of local government?

Northlands Neighbours

Our goal is to create a summer fun celebration to be enjoyed by all.

Northlands will work with the City of Edmonton to ensure Northlands follows all City bylaws to manage noise, parking, litter and security issues. The following questions and answers provide information on a variety of neighbourhood issues including parking restrictions, garbage collection, security and more.

Q: Who do I call if I see unauthorized parking in my neighbourhood?

Although Northlands is working with Parking Enforcement bylaw officers to make sure parking laws are followed in surrounding communities, if you see any unauthorized parking in your neighbourhood, please contact the City of Edmonton.

Q: Will Northlands be sending out crews to pick up litter and recyclables in surrounding neighbourhoods?

Northlands sends out cleaning crews to surrounding communities to deal with garbage and recyclables left behind by our guests.

Q. Where do all the recyclables go during Capital EX?

The EnCanna Green Team, a dedicated crew from St. Matthew Lutheran Schools are engaged as a fundraising initiative to clean and collect onsite litter and recyclables.

Q. I have a question about the noise coming from the Capital EX grounds. Who do I contact?

Northlands monitors sound during Capital EX and works with the City of Edmonton should any issues arise.

Used with permission from Edmonton Northlands.



Seasons in the City

Spring and fall bring more than just the change of season to the city. Sand, dirt, litter and garbage can build up on city streets, sidewalks, boulevards and parks during the winter months. Leaves and litter collect over the summer months and need to be cleaned up in the fall. The news release, logo and notes below and on page 98 are from the City of Edmonton's website.

What do you think is meant by the idea of "shared responsibilities?" What are the advantages of sharing responsibilities for spring or fall cleanups?



NEWS RELEASE

Students Show that a Clean City is Cool

April 26, 2011

Nearly 250 students at Strathcona High School broke out into a massive flash mob for the official kick-off of Capital City Clean Up's "15 to Clean Challenge."

The students sang and danced to show that the City's spring cleanup initiatives can be fun for all ages.

"It is a shared responsibility among all Edmontonians to keep our city clean and safe," said Councillor Iveson, who was at the school representing the City of Edmonton at the launch. "By promoting anti-litter and graffiti causes and participating in events like this, everyone can show that they're doing their part to make Edmonton a cleaner and more livable city."

During the week of April 24 to May 1, citizens are encouraged to challenge themselves, their neighbours, friends and family to take 15 minutes out of their day to pick up litter or report graffiti by calling 311.

Students and teachers at the school also accepted the challenge and spent 15 minutes picking up litter around the school during their lunch hour.

"We were more than happy to participate and help promote the challenge," said Strathcona High Principal, Hans Van Ginhoven. "By making it a fun, group exercise, students and teachers were eager to get involved and help clean up the area where we live, work and play."

The Spring Clean Up involves different city departments, including street cleaning by Transportation, River Valley Clean Up, as well as boulevards by Parks Branch, and sidewalk cleaning by Waste Management Branch. Some are ongoing efforts, such as the City's graffiti removal van and monitoring and compliance efforts by Community Standards Branch.





Seasons in the City

The City of Edmonton does its own spring cleanup after winter.

Parks crews sweep sand, dirt, and debris from city boulevards, tucking the debris into the curb areas for street sweepers to clear.

Parks cleanup on major arteries and freeways is supported by the Edmonton Police Service and Traffic Safety with barricades and street closures where necessary.

Communities also get involved!



What is a logo? What messages does this 15 to Clean Challenge **logo** communicate to individuals and communities?

What do City of Edmonton bylaws say about litter?

Edmonton's City Council has made litter reduction a priority. The *Community Standards Bylaw* says that it is illegal to allow litter or other waste material to accumulate on private property. The *Public Places Bylaw* sets a \$100 fine for littering on the street.

Capital City Clean Up is an initiative of local government that provides people and businesses with opportunities to pitch in and help clean up, year round!

We all see it every fall. An assortment of items destined for the landfill as well as leaves, grass and yes – litter. We need to try and get a jump on this in the fall so that spring cleanup is easier and we have more time to enjoy the warm weather.

Watch the City of Edmonton's fall cleanup video at www.edmonton.ca/bylaws_licences/bylaws/fall-cleaning-video.aspx?doAutoPlay=true.



Seasons in the City

Local governments often depend on volunteers to contribute to programs and events that make the city a better place to live. The volunteer newsletter article below describes the Adopt a Block program, which encourages residents, businesses and community groups to adopt a block in their community or business area and keep it litter-free during the summer.

How do individuals benefit from participating in community cleanups? How do their neighbourhoods and the city benefit?

In what ways do the City's cleanup programs provide opportunities for short, simple actions that one person can take?



Capital City Clean Up Reunites Old Friends

If you're Marilyn Kirby and Jan Stemo, a passion for the environment and a litter-free neighbourhood brings you back together.

"I'd volunteered to stuff Adopt-a-Block kits and when I walked into the boardroom, lo and behold, there was Marilyn," says Stemo, who has been picking up litter around her home for Capital City Clean Up's Adopt-a-Block program since 2007.

Kirby – who also patrols her own neighbourhood halfway across the city – hadn't seen her old friend in years.... It was the City of Edmonton's program to reduce litter and graffiti vandalism that reunited them.

Not only do they prepare the kits for the thousands of Adopt-a-Block volunteers, but also independently signed up to help at the city's graffiti vandalism conference last fall.

"Now I coordinate with Jan to get together on the same days when we're doing our volunteering, or we'll arrange to meet [for lunch] before we go in," says Kirby.

Volunteering at something like Capital City is all about connecting, adds Stemo. "It's important for all round good health for yourself and your community. You're getting to know your neighbours, and some of them are really appreciate and will tell you. It's really about connections."

National Volunteer Week Newsletter April 15-21, 2012



Seasons in the City

What does the article and poster below tell you about the ways that local government can encourage students to get involved with litter reduction and prevention?

What could you do as an individual to “put litter in its place?” What could your classroom or school do?

EDMONTON April 22, 2010 - **Students from McArthur elementary school did their part for Earth Day on Wednesday by getting rid of the garbage littering their school yard.**

The north-end school is one of more than 124 local schools putting trash in its place by participating in the annual Capital City Clean Up’s Schoolyard Clean Up event.

“It makes a lot of sense (for Earth Day) because it focuses on caring for and protecting the environment, green spaces and local wildlife,” said Elvie De Benedetto, senior program planner with Capital City Clean Up.

The schoolyard program started in 1998, encouraging local schools and their communities to pick up garbage on an ongoing basis after the spring melt. Last year, 29 schools signed on for the event, with numbers rising each year, De Benedetto said.

“There are multiple benefits to this program. It encourages children and youth to be responsible for their surrounding environment and to make their schoolyards safe and enjoyable for the entire community,” she said, adding these efforts may inspire other citizens to do their part.

“This is an opportunity to walk the talk, to teach students that small acts like this, at school or at home, add up and have a larger global effect,” said Farah Kaba, a teacher at the school. “The students take great pride in having a tidy schoolyard.”

Excerpted with permission from *QMI Agency*.





Pets in the City

The City of Edmonton's "Pets in the City" campaign was developed to remind pet owners about their responsibilities. A **campaign** is a project or program that works to meet a goal. Why do you think a local government might develop and advertise a campaign like this?

The goal of the Pets in the City campaign is to encourage people to be responsible pet owners. A responsible pet owner involves much more than making sure a pet has enough food and water or providing them with care and a home. Pet owners are also responsible for the actions of their pets. The City of Edmonton considers licensing one of the most important parts of responsible pet ownership.

Responsible pet owners not only look after their pet's health and wellness, they also make sure their pet is a positive addition to the community. This means controlling, training and cleaning up after pets so the city stays safe, clean and healthy for people and animals.

Many responsibilities related to pet ownership are also the law. The City of Edmonton regulates pet ownership under the *Animal Licensing and Control Bylaw*.



Think Ahead to Make It Real

What type of campaign could you launch in your school or your neighbourhood to support Pets in the City? Think of some important messages that a campaign could promote. Keep these ideas and "make it real" when you have finished your research!



What do you think is most important for all pet owners to know and do? Discuss these "think alouds" with your group:

A responsible pet owner makes sure that....

Every pet should....

Pets need licences because....



Pets in the City

The City of Edmonton’s website provides information on pet ownership in Edmonton. This information includes details about the “Pets in the City” campaign. The four banners below are advertisements that the City displays on public buses. The City also provides information about responsible pet ownership on their website and through advertisements on television, newspapers and magazines.

What messages do these four banners give to pet owners?

How does the City of Edmonton website information on page 103 support these messages?

PETS IN THE CITY
YOUR PET. YOUR RESPONSIBILITY.


LICENSED CATS



COME BACK
www.edmonton.ca/pets
City of Edmonton logo

PETS IN THE CITY
YOUR PET. YOUR RESPONSIBILITY.

THEY POOP



YOU SCOOP
www.edmonton.ca/pets
City of Edmonton logo

PETS IN THE CITY
YOUR PET. YOUR RESPONSIBILITY.

OFF-LEASH



NOT OFF THE HOOK
www.edmonton.ca/pets
City of Edmonton logo

PETS IN THE CITY
YOUR PET. YOUR RESPONSIBILITY.

FIXING THEM



TAKES THE HEAT OFF
www.edmonton.ca/pets
City of Edmonton logo



Pets in the City



Owning a Pet in Edmonton

Responsible pet owners not only look after their pet's health and wellness, they also make sure their pet is a positive addition to the community. There are a few obligations you have as a pet owner to be considerate of your neighbours and protect your pet.

Get a Licence

All dogs and cats six months or older must have a valid pet licence and tags, so we can contact you if your pet gets lost. This even applies to indoor pets because they can slip out open windows or doors from time to time.

Getting a microchip or tattoo for your pet are also great ways to make sure we can contact you, but they are not a substitute for a licence. Licences are affordable and available online, by mail, by fax, or in person.

Keep Them Controlled

Dogs are not allowed to be loose, unless they are on your property or in a designated off leash area. Dogs must always be on a leash when on public property and should be contained in a secure yard or building when on your property. Dogs are not allowed on school grounds, sports fields, playgrounds, and golf courses.

Cats must be kept indoors or in a secure yard on your property. Allowing your cat to freely roam is dangerous for them and can lead to conflict with your neighbours.



Prevent Excessive Barking

Barking is natural for dogs when they are bored, lonely, or want to alert their owners of something, but excessive barking can disturb your neighbours.

Excessive barking can be addressed through dog training, socializing, exercising, and family interaction.



Scoop the Poop

Pet waste can be smelly, unattractive, and can even be a health issue for you and your pet. Carry a bag with you to pick-up your pet's poop whenever you are off your property. Poop can be collected in a plastic bag and thrown in the garbage.

You do not need to clean up waste immediately on your private property, but you still need to clean it up regularly. Allowing excessive waste to build up affects your neighbours and pet negatively.

Spay or Neuter

While spaying or neutering is not required by law in Edmonton, it is highly recommended. "Fixing" your pet prevents the birth of unwanted animals, improves overall health, and reduces aggression in dogs. Spayed and neutered pets are also much cheaper to license.



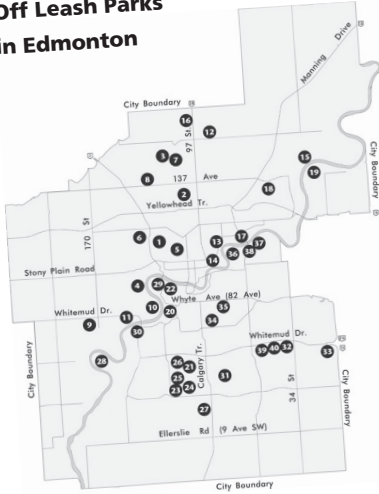
Pets in the City

What “responsible pet ownership” messages are provided in the City of Edmonton website note and magazine advertisement below?

How do these messages compare to the issues described in the newspaper article on page 105?

When and why do you think a local government might use magazine, newspaper or television advertisements?

Off Leash Parks in Edmonton



Edmonton has over 40 sites where dogs can run and play without having you on the other end of the leash. You too, can get physical and emotional benefits from exercise and by socializing with other dog owners.

Some off leash areas are in river valley parks, some are on undeveloped land, still others are in neighbourhood parks. All sites have boundaries but are not fenced.



Use Off Leash Parks



Responsibly

Edmonton has more than 40 sites where your dog can run and play without being tied to you by a leash.

Before you take your dog to an off leash site, license and vaccinate your dog, make sure your dog obeys your voice commands immediately, and bring a bag or be ready to use your pooper scooper.

When you are at an off leash site, look out for other users. The City has a shared use policy, so expect to share sites with people without dogs. Keep your dog in sight and always have your leash ready to control your dog.

Off leash areas may be in river valley parks, on undeveloped land, or in neighbourhood parks. Area maps with the unfenced boundaries are posted at each site.



www.edmonton.ca or call 311



Pets in the City

Edmonton man warns of dog attacks, wants city to step up patrol

Linda Hoang

CTV Edmonton August 11, 2012

An Edmonton man has a warning for park and trail users in the city, after he was bitten by a dog. Greg Doucette believes dog attacks are happening more frequently and in areas where dogs shouldn't be off leash. He wants the city to step up patrols. Doucette spends a lot of time on city trails, training for marathons and mountain bike competitions. He says he's been bitten four times in the last several years, but says the latest dog bite on July 19 was the final straw.

"I started yelling," Doucette said. "I wasn't very happy about being bitten. It was quite painful and the dog proceeded to attack me again."

Doucette put his bicycle between him and the dog to try and keep it away. He says the owner kept calling it before finally getting the pet on a leash. Doucette says he's concerned because it happened where dogs are required to be on a leash and that's a bylaw he believes is being ignored far too frequently.

The city says it steps up enforcement in areas where there are increased reports of dog bites, attacks or chases. "If we do see trending issues where there are a few reports coming from a certain area, we will try to reallocate resources in order to put signage out there and step up patrols in the area," said animal control co-ordinator Keith Scott....



Dog owner Gigi Needham says she walks her dog several times a day. She admits she's noticed an increase in dog owners breaking leash rules too.

"I have seen more. Most of them have been pretty good and stayed with owners but they don't all stay, unfortunately," Needham. "You have to be careful there are so many bikes and so many runners I can see where you would have a lot of accidents of dogs aren't on a leash."

Needham says off leash areas are vital in a large city, especially for her dog Summer. "I walk her three times a day but that's not really enough for a puppy," Needham said. "She needs more exercise than that."

The city is currently reviewing its dog parks but Scott says most reported incidents happen away from off leash areas.

"People need to know that they need to have their animals under control at all times whether they're in an off leash area and especially when they're in [an on leash] area. Especially in [on leash] areas, people are under the assumption that they don't have to watch out for dogs that [can be] around a corner or a sidewalk and not have to have a dog that comes out and startles them," Scott said.

Excerpted with permission from CTV Edmonton.



Pets in the City

Pet owners are responsible for their pet's actions. However, not all pet owners understand, agree with or follow the rules that the City makes about pets. Not everyone makes sure that they license, spay and neuter their pets. One of the most important goals of the City of Edmonton's animal and pet programs is to encourage pet owners to do this, as described in the two newspaper articles on this page and page 107.

Pet licensing is **mandatory**, or required. However, spaying and neutering is optional. Do you think it should be?

What are some different points of views about the need for pet licensing? What do you think?

Pet fees aren't purr-fect

BY ALLISON SALZ, EDMONTON SUN

December 4, 2011

Some cat owners have their backs up over Edmonton city licensing fees that have doubled since being introduced in 2000. A proposed increase for 2012 could bring the cost to license a spayed or neutered cat up to \$20, a 100% increase from \$10 back in 2000.



... "We live on the top floor of a three-storey walk-up. So our cats are never outside. The fact that they don't go outside gives us less reason and desire to register them. If they roamed outside, they would absolutely be registered, but they don't," cat owner Steve said....

In 2010, the city handed out 700 tickets for unlicensed dogs and 200 for unlicensed cats.

David Aitken, with city bylaw services, stresses that Edmonton pet licence fee increases in part make up for a portion of licensing fees donated to the Edmonton Humane Society.

The city donates \$2.50 of every cat licence fee and \$5 of every dog fee to the [Edmonton Humane Society]. Dog licence fees for those spayed or neutered have jumped from \$20 in 2000 to \$34 in 2012.

Aitken adds that no one plans for their animals to get out of the house and on the loose, but thousands of pets end up at the [Animal Care & Control Centre] every year. The [City] houses more than 8 000 stray animals annually, many of which have owners but no identification or licence.

That makes it difficult to reunite animals with owners, said Shawna Randolph with the Edmonton Humane Society. "For us, the whole idea of licensing is an excellent way for owners to get their pets home if they get lost," said Randolph.

Excerpted with permission from QMI Agency.



Pets in the City



What do the City of Edmonton bylaws say about pet ownership?

Edmonton's *Animal Licensing and Control Bylaw* requires pet owners to license cats and dogs that are older than 6 months.

Every year, the Animal Care & Control Centre works with more than 8 000 lost pets. One of the only ways they are returned home is through their pet licence. Permanent ID, like microchips, is not regulated by law, but is extremely helpful in returning pets to their owners.

City putting free pet licence offer out to pasture

Jodie Sinnema *Edmonton Journal*
November 14, 2011

Program only 'marginally successful': report

New Edmonton pet owners will no longer receive free first-year licences for spayed or neutered dogs and cats after officials decided to cancel the program in 2012.

"The First Year Free program appears to have been only marginally, or slightly, successful at generating new licences," says a report heading to the city's community services committee Monday. Once the free year ended, only half the pet owners renewed their licences on time in 2010.

...Instead, in an effort to keep down the number of strays and cut euthanasia rates, the city will be the first in North America to try a new program to enhance services to pet owners.

The program will [increase] medical treatment for unclaimed pets so they become more adoptable, and is searching for a partner to put identification into a national database so lost animals can be returned more quickly.

The city is also considering whether Edmonton's animal control bylaw should be changed to make permanent identification – micro-chip implants – mandatory for restricted dogs which have attacked and injured people or other animals.

As well, it's launching a two-year project in January to trap, neuter and release homeless cats.... The city will fund the Little Cats Lost Society to sterilize, vaccinate and micro-chip some of Edmonton's estimated 44 000 to 77 000 **feral** [wild] cats in hopes their numbers will slowly diminish. If it's fully implemented, the program would cost \$30 000 a year.

The city will also consider starting mobile clinics in low-income communities so pet owners can more easily and cheaply sterilize their furry companions.

"Anything that we can do to educate people that owning a pet is a responsibility and licensing pets is a responsibility, and whatever we can do to make it easier and more convenient and affordable for people, (should be considered)," Sohi [a city councillor] said.

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.



Pets in the City

The Peterborough, Ontario article below is an **editorial**, an article that presents opinions on an issue. Why does the writer think that bylaws should be changed?

Should the same rules that dog owners have to follow apply to cat owners? Should cat owners have different rights? Why or why not?

The City of Edmonton has a cat bylaw. Licensed cats are free to walk on public property such as a City sidewalk and also in a cat-friendly neighbour's yard.

However, when a neighbour objects to a cat on his or her private property, a "roaming" offence occurs. The City allows trapping so that citizens can restrain cats that roam onto their property. Trapped animals are brought to the Animal Care & Control Centre.

Do cats really need to roam?

Peterborough This Week June 24, 2011
JOEL WIEBE

(PETERBOROUGH) Cats by their nature love to run, dig, climb and explore. It's easy to see why owners would want to let their feline friends do as they please since, really, cats only do what they please. Dogs like to do the same things. Well, except for the climbing part. But unlike cats, dogs are bound by leashes, fences and bylaws.

The issue of cats – be it the neighbourhood, stray or feral variety – is once again back at City Hall as the Peterborough Humane Society seeks bylaws restricting cats from roaming....

There's a number of reasons why I don't let [my cat] roam. There's a busy highway out front and a woods in the back with skunks, raccoons, feral cats and the odd coyote....

Not wanting him flattened or beaten up aren't my only reservations to letting him roam: I don't want to be "that neighbour." If left to wander, he'll end up in the neighbour's yard within about 20 minutes. It's not that they don't like him, but I have a great relationship with my neighbours and I wouldn't want my cat to be the "annoying" one in town. After all, being a good neighbour is essential to building good neighbourhoods.

It's too bad that feral and stray cats have become such a problem. [This issue is] really bigger than just City Hall and the humane society. The problems also highlight the need for pet owners to take responsibility and spay and neuter their pets....

It's time to bring in some bylaws and hold all pet owners responsible for their companions. Who knows, you might even find your neighbours are a bit friendlier. Now if only we could get that high volume spay and neuter clinic...

Excerpted with permission from Joel Wiebe, *Peterborough This Week* and MyKawartha.com.



Pets in the City

The article on this page appeared on the City of Edmonton website a year after its new Animal Care & Control Centre opened. The City's Animal Care & Control Centre is a safe-keeping facility that provides temporary care and housing for stray or lost pets.

Every animal at the Centre is examined by a veterinarian or veterinarian's technician, and provided with medical care, food and clean and safe kennels.

If the pet's owner cannot be located, then the staff at the Centre must make decisions about what happens to it. Owners who license their pets are very easy to find. Owners who do not take responsibility for making sure their pet has a licence and identification give up their right to make decisions about what happens to their pet.

Pets without owners are assessed to determine if they are adoptable. Safe, social pets are sent to the Edmonton Humane Society and other animal rescue groups for adoption. If an animal is not safe for the community, then there may be no other choice but to **euthanize**, or painlessly and humanely put down, the animal.

What other information does this City of Edmonton web article provide about local government's role in caring for pets in the city?



Hooray for strays: City's new Animal Care & Control Centre wins Summit award

December 14, 2011

The City's new Animal Care & Control Centre has received recognition from across the world for its animal housing and care.

One international organization presented an award for "Animal Sheltering" to City of Edmonton staff on October 21st, 2011 in Montebello, Quebec. This award recognizes the new Animal Care & Control Centre as a leader in housing animals among shelters, pounds, retail stores, kennels, grooming shops, veterinary clinics, animal hospitals and other animal facilities across Canada.

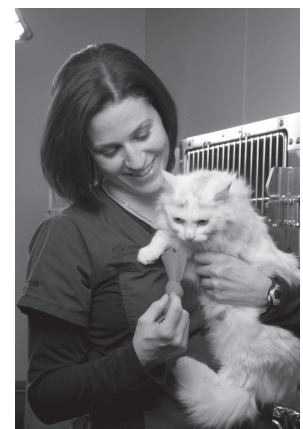
Award winners must offer physical care as well as human contact, outdoor play and exercise, and quiet,

comfortable accommodation that does not cause stress to animals during their stay.

Animal Care & Control Centre

The City of Edmonton's Animal Care & Control Centre staff reunites lost pets with owners, promotes responsible pet ownership through public education, and resolves nearly 16 000 animal bylaw complaints each year.

They work closely with other organizations and consult with the community to improve policies, bylaws and animal services provided by the City of Edmonton.





Pets in the City

What do the *Edmonton Sun* and *Edmonton Journal* newspaper articles on this page and on page 111 illustrate about rights and responsibilities of pet owners?

Do you think all pet owners should have the same rights? Should they have rights without responsibilities? Why or why not?

What do you think the role of local government should be in these examples?

Edmonton rabbit hoarders anger neighbours

Michelle Thompson, EDMONTON SUN
MARCH 31, 2010

There's no city bylaw stopping hare-crazy Edmontonians from hoarding hundreds of rabbits. And some people are hopping mad about it.

"We need to make sure there's tougher laws in place," said Lori Herlidan, who runs Edmonton-based New Beginnings Rabbit Rescue. "We need to have a heavier hand with that."

Until being snapped up by animal control workers last month, 500 rabbits had been living rent free in [an Edmonton] home. Some living in air vents and cupboards, the cuddly beasts had been hopping around the 2 297-square-foot home at their own speed, chewing apart floorboards and electrical wires.

The rabbits were seized from the house – layered with feces and fur – following a provincial environmental health order March 15, demanding the property be vacated until it was improved to a "safe and habitable condition."

But neighbours are convinced a massive rabbit population will return... unless a bylaw is created to stop the bunny-fanatics from restoring their collection. "If they (the homeowners) are allowed to move back in, there's going to be problems," said one neighbour, requesting anonymity.

Under city bylaws, homeowners are allowed to have up to three dogs and six cats. But there's no limit to the amount of birds or bunnies living in Edmonton abodes.

Unless animals are in danger, the city's paws are tied when it comes to enforcing rabbit overloads, said Edmonton's animal control coordinator. "From a bylaw perspective, there's nothing we can do," Keith Scott said. "There are other agencies that deal with those things."

Some city councillors said they were willing to review the bylaws, but added they didn't suspect it would be necessary to put a rabbit limit on households. "I don't really know whether we require changes to the bylaw," said Coun. Amarjeet Sohi. "I think people should use common sense."

Excerpted with permission from *QMI Agency*.



Pets in the City

Truck owner charged after puppy found shivering in freezing vehicle

Jana G. Pruden *Edmonton Journal*
November 28, 2012

A 10-week-old puppy named Charles is cuddly, playful and doing fine after being found in a freezing truck late on Monday night. Police were told the dog may have been in the vehicle for up to three days.

Edmonton police spokeswoman Patricia Thenu said the puppy was found after someone called police about an “abandoned dog” inside a truck parked in the lot of an apartment building.... Officers arrived to find the terrier puppy uninjured but obviously in distress, crying, howling and shivering inside the vehicle. There was no food or water in the vehicle, and the puppy was covered in feces.



Police initially tried to contact the vehicle’s owner, but when they couldn’t reach him, they called a tow truck so they could get the puppy out of the locked vehicle. The temperature in Edmonton around that time was about -10°C, slightly colder with the wind chill.

Thenu said the owner of the vehicle came out as police were freeing the dog. The 26-year-old was charged under the *Animal Protection Act*. The dog is currently in the custody of the City of Edmonton’s Animal Care & Control Centre while police continue their investigation.

Animal Care & Control Centre co-ordinator Keith Scott said the puppy has been found to be well-nourished and appeared to be otherwise in good shape. “He was relatively OK ... but obviously cold and full of feces and stuff all over,” he said.

Police officers cleaned up the puppy and named it Charles, before dropping it off with animal control officers. If Edmonton police decide the dog should not go back to its owner, then it will likely be put up for adoption, Scott said.

By Tuesday afternoon, Charles was cuddling animal control officers, playing with toys, and mugging for the cameras at a news conference.

Scott said animal control officers often get calls about animals being left outside in the heat or cold unsafely.

“It’s definitely something we don’t want to see,” he said. “The biggest thing is, it doesn’t matter if it’s hot out or cold out, people need to take care of these animals and provide the necessities. This is a short-haired young pup, and he’s really vulnerable, right? We just want people to be responsible.”

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.



Pets in the City

Many people think very carefully and do a lot of research before they decide how, when and where they will buy or adopt their pets. However, some people may not think carefully enough about what is involved in making a lifelong commitment to a pet.

What pet adoption issues are identified in the *Edmonton Journal* news article below?

What problems could be caused if people do not adopt pets responsibly?

How do you think these problems affect the services that local government must provide?

Three kittens purring, two puppies playing...

Santa Paws program puts pets under Christmas trees

By **Sarolta Saskiw**
EDMONTONJOURNAL.COM
DECEMBER 20, 2011

The Edmonton Humane Society will now allow pets to be adopted as gifts during the holidays, and this year will deliver some animals on Christmas Day.

After research and discussion about why some pets are returned after adoption, the society found that pets adopted as gifts are rarely taken back to the shelter, said spokeswoman Shawna Randolph. "In most cases, there is just such a strong sentimental value and emotional bond to pets given as gifts."

She said the society receives many requests each year – especially during the holidays – from people wanting to adopt animals as gifts. The

society found banning the practice led to missed opportunities and left many animals sitting in the shelter when they could have found good homes.

"Occasionally we have had family members try to adopt a pet for their frail grandparent who could not make the trip to our shelter. With our previous policy, we would not approve the adoption."

Randolph said with the change of policy, the society has also decided to deliver up to 20 animals as gifts on Christmas Day, as part of its Santa Paws Adopted Animal Delivery Program....

People adopting pets as gifts still have to go through the standard process and accept responsibility for the animal. The society also encourages people to do research beforehand to make sure the animal is a good fit for the recipient's lifestyle and personality, and that the person can afford to care for the pet after adoption.

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.



Green Spaces in the City

Green spaces, especially neighbourhood parks, are important to many people in the city. Green spaces include these groomed parks, but also trails, schoolyards, skating rinks, playgrounds, boulevards and skate parks!

Green spaces provide people with places to get together, play and relax. They are natural habitats for many different plant and animal species. And you may not know that green spaces not only provide oxygen, but can actually help cool the air through transpiration and evaporation on hot summer days. Green spaces protect the land by preventing soil erosion and reduce or soften noise levels in the city.

Green spaces can also encourage people to get involved with their neighbours and other city residents! Studies have found that people who live near **common**, or public, green spaces have more contact with their neighbours. Because of this increased contact, people are more interested in, and concerned about, supporting each other. They also pay more attention to how these places look and to problems like litter.

The City of Edmonton's parks are **public** green spaces. This means that everyone in the city can use them. These public green spaces are shared by community leagues, schools and school districts, sports organizations and even entertainment groups.

Many individual citizens also take responsibility for these spaces that everyone uses. They volunteer to pick up litter, make sure they share trails with others and pick up after their pets.



Think Ahead to Make It Real

How green is your school?
What about your neighbourhood?



What do you think are the most important benefits of green spaces in the city? Discuss these "think alouds" with your group:

Green spaces benefit the most people when....

If there were no green spaces in the city....

If I could create a new green space,
I would....



Green Spaces in the City

Edmonton's green spaces include both public and private places. Edmonton is famous for its river valley and many parks. The city's green spaces also include trails, schoolyards, sports fields, skating rinks and playgrounds. People who live in Edmonton also take pride in their personal green spaces, including yards and gardens.

How many different types of green spaces can be found in the city?

Why do you think all of these different types of green spaces are important?

What responsibilities do you think a local government should have to provide and maintain these spaces?

Edmonton has over 460 parks, more than any other city in Canada. The 48-kilometre long stretch of the North Saskatchewan River Valley has 22 major parks. No wonder it's become known as the "Ribbon of Green." It is also the largest expanse of urban parkland in North America.

City of Edmonton
Parks are listed at
[www.edmonton.ca/
attractions_recreation/parks_
rivervalley/alphabetical-park-
listing.aspx](http://www.edmonton.ca/attractions_recreation/parks_rivervalley/alphabetical-park-listing.aspx).

Find your neighbourhood parks by using the Neighbourhood Maps web tool on the City of Edmonton website at [www.edmonton.ca/for_residents/
neighbourhoods/neighbourhood-maps.
aspx](http://www.edmonton.ca/for_residents/neighbourhoods/neighbourhood-maps.aspx). You can mark your current location or home address with a red pin and search for parks or other City amenities within a 0.5 km to 10 km range.

What do the City of Edmonton bylaws say about parks in the city?

The *Parkland Bylaw* sets guidelines for the conduct and activities of park users. It encourages safe use of park property and promotes an enjoyable atmosphere for everyone wishing to use Edmonton's parks system.

"Parkland" means any property, whether developed or not, that is owned, controlled or maintained by the City of Edmonton for recreational use. This includes groomed parks or natural areas, trails, school grounds, skating rinks, playgrounds, sports fields and facilities like swimming pools and arenas, and attractions like the Valley Zoo.



Green Spaces in the City

What does “shared use” mean to you?

What does the information on shared use trails on this page and page 116 tell you about the responsibilities of individuals?

How do the letters to the editor on page 117 support this information?

Edmonton has more than 160 kilometres of shared use trails. These trails include paths and tracks that are used by pedestrians or vehicles other than cars or trucks. They also include public **rights of way** – strips of land that may be on or between private property but can be used by anyone to get from one area to another.

The City of Edmonton’s *Parkland Bylaw* defines two types of trails:

- **Improved trails** have a width of at least 1.5 meters and an improved surface such as pavement, granular material or mulch, or a maintained grass surface.
- **Unimproved trails** have a surface width of at least 0.5 meters (the width of a typical mountain bike’s handlebars) and have a natural surface.

City of Edmonton staff or Park Rangers sometimes have to close certain trails or natural areas to all activities when there is a safety concern, or a need to repair or protect damaged areas.





Green Spaces in the City



Share Our Trails

Most of the trails within the River Valley are shared use – you can expect cyclists, runners, dog walkers and other recreational users. If we all follow the law and show common courtesy, the trails will be a happier place for everyone. Some universal points of trail etiquette include:

1. **Respect other trail users** - Treat all trail users with courtesy and respect regardless of their activity, speed or skill level.
2. **Be aware** - Look behind and in front before changing trail positions. Warn those in front that you are approaching. If you want to move left or pass someone, check what's going on behind you. If you travel with ear buds, turn the volume down or wear only one so you can hear what's going on around you.
3. **Keep trails open** - If you're in a group on the trail, ensure you leave room on the trail for others to pass you. Stay right and pass on the left. Always look before changing your position on the trail.
4. **Slow down for safety** - Downhill traffic yields to uphill traffic. Travel at a safe and controlled speed. Be especially careful when visibility is limited. All users yield to horseback riders.
5. **Obey rules and laws** - The City's Parkland bylaw applies to trails. It has many rules to protect trail users, such as rules about when dogs must be on a leash. It also restricts the hours you are allowed on trails.
6. **Use open trails only** - If the trail is closed, please stay off it. Respect all posted signs and barriers.
7. **Leave no trace** - Practise low impact trail use. Wet and muddy trails are more vulnerable to damage. When the trail is soft, Please consider other options. Carry out all litter, including your pet's waste.
8. **Dogs** - Dogs are a potential fright for a lot of people. Dogs must be kept on a leash (unless in a sanctioned off leash area) and under control at all times.
9. **Plan ahead** - Know your equipment, your ability and the area you are traveling in, and plan accordingly. Be self-sufficient at all times. This advice will keep you safe.

Did you know that there are a number of animal paths and tracks in the city's green spaces?

Paths or tracks that have a width of less than 0.5 meters are not trails. These narrow "animal paths" that criss-cross Edmonton's River Valley are not considered trails, but are deemed to be part of natural areas.

Individuals may travel in natural areas only when they remain on improved or unimproved trails with a width of 0.5 meters or more. This rule will ensure that animal tracks/trails are not affected by human interaction.



Green Spaces in the City

Responsibility on shared use trails

Letter to the editor August 16 2012

I am a cyclist and I use my bike to commute to my job. I'm also a trail runner. I have used Edmonton's shared use trails on a daily basis for the last 12 years. In all the years I've used these trails, I've been involved in two accidents on them. In one accident, another cyclist and I clipped each other because neither of us were watching carefully enough. In the other accident, an off-leash dog suddenly cut me off. I almost hit another cyclist

I've also had close calls with walkers who do not pay attention and wander all over the trail.

Although I'd love it if Edmonton had dedicated roads and trails for cyclists, the fact is that our parks and green spaces are filled with shared use trails. As cyclists, runners and walkers, we all have a responsibility to follow the rules and show respect to each other on these trails. Common sense rules should be followed by everyone.

The first rule to remember is to stay on the right, unless passing. This rule works on the roads, and it should work on shared use trails too. The second rule is to warn others when coming from behind and passing. The third rule is to keep dogs on-leash so they don't endanger themselves or people on the trails.

Karen, Edmonton

Near misses on shared use trails

Letter to the editor September 4, 2012

I live near the river valley and take advantage of its gorgeous trails every chance I can. On my weekend walks, I come across many cyclists who think they should have the right of way. A shared use trail means just that. Cyclists need to understand that they have to share these public trails with everyone, whether walkers or riders. This means slowing down to avoid a terrible accident.

I intend to walk on the left side of these trails, so I can at least see cyclists coming.

Chris, Edmonton





Green Spaces in the City

Do you consider playgrounds and schoolyards to be part of Edmonton's green spaces? The City of Edmonton shares responsibility for these spaces with the Edmonton Public and Catholic School Boards. The following photos and newspaper articles share information about ways that people can look after and improve these green spaces.

Why do you think places like schoolyards, playgrounds, skating rinks and sports fields are considered parkland? Who do you think should be responsible for these places in the city? Why?

How did the students described in the newspaper articles in the bubble below and on page 119 take responsibility for shared spaces?

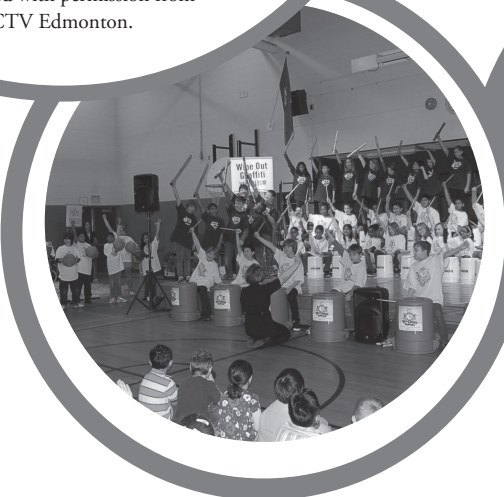
Large circular graphic with horizontal lines for writing.

Hillview kids 'STOMP' out schoolyard litter

Chris Gardner April 19, 2012

The kids from Hillview School in Mill Woods gave up their recess time to launch a clean sweep of the local environment. Around 60 students also took part in a rousing performance of "STOMP" in celebration of the Capital City Clean Up program.... "Our planet always needs someone to take care of it and if nobody is there who will be?" said [a grade 6 student.] "So, we want to be there."

Excerpted with permission from CTV Edmonton.



TreeCanada has a program called Greening Canada's School Grounds. Find out about it on the www.treecanada.ca website. Read the brochure on the program.

What is one idea you can get from this program to make your schoolyard a better place?

Large circular graphic with horizontal lines for writing.



Green Spaces in the City

Students receive award for campaign to ban smoking in city parks

By Caley Ramsay

Global News January 26, 2012

Students at the Afton School of the Arts are receiving awards for their campaign to ban smoking in city parks and playgrounds. The Edmonton Tobacco Reduction Network presented former grade five and six students with Blue Ribbon Awards Thursday morning.

Last spring, students developed a campaign to lobby city officials for smoke free parks and playgrounds. They put together a presentation and proposed it to city hall. In September, City Council voted in favour of drafting a bylaw to ban smoking in child-friendly areas....

Jeffrey Swanson was in grade six when they put together their proposal. He says it was a presentation on the dangers of smoking and second hand smoke that inspired them to put together their presentation.

“We did a lot of planning, we wrote letters, we went door to door to [get] postcards signed and then we made our powerpoint, we went to city hall and we spoke about why we were fighting for this.” He says speaking in front of City Council was nerve racking, but is proud of the work they have done. “Normally you wouldn’t think that kids have power, but this was pretty empowering,” adds Swanson.

The students’ teacher, Ms. Lakusta, led them in their campaign and says it fit into their health curriculum and was a good way for students to learn about getting involved in their community. “(Kids) can make a difference.” [She added,] “They are doing things that most adults have not done so they are not only a role model for kids, but they are a role model for adults on what they can do when they get involved.”

Excerpted with permission from Global News Edmonton, a division of Shaw Media Inc.

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Green Spaces in the City

Edmonton's river valley, ravines and parks are home to porcupines, deer, rabbits and coyotes. Ponds and the river provide nesting places for ducks, geese and other birds.

How does the urban wildlife described in the City of Edmonton web article below and in the newspaper article on page 121 affect residents of the city?

Should the city's environment and wildlife just be the responsibility of local government or individuals? Why do you think this?



Small Animals

You may legally trap pest animals such as skunks, porcupines, squirrels, ground squirrels, magpies and crows on your own property.

Humane traps for porcupines, skunks and squirrels are available from the City to the public, from the Animal Care & Control Centre. Animal Care & Control Officers will pick up any trapped animal.

Large Animals

Large animals such as moose, deer, coyotes, and even the occasional bear or cougar in the city are the responsibility of Alberta Fish and Wildlife Officers.

Geese

Help Keep Wildlife Wild – Don't Feed the Geese!

Edmontonians take great pride in their parks and natural areas, many of which provide opportunities for encounters with wild animals and birds. To help preserve the health of our wildlife and prevent the overpopulation of certain species in our parks, the City is reminding residents to refrain from feeding wild animals and birds, particularly geese.



The geese population has mushroomed recently, except in Hawrelak and Hermitage parks. Community Services aims to stabilize the number of nesting pairs through its goose management plan. The geese can be aggressive, especially towards small children. Keep your distance.



Green Spaces in the City

Coyotes thriving in Edmonton parks

By Catherine Griwkowsky

EDMONTON SUN

February 25, 2012

Coyote sightings are on the rise in Edmonton and warmer weather coupled with **urban sprawl** [the growth of city areas] are to blame. Dog lovers, who take their pooches to an off leash park, may have noticed signs in parks throughout the city asking owners to put their pet on a leash.

With a lack of snow, coyotes have plenty to feast on and their babies fair better. “There’s more opportunities for coyotes to eat their prey – bunnies, rabbits,” said Edmonton Park Ranger Ramsey Cox. He said the signs are rotated in city parks based on where the complaints come in....

Maureen Murray, PhD student at the University of Alberta, said the rise in urban coyote sightings is due to a variety of factors. Murray said more coyotes could be spotted because the population may be growing. Coyotes could also be becoming more **habituated** [or used to living] in the city. Murray also said more people in cities could mean more food for coyotes in the form of garbage, pets, bird seed and even compost.

[Wild or feral cats] make up approximately 10% of an Edmonton coyote’s diet, the bulk being rodents at 40 percent and rabbits in 30 percent of sample. Garbage makes up about 10 percent of their food intake, based on approximately 375 samples.



Due to urban sprawl, coyotes have an easier time getting around in residential neighbourhoods, Murray explained... She said it’s rare for a coyote not to be wary of people.

Excerpted with permission from *QMI Agency*.

The City of Edmonton’s Park Rangers make sure that the river valley is safe and enjoyable. They work to maintain a healthy co-existence between the valley’s plants and wildlife and the people who visit it.

The urban park rangers are knowledgeable in the areas of resource management, wildlife, forestry, outdoor recreation and law enforcement.



Green Spaces in the City

When you imagine living in the city, what do you picture in your mind? Tall buildings or streets, neighbourhoods, houses and apartment buildings? You may not think about forests when you think about cities, but urban forests are part of Edmonton.

The City of Edmonton maintains about 309 000 ornamental street trees. The City of Edmonton also has acres of natural tree stands. These trees stabilize the riverbanks, help manage storm water runoff and filter carbon dioxide from the air. Natural tree stands provide habitat and food for a range of wildlife that lives in Edmonton.

The City does not groom natural tree stands. They are left to behave as nature intended as much as possible. Dead or dying trees provide perches for birds and, once they fall, provide nutrients for the soil. The City will top or remove dead trees that are a potential hazard to people or property.

Why do you think the City takes responsibility for ornamental trees?

Why do you think it does not groom natural tree stands?

How are all these trees part of Edmonton's urban forest?

Canada's Urban Forests

While Canada may indeed be a "Forest Nation," it is difficult to describe Canadians as a "Forest People." About 80 percent of Canada's population now lives in cities and towns. Therefore, Canadians could be better described as an "Urban Forest People."

Urban forests, now recognized as the "lungs of cities," go far beyond making our communities places of beauty and adding value to our homes and downtowns. They are crucial to our physical and mental health.

Urban forests:

- Reduce the "heat island effect" of hard surfaces in the city
- Help fight air pollution
- Reduce energy demand in buildings and houses by 15 to 25 percent
- Regulate the **hydrology** (the movement, location and quality of water) of our cities and minimize floods and droughts
- Provide areas to enjoy.

Canada's urban forests are of tremendous importance to the health and stability of families and communities.

Adapted from *Urban Forests*: TreeCanada website: www.treecanada.ca/en/resources/urban-forests/.



Green Spaces in the City

The news article below and the web article and community newsletter on page 124 describe some ways the City supports its green spaces.

What environmental features do you think local government should take responsibility for? What do you think individual citizens should be responsible for?

Aging Whyte Avenue trees can't be saved

MATT DYKSTRA
EDMONTON SUN
November 19, 2012

More than two dozen of Whyte Avenue's historic elm trees will be cut down this week as the city prepares to replace the dying deciduous trees. Thirty-one aging elms planted on the meridian of Whyte Avenue from 96 Street to 99 Street are ... fighting a losing battle against traffic pollution and tree pests.

"The trees are dying and in order to protect the rest of the urban forest, we've decided to remove these trees," said Jeanette Wheeler, principal of forestry for the City of Edmonton.

Aside from the perceived danger of the dying trees' limbs snapping off and falling into traffic, the city also has to worry about the health of the [trees], said Wheeler. Their main concern is some trees have been infested by elm bark beetles and red elm weevils, which are tree pests [that can carry] Dutch elm disease from tree to tree.

With the aid of specialized urban foresters, the city's two-person Tree Health Assessment Team has been trying to save the trees for years by giving them extra fertilizer, water and a special kind of compost,

said Wheeler. "They were monitoring their rate of growth and it was very in-depth," she explained. "We came to the sad conclusion that we would have to remove 31 of these trees and there may be more."

The trees were originally planted in the 1940s and most of them have been a staple in the area for over 70 years, beautifying the corridor between Bonnie Doon and Old Strathcona.



Excerpted with permission from *QMI Agency*.



Green Spaces in the City



Edmonton is a leading example of community gardens. There are over 30 community garden groups in Edmonton; and over 60 different garden sites.



Oliver currently has one community garden named Peace Garden Park located at 10259-120 Street. It provides an opportunity for residents to enjoy the health, social, economic and environmental benefits of local, organic gardening. No chemical fertilizers, pesticides, herbicides, etc. are used at the community garden.

The name Peace Garden Park was chosen because 103 Avenue was formerly known as Peace Avenue. 'Garden Park' reflects the dual purpose of this space as both a community garden (maintained by the garden members on behalf of Oliver Community League) and public park space (maintained by the City of Edmonton Parks department).

Physical change takes place within the community landscape. Unsightly abandoned lots are turned into safe and vibrant community gathering places. Monotonous lawns are filled with edible and decorative plant species which increase biodiversity. Neighbourhoods are greener, and have better weed and litter control.

Courtesy of Oliver Community League.

Yes, you can plant on City property! However, approval is necessary to ensure that trees planted on City property are a suitable species, placed in proper locations, and sufficiently spaced apart to minimize future maintenance. Approval is also required to ensure the planting location is free of underground and overhead utilities and is not in an area designated for future municipal development.

The City would like to express our gratitude to residents who water and preserve Edmonton's trees. City residents are encouraged to contribute to the health, vitality and survival of boulevard trees by supplementing the City's watering program. Details on how to water effectively are available on the City's website or you can call 311 for information.





Green Spaces in the City

The river valley and North Saskatchewan River are a central part of the city. The local government works with individuals as well as businesses to keep the river valley clean and safe. The web article below and article on page 126 from the City of Edmonton describe how Capital City Clean Up programs work to remove litter and debris from the shoreline and river. Waste in the river has a damaging effect on wildlife, drinking water and recreation.

What rights do you think residents of the city have when using the natural resources that are part of the river valley? Why do you think this?

Do you think litter cleanup should be part of the responsibilities citizens have for green spaces in the city? Why or why not?

About River Valley Clean Up

For the past 24 years, thousands of city residents have volunteered their time each spring to clean up our river valley park system. After all, a clean and safe Edmonton is a shared responsibility.

In 2011, 122 groups, consisting of 3 006 volunteers, scoured the parks system as well as the shoreline of the North Saskatchewan River, picking up litter.

North Saskatchewan River Clean Up

Litter in the North Saskatchewan isn't just an eyesore; it threatens our drinking water, harms wildlife and interferes with river recreation.

To address this problem, Capital City Clean Up operates the North Saskatchewan River Clean Up program. The program began as a pilot in 2007 to collect materials. Patrol crews follow federal guidelines to ensure fish and habitats are protected.

The North Saskatchewan River Clean Up became an annual program in 2008. Using shoreline collection and a jet boat, trained City of Edmonton crews safely remove floating debris in the river, around bridges and close to shore....

Capital City Clean Up also works with various recreational groups that frequent the river under the "Eyes of the River" initiative. These groups assist the City by reporting any debris or material found floating in the river.





Green Spaces in the City

Find out more about the river valley on the Edmonton River Valley website at www.edmontonrivervalley.com.



'You name it, we find it'

Garbage in and along the river is ugly and could pose environmental problems for Edmonton and communities downstream that tap the North Saskatchewan for drinking water, Moore says.

He's one of the two men clinging to the slope, slinging debris to the shore below. It's no easy job; the bank is steep and footholds are tough to find on the soft sand and tangled brush.

"It's going to take a while," Moore yells down.... The other man on the bank is city worker Darrell Reid. "You name it, we find it," he says.... There's a pink flamingo, the plastic shells and electronic innards of two or three TVs, a toaster oven, an 18-speed mountain bike, dozens of golf balls and the range buckets that once carried them, and perhaps a club that once smacked them, now snapped.

A plastic Santa Claus lawn ornament tumbles down too. Somebody has hurled a stress-relieving yellow happy-face squeeze ball halfway down the bank. They find enough to fill six garbage bags.

This is where the boat proves its worth. "You could get to it from the top but it's easier to haul stuff down than haul it up," Stevens says.... The water gives up its own treasures. Papp is the boat's spotter and her sharp eyes find a blue child's bicycle submerged under the boat.

Nearby, the three men strain to fish out a Safeway shopping cart bound to the bottom by weeds.

"There's another four hours of work up there," Moore says. But there's not much more room in the boat and the crew shoves off. "Well, it looks better for us having been up there," Moore adds.



Views in the City

A city has its own **landscape** – the visible features of an area of land. The streets and freeways are like the rivers of a natural environment. The skyline is made up of homes and neighbourhoods, towers, buildings and bridges.

The views of the city that are all around you are shared by everyone who lives in or visits the city.

How important do you think it is to protect places and views in the city and its neighbourhoods? Some cities have proven that clean neighbourhoods – those without trash, litter and graffiti – make citizens feel safer and better about where they live and work.

One of the goals of Edmonton's local government is to make the city a safe, clean and attractive place in which to live. People who live in Edmonton may have different ideas about what makes the city attractive, but most agree that its parks, river valley, boulevards and clean neighbourhoods are important for everyone.

Clean neighbourhoods help people have a sense of ownership and pride, encourage businesses to bring in new jobs and keep the cost of running the city down. Crime is less likely to occur in a neighbourhood that is clean and well lit.

Think Ahead to Make It Real

What's the view from your neighbourhood? Are there any places that you think would benefit from a "Capital City Clean Up?" What type of cleanup could help your neighbourhood?



What do you think most affects your "views" of your neighbourhood and the city? Discuss these "think alouds" with your group:

People have different "views" about what makes the city a good place to live because...

When I see graffiti vandalism, I feel....

If I see litter, I want to....



Views in the City

If you close your eyes and imagine Edmonton, what do you see? Some people may see the river valley and parks. Others may see the downtown skyscrapers and buildings. Some may see green, leafy boulevards in the summer months or white, snow-covered yards surrounding houses and apartment buildings. What people see when they look around them can affect their sense of pride and belonging to their city.

What do you see in these views of Edmonton streetscapes? Are these public or private spaces in the city?

What responsibilities do you think citizens have in each of these types of spaces? How important do you think it is to protect the appearance of these types of places in the city?





Views in the City

Do you think the location of fences, parks, street lights, signs, parking lots and even doors and windows on buildings can make a difference to citizen's safety and quality of life? A program called "**Crime Prevention through Environmental Design**" helps people plan where and how buildings, fences, lighting and green areas are built.

Many cities use this program to plan how city areas will look and make it more difficult for crime to occur.

- Neighbourhoods, individual homes and shared spaces like parks and public buildings are designed so that people can use them safely.
- Entrances to places like public buildings and parking are kept well lit.
- Dark or shadowed spaces are avoided. Buildings, sidewalks and streets are kept clean and graffiti-free.
- Trees and shrubs are used to set boundaries so people know what is public and what is private.
- People are encouraged to use and enjoy community or shared spaces.

Who do you think is most responsible for safety in city neighbourhoods? On private property? Why?

Why do you think the strategies described in the web article and news article on page 130 would help to discourage crimes like graffiti?

If you could draw or sketch one of these strategies, what would it look like? Draw or sketch your ideas in the bubble.



Views in the City



Designing the City Environment

Environmental design is an idea that is used to help plan the way neighbourhoods are built and maintained. Environmental design considers how natural features like the land, weather and trees can all be used together to make homes and businesses safer and more efficient.

Edmonton's Crime Prevention through Environmental Design uses three main strategies to evaluate the safety of neighbourhoods:

1. **Designation.** This strategy looks at how the space is intended to be used. Is it meant as a private space that only certain people can use? Or is it a public space that everyone has access to?
2. **Definition.** This strategy looks at the borders and boundaries between private and public spaces. Fences are used to mark borders. Shrubs, rocks or isolated corners are avoided so that they do not become hiding areas. Trees are selected so that people can see around them. Lighting is used to increase visibility. Signs are used to direct people and traffic to safe and visible places.
3. **Design.** This strategy asks if the design and "look" of the place is appropriate for its use, or function. If it is a public space, it is planned to encourage lots of activity and open spaces. Streets are planned to be "pedestrian friendly." Lighting, murals and plants are used to discourage graffiti vandalism. If it is a private place, it is planned so that entrances and exits are clearly marked and easy to use. It is clear that the place is privately owned and not for everyone's use.

City unveils new Whyte Avenue washrooms

CBC News June 28, 2012

A new public washroom opens Friday morning in Edmonton's Old Strathcona area. The [washroom], which will be open 24 hours a day, seven days a week, is on the northeast corner of Whyte Avenue and Gateway Boulevard....

The building has glass walls, a choice that was made to enhance safety. "The glass walls are designed to allow you to be able to see into the building prior to moving into it," architect Anneliese Fris said.

"So that you understand before you open the doors that you have a vision of what's in there, the people that are in there and it makes a person feel more comfortable about entering a building."

...The city says the facility was designed using "crime prevention through environmental design principles." It was deliberately located adjacent to a high-vehicle and pedestrian-traffic area with full glass walls.

Excerpted with permission from the Canadian Broadcasting Corporation.





Views in the City

Graffiti is an important issue for many cities around the world, and affects citizens, organizations and businesses in those cities. **Graffiti vandalism** includes any words, notes, symbols, slogans or drawings placed on a wall or other public or private surface that does not follow the “community standards” set by the City.

Graffiti is considered vandalism if it is placed on public or private property without the owner’s permission. However, even if graffiti is placed on a property with permission, it can still be considered graffiti vandalism. For example, if the graffiti is hateful or vulgar, it does not meet community standards and must be removed.

Graffiti-style art can also be considered vandalism. However, some cities provide public places where graffiti-style art can be used to create murals and legal street art. Graffiti-style art has visual appeal and can include full colour images or words and slogans that might communicate ideas or values important to a community.

Look at the six photographs on page 132. Which would you identify as vandalism? Which would you identify as art? Why? Use the chart below to explain how you would identify each one.

Edmonton currently has one designated “open source street art wall” or legal graffiti site. Think about the different “messages” that a legal graffiti site can send to people in the city. Do you think cities should, or should not, allow legal graffiti sites?



Vandalism

Art

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Views in the City





Views in the City

What is the effect of graffiti vandalism on people and businesses in city neighbourhoods? What about on individuals?

Do people have the right to share their art anywhere they want? Why or why not?

What differing points of view do people have about graffiti vandalism and art in the two newspaper articles on this page and on page 134?

Why do you think people disagree on the difference between graffiti vandalism and art? What do you think?

Graffiti charges spark debate over what constitutes art

A clear definition of urban art is needed, gallery owner says

BY GEMMA KARSTENS-SMITH *Edmonton Journal* August 18, 2012

Charges against an Edmonton man in connection with graffiti on Whyte Avenue have sparked a debate over the definition of art....Police executed a search warrant at Naess Gallery in the Paint Spot art supply store in June and used materials seized there to lay 35 charges of mischief against the man showcasing his work.

The examples obtained from the [store] match that of which is painted illegally on personal, private and business property," Const. Ryan Katchur, who specializes in graffiti investigations, said on Thursday. Complaints about the spray painted images created with cardboard stencils were made between June 2009 and July 2012....

Kim Fjordbotten, owner of the Paint Spot, called the police response harsh and disproportionate. "We are maintaining that his work is urban, found art, and not graffiti. I don't believe this gentleman should be facing charges." There needs to be an understanding between law enforcement, the public and the artistic community on the definition of art, Fjordbotten said. "Everybody agrees that tagging is bad, but there's no [strategy] to protect the good stuff."

A 2011 Capital City Cleanup audit showed that 91 percent of graffiti around the city is simple, textual tags, while less than five percent is artistic in nature. Police are tough on graffiti because it's such a visual crime, Katchur said. "Crime begets more crime. Chaos begets more chaos. So when graffiti is prevalent and people can observe it, that shows this area may be safe to commit more crime."

Charging people who create graffiti with mischief is "just one more step in making sure our city is clean and beautiful for everyone to enjoy," said Sharon Chapman, graffiti project manager with Capital City Cleanup. "Our focus is not on getting rid of art in the community. Our focus is on getting rid of vandalism in the community."



Views in the City

City winning graffiti battle

By Journal Staff Writer,
edmontonjournal.com March 20, 2012

EDMONTON - Capital City Clean Up's second graffiti vandalism audit shows a large decrease in the amount of graffiti in the city. The results were displayed Tuesday at the City Arts Centre.

The 2011 audit recorded 1 133 incidents in the top 20 neighbourhoods affected by graffiti vandalism. The audit also shows that 18 out of the 20 neighbourhoods surveyed show a decrease in the amount of graffiti. The communities of Belvedere and CPR West, which did not show a decrease, only had minimal gains.

"That is art, graffiti is not," said Coun. Amarjeet Sohi, while pointing at the art work displayed at the back of the room at the centre.

And while there is graffiti around, most was "less than two square feet in size and consisted of only text-only graffiti," said Sharon Chapman, the graffiti project manager.

The neighbourhood that saw the largest decrease in the amount of graffiti since the end of the first audit was Garneau, which saw a drop of 77 percent. Downtown and Strathcona, the most vandalized neighbourhoods in 2010, saw a decrease [of] 37 percent, and 48 percent, respectively.

"As a long-time business owner, I know all about the long struggle with graffiti vandalism," said Corrine Lillo, the Garneau representative of the Old Strathcona Area Community Council.

"The commitment of residents and business owners in this neighbourhood to combat the problem has resulted in a noticeable difference, I have seen a huge change."

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.



This mural was created to show some of the many contributions that Edmonton volunteers make everyday. Learn how murals can help prevent graffiti vandalism in this video on the City of Edmonton's website at www.edmonton.ca/environmental/capital_city_cleanup/murals-as-deterrent-to-graffiti.aspx. Other murals can be viewed at http://www.edmonton.ca/environmental/capital_city_cleanup/giants-of-edmonton.aspx.



Views in the City

The news articles and web article below and on page 136 describe how two municipalities deal with graffiti vandalism.

Do you agree with the City of Edmonton's policy that property owners are responsible for cleaning up graffiti? Why or why not?

Community helps police tag graffiti artists

EDMONTON JOURNAL November 6, 2008

EDMONTON - It was after midnight when Graham Yeske spotted a graffiti tagger applying his name to the brick wall of the Old Strathcona Farmer's Market in blue spray paint.

Yeske, a Community Police Radio Network volunteer, radioed police and other CPRN volunteers, who kept an eye on the tagger as he moved down the street. By the time Constable Steve Young located the suspect half a block away, he had applied four more of his trademark tags.

Despite his protests of innocence, the tagger was unable to explain away the evidence on his hands or the paint spray cans in his bag, which matched the fresh paint of the tags. The 20-year-old was charged with multiple counts of mischief under \$5 000.

“The difference between art and a criminal act is really the location. If it is not authorized, you could put the Mona Lisa on the wall and it is still a criminal act.”

...Civilian volunteers helped police retrieve the evidence they need to charge taggers and other petty criminals. Edmonton's Community Standards Bylaw, which forces people to clean their

property if it has been tagged, has also helped reduce the amount of graffiti defacing properties around Old Strathcona and other areas of the city. The tag on the farmers market was cleaned off within 48 hours.

Cleaning up the graffiti as quickly as possible reduces the reward taggers get from their work, and they are less likely to return for a repeat performance, Constable Young said.

Sharon Chapman, graffiti program manager with Capital City Clean Up, said having the CPRN working with police along with property owners who willingly comply with the bylaw is a great example of community efforts to combat graffiti.

“We really need the citizens of Edmonton to understand that graffiti removal is a shared responsibility. We can't clean the graffiti and we can't catch the taggers unless we know what is going on in the community, so we need all citizens to follow our program mantra, which is record, report, remove,” she said.

Excerpted with the express permission of the *Edmonton Journal*, a division of Postmedia Network Inc.



Views in the City

What do City of Edmonton bylaws say about graffiti vandalism?

Graffiti vandalism is regulated by the *Community Standards Bylaw*. Graffiti vandalism includes any words, notes, symbols, slogans or drawings placed on a wall or other public or private surface that does not follow the “community standards” set by the City.

Many municipal governments believe that the idea of rapid removal, or the cleanup of graffiti vandalism quickly – usually within 24 to 48 hours – is the most effective way to discourage graffiti. It also keeps neighbourhoods clean!

If graffiti vandalism is not removed, it can lead to more acts of graffiti vandalism and create an environment in which crime can thrive. It also sends the wrong message that it’s okay to put graffiti vandalism on your property.

Graffiti vandalism is a criminal offence when placed on public or private property without the owner’s consent.

Private property owners are required to remove graffiti vandalism from their property within a reasonable amount of time.

Langford sues over ‘graffiti wave’

Times Colonist (Victoria) September 7, 2008

A Langford man and his parents are being sued by the city over a spree of graffiti, in what may be the first time in Canada a municipality has sued to recover graffiti damages.

The City of Langford, along with Cedric Steele Realty Ltd. and Pacific Coast Flooring Inc., are suing the man, his mother and father over what the suit calls a “graffiti wave.”

The statement of claim, filed last week in Victoria in the B.C. Supreme Court, claims the man drew graffiti throughout the municipality from Sept. 1, 2006, to March 1, 2008, with damage costs to the plaintiffs exceeding \$25 000.

But the mother of the Langford man said in a telephone interview her son was convicted of nine counts of vandalism over his graffiti in April. She said he was fined \$350, which he paid with money earned washing dishes, and ordered to perform 40 hours of community service work, which he completed.

Excerpted with permission from the *Times Colonist*, Victoria B.C.





Views in the City

The City of Edmonton's Graffiti Management Programs are part of Capital City Clean Up. This local government program builds partnerships with property owners, businesses, community organizations and individuals to work to reduce graffiti vandalism.

Should it be everyone's responsibility to deal with graffiti? What ideas does this news article give you about the ways that individuals and groups of people can take responsibility for their communities?

McCauley teens wipe out graffiti

By Joelle Tomek, EXAMINER STAFF
June 10, 2009

A piece of Edmonton's inner city has a new look thanks to 14 buckets of paint and two McCauley junior high classes.

On Tuesday, students painted over graffiti at about 10 sites in Little Italy and Chinatown.

"The best part was knowing that I was helping out my community," says Grade 9 student Ty Friesen.

Classmate Moe Mohammad says graffiti removal shows the rest of the city "the McCauley community is better than this."

Mayor Stephen Mandel spoke to the Grades 8 and 9 students the day before the graffiti removal project, suggesting the city create a space for legal graffiti art in the inner city, while working with the community to curb vandalism. Grade 9 student Jamie Moore likes the idea.

"People (could) actually show off their artwork instead of getting it painted over."

The graffiti removal project is part of a school program led by the Hope Foundation of Alberta, a University of Alberta research centre committed to the study and enhancement of hope. The foundation works with students on hope-related projects throughout Edmonton's inner city.



Excerpted with permission from QMI Agency.



Views in the City

The Capital City Clean Up program is based on the idea that government and individuals share responsibility for keeping the city clean, safe and free of litter and graffiti. The City supports actions that citizens take to reduce litter and graffiti vandalism, such as the provision of grants for community murals and free graffiti vandalism cleanup kits.

Do you think that there are better alternatives to graffiti vandalism? Consider the following questions:

- Are there places in your neighbourhood or in the city that you think could be used, with permission, by graffiti artists?
- What types of rules would the graffiti artists have to follow?
- Would their art still be considered graffiti?

What alternatives for action can you identify from the news article below and the web article and City of Edmonton mural on page 139?

Canada Post mailbox aims to curb graffiti

Lea Storry CALGARY HERALD August 11, 2010

Canada Post mailboxes have gotten a makeover and the new look may be coming to a Calgary street near you.

The national mail carrier is replacing all of the red letter drops with boxes patterned with Canadian postal codes. The change has already been made in Vancouver and Toronto — and it's not all about curb appeal.



“The design is busier and this helps to discourage graffiti,” said Teresa Williams, Canada Post spokeswoman. “Most graffiti artists like a plain and featureless surface to do their work.”

Constable Dave Ladic of the Calgary Police Service graffiti vandalism unit said he's heard the colourful boxes have worked in reducing street art in Saanich, B.C. He added the new letter drops will hopefully make an impact in Calgary.

“Graffiti culture is all about getting up — they are going to tag (their names) as much as they can in public. It's all about ego and this takes away their clean slate.”

Ladic said graffiti causes damage to someone else's property and is therefore vandalism. Plus, there's a social cost to it. “The perceptions when people see graffiti in a community is that place is unsafe and gangs are moving in and the community is not cared for,” he said.

Along with the updated pattern, a special type of coating is helping with graffiti removal. The Crown corporation spokeswoman said it's a Teflon-like finish and makes washing paint off easier.

Excerpted with permission from QMI Agency.



Views in the City

Reach for the Stars

The Work

Kelowna's largest mural is approximately 50m wide and 8m high, covering the entire back wall of a building facing the schoolyard at Springvalley Middle School.

The mural is based on ideas from Springvalley students and brought to life by urban artist Scott Tobin with assistance from the students in the school's CHOICES program. The mural is a unique combination of hip-hop style lettering, bold colours, beautifully detailed flowers and a purple roadster full of blissful blue bunnies.



The Project

The Springvalley schoolyard project was one of the first two projects completed in the City's Community Public Art Program, launched in fall 2006.

Students had spent many hours cleaning up graffiti on this wall, and with encouragement and support of school staff, they decided to try the idea of an aerosol art mural as a way to deter graffiti and vandalism.

Information and photograph used with permission from the City of Kelowna: *Reach for the Stars*.





Views in the City

How do you think litter affects the “views” in neighbourhoods and cities? Most Canadian cities are concerned with the increasing amount of litter on roadways, and in parks and public places. Edmonton is no different. In fact, citizens are very concerned about litter, with the City of Edmonton receiving many complaints each year on litter-related issues.

The Capital City Clean Up program encourages citizens, community groups and businesses to get involved with litter prevention and reduction. Capital City Clean Up events include the 15 to Clean Challenge, Adopt a Block and the River Valley Clean Up. These events work to create cleaner, safer neighbourhoods in the city. They also encourage people to volunteer, learn to contribute and work with others and make a commitment to making their city a better place to live.

What information does the City of Edmonton webpage below and the news article on page 141 give you about the causes and effects of litter?

How do you think litter affects your “views” of the city?



Not only is litter ugly to look at, it also poses environmental, health and safety concerns. Items like broken glass and other sharp objects can injure children and pets, while litter tossed from a vehicle can be dangerous to other motorists and pedestrians.

Rotting apple cores and fruit peelings attract insects and do not decompose as quickly as people might think. Food scraps, packaging and plastic bags can harm or poison birds and other wildlife while pet droppings can spread disease, putting both people and animals at risk.

So who litters? Studies have shown that people of all ages litter with many saying they have littered at least once in a 12-month period. Sometimes it’s accidental, but in most cases it’s intentional and preventable.

Reasons for littering vary:

- Not enough garbage cans in public places.
- Weather conditions.
- Lack of awareness of environmental, health, and safety hazards.
- More fast food packaging and busier lifestyles.
- Businesses not emptying their bins enough.
- Not realizing that cigarettes butts, gum and food scraps are in fact litter.

Others believe that litter attracts litter and if streets, neighbourhoods and public places were clean, they would think twice about littering.



Views in the City

Less litter in the city

By **JASMINE FRANKLIN**, *EDMONTON SUN*
October 26, 2011

The numbers are in and Edmontonians are being praised for doing their part [to] keep litter off city streets. The 2011 Litter Audit, conducted by the City of Edmonton's Capital City Clean Up, shows that city streets are cleaner than last year.

The report showed a 10 percent reduction in large litter items from 2010 and overall, a 31 percent reduction in large litter since 2007.

"I cannot tell you the number of times people come to this city from around the world and say [that Edmonton is] the cleanest city [they have] ever been to," said Mayor Stephen Mandel on Wednesday. "I don't think we could have said that five years ago."

..."We don't have that many calls anymore about litter," said Mandel. "It's about safety as well – you allow the city to get dirty, and litter and graffiti, it just tends to create more opportunities for crime."

...Don Belanger, Capital City Clean Up program manager said the positive results are a combination of government and citizen efforts. "We believe very strongly we cannot do it as a municipality by ourselves, and the community can't do it on their own so there has to be a partnership," said Belanger.

"If you have garbage in your hand, carry it to the next available waste receptacle. If you see something on the ground and you think you can do it, by all means pick it up and be that Good Samaritan. If everybody did that with one or two pieces of litter, for even a week, it would make a huge difference in Edmonton."

...Capital City Clean Up is a year-round program that helps keep litter and graffiti off Edmonton streets.

Excerpted with permission from *QMI Agency*.



Bylaws & Enforcement



Local governments use bylaws to ensure that everyone follows the same rules to look after their private property and businesses, their pets and the shared spaces in the city. These bylaws are based on **community standards**, which are behaviours and conduct that everyone is expected to follow. Bylaws are used to help keep neighbourhoods and communities safe and clean.

Bylaws also help to avoid or limit harmful situations. They identify the responsibilities that all residents of the city have. Bylaws also set rules to ensure that people’s behaviours and actions do not negatively affect other people or their right to a good quality of life.

It is important that all bylaws, no matter what their purpose, are **enforceable** – in other words, people must be able to follow them. This means that bylaws should be based on rules that most people believe in, agree with and are willing to take responsibility for by obeying them. If the majority of residents do not believe in a bylaw, they can voice their opinion to their communities and local government to try to change the bylaw.

When residents choose not to follow the rules in bylaws, the local government must enforce the rules. This can include the use of penalties or fines to encourage residents to **comply** with, or obey, the bylaw.

Why do you think all bylaws need to be enforceable?

How do these ideas apply to the City of Edmonton’s bylaws?

The City of Edmonton is responsible for providing bylaw enforcement services for the community. The Community Standards department develops new bylaws and enforces existing ones. Professional enforcement officers protect the health, safety and welfare of citizens. They are trained to enforce bylaws in a fair and objective way while respecting people’s rights.

What caption could you write for this photograph?



Handwriting practice area consisting of a large circle with several horizontal lines inside for writing.

What types of enforcement officers does the City of Edmonton use?

Municipal Enforcement Officers are bylaw officers. They are “sworn in” by Edmonton’s local government to work with citizens and business communities to make sure property standards are maintained. They do not wear a uniform!

When someone complains about a “nuisance” in their neighbourhood, a bylaw officer visits the neighbourhood to investigate and document the concern. People are warned and given time to clean up derelict properties, weeds, untidy yards or snowy sidewalks. They can also be warned to stop excessive noise or move a vehicle that is improperly parked.

If the person ignores the request for action, officers have the authority to give a penalty, which can include a warning or a fine. These bylaw officers deal with more than 60 000 nuisance property complaints a year in Edmonton.

Community Standards Peace Officers, Animal Care & Control Officers and **Park Rangers** have **authority**, or power. They are “sworn in” by the provincial government. They have the authority to directly put a stop to public safety concerns as they happen.

These peace officers have more legislative authority than bylaw officers because they work directly with the people they find committing offences. They can order people to immediately stop what they are doing, like hauling a dangerous load, setting off fireworks in a park, or letting a dog run loose in a school yard. It can be a serious offence to ignore the request of Community Standards Peace Officer, Park Ranger, or an Animal Care & Control Officer.

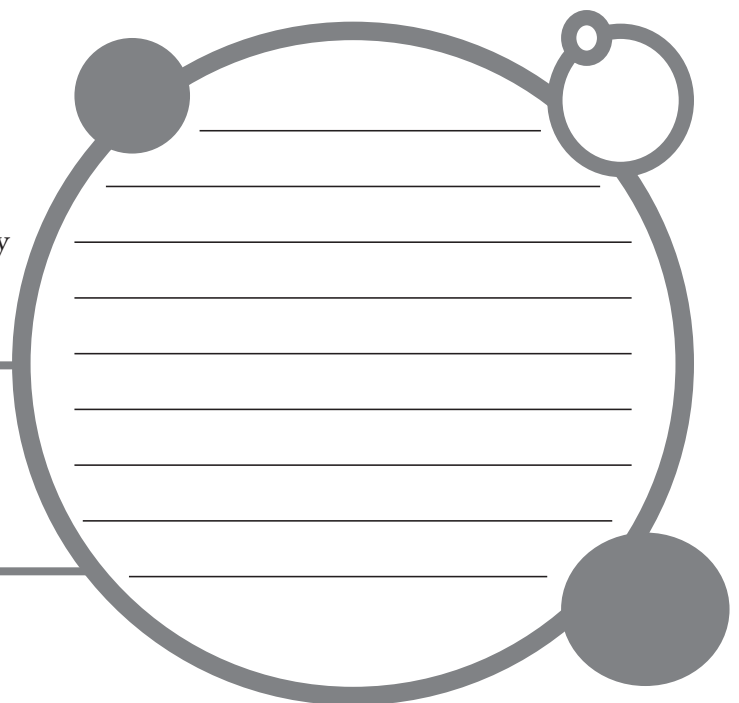
These peace officers do wear a uniform and patrol in marked vehicles on public roads, and in neighbourhoods and green spaces. However, they are **not** police officers.

Edmonton Police Service police officers enforce Canada’s *Criminal Code*. **Police officers** investigate and prevent serious criminal offences like vandalism, assault or drinking and driving. They have the highest level of authority and responsibility to protect people’s rights when dealing with criminal acts. Police officers occasionally use bylaw fines to discourage unsafe behaviour like someone urinating in the street.

Police officers often work with bylaw officers and peace officers to solve community problems or concerns that may be too complicated to resolve quickly.

What is the difference between bylaw officers and peace officers?

Why do you think bylaw officers and peace officers have different levels of authority?



Opinion Statements

An **opinion statement** should present your beliefs, feelings and perspectives about an issue. The opinion that is presented can be supported with reasons that are based on facts. The opinion can also be supported by another person's opinions as long as the person is a reliable source.

Your opinion statement should describe the causes and effects of the issue. It should be based on your opinion and supported with facts and reliable opinions.



Sam is a resident of Edmonton and knows that he has to obey all laws, including bylaws, provincial laws and criminal laws. Recently, someone spray-painted graffiti vandalism on the side of his garage. The *Community Standards Bylaw* makes property owners responsible for the removal of graffiti from their property. Municipal Enforcement Officers warn owners to remove graffiti or be fined \$250. The City of Edmonton provides assistance with removal. Edmonton Police Services found and charged the graffiti vandal with criminal mischief. However, Sam, not the vandal, must take responsibility for removing the graffiti vandalism because the police need time and evidence to convict the vandal.

Should the City have the right to pass bylaws that make a home or business owner responsible for something that someone else has done? Why or why not?



The City's sidewalk snow removal bylaw ensures that citizens share responsibility to help keep the city moving after snow storms. Maria likes living in a winter community, but she doesn't always like the snow. A few years ago, Maria decided that she did not want to remove the snow down to the pavement, as this snow removal bylaw requires. A bylaw officer warned her, and when she still didn't remove the snow, fined her. Maria did not pay the fine. After more warnings and fines that she ignored, she went to jail for a day for disobeying the bylaw.

How much power should the City have to make laws that require residents to act and behave in a certain way on their own private property? Why?



Twenty years ago, many Canadian cities experienced incidents with dogs biting people. A lot of media attention was placed on “Pit Bulls” because some of these dogs were involved in the incidents. People became afraid of this type of dog and asked municipal governments to restrict them from living in cities. Carla knows that recent evidence shows that a dog’s breed does not determine whether it will bite or act vicious. She gives her big dog a lot of love, attention and training to ensure it is well behaved. In 2012, the City of Edmonton repealed breed legislation because people like Carla and the broader community supported this change. The bylaw now restricts dogs based only on their behaviour and not on their breed. The bylaw holds owners responsible for their dog’s bad behaviour.

Are there bylaws that you do not agree with? Should citizens have the right to change bylaws they don’t agree with or that have become outdated? Why or why not?



Aaron and his friends like to use the city parks and trails. The City of Edmonton applies bylaws to shared places like parkland to protect both people and the environment. When Aaron and his friends got together at Hawrelak Park for a summer campfire, they didn’t realize that the City had placed a ban on fire pits, including those on private property and any public places. When a Park Ranger instructed them to put out their fire, they ignored her. The Park Ranger used a back pack of water to put it out.

How much authority should peace officers have to make sure that people have a safe, clean and healthy place to live? Should they have the authority to protect the environment? To what extent?



A large speech bubble containing several horizontal lines for writing.



Many of the rules set by City bylaws affect young people directly. Eva gets upset when she sees people drop garbage on the street, but she doesn't feel comfortable saying anything to them. She doesn't know that she can call bylaw enforcement to make a complaint. However, even though Eva is not old enough to vote and does not own property or a business, she volunteers every year with her community's litter and graffiti vandalism cleanup events.

How much responsibility do you think young people have to get involved with local government even though they are not old enough to vote? Why?



Finding Common Ground



When people work and live together, they can have different perspectives that affect their behaviours and actions. These differences can also affect the quality of life of everyone in the city. However, when people make an effort to follow rules and standards that they have agreed upon and practise good citizenship, the residents and local government of a city can solve most problems, concerns and issues together.

What do you think it means to practise good citizenship?

Problem solving is one of the strategies that both individuals and local government can use to solve problems and deal with concerns. A problem solving strategy, such as the one below, can help you work effectively with others and respect their points of view.

Solving Problems

1. Identify the problem. Share what you think the problem is. Work together to solve it. For example, make a list of three things each of you would be willing to do to improve or solve the problem.
2. Talk through the problem. Use “I” instead of “you.” Name calling usually begins with the word “you.” Use “I” statements that talk about what you want, need or feel. “I want to say what I think,” works better than “You don’t let me say anything.” Say what you mean. What needs changing? How will you change it? Be clear in your choice of words.
3. Try to understand other people’s point of view. The best way to do this is to ask questions about what other people want, need or feel. Don’t speak for other people. Listen to what they have to say. Repeat or write down the other point of view before you express your own opinion.
4. Put it on paper. When you write things down, you can make your ideas clear. This helps you focus on the problem. Use your imagination. There are many different ways that a problem can be solved. Brainstorm solutions with other people.

Looks Like...

Sounds Like...

Feels Like...

Use the **storyboard** to show what one of these problem solving steps looks like, sounds like and feels like.



Considering Options

Every citizen of the city has the right to **participate in its governance**. This means that people can voice their opinion about bylaws or community standards to the representatives of their local government. They can ask for changes or express their support of a bylaw.

Everyone also has the right to make a complaint if they think the safety, health and enjoyment of their community is at risk because a bylaw is being ignored. This bylaw protects the common good of the whole community.

However, contacting an elected representative or making complaints are not the only options. Many citizens choose to get involved with their neighbours and with community programs or events to make a difference and improve the quality of life for everyone in the city.

The chart below provides five options for action that can be effective in dealing with problems, concerns and issues in the city. Are there other options you can think of?

Review each action. Then, use the second column to describe when you think each action would be most effective. Explain why.

| Action | When I think this action works best |
|--|-------------------------------------|
| Work with neighbours to find a compromise that improves the problem. | |
| Organize a community event or participate in a City program to help improve the problem. | |
| Decide to do something about the problem yourself. | |
| Ask for enforcement action from the City because this problem causes an immediate public safety concern. | |
| Make a citizen's request for help from the Mayor or a City Councillor as this is a big issue that needs a community strategy to solve. | |



Check In #2

Check your communication skills. Score yourself on each statement using the scale below.

| | almost never | sometimes | almost always |
|--|---------------------|------------------|----------------------|
| I pay attention to detail when I am looking for information. | | | |
| I make sure that I use accurate and reliable sources of information to check facts. | | | |
| I organize information that I collect using notes and graphic organizers. | | | |
| I list the source that the information comes from. | | | |
| I look for point of view and bias in sources that I use for my research. | | | |
| I only make conclusions once I have organized, compared and analyzed my research. | | | |
| Think about one more thing that is important when you research. Write it down below and score yourself on it. _____ _____ _____ | | | |

What goals did you set in the previous check in? How are you doing?

If you are having trouble meeting your goals, what might be getting in your way?



Assess Your Understandings

| | |
|---|---|
| <p>Citizenship Commitment</p> <p>Benefits</p> <p>Challenges</p> | <p>Citizenship Commitment</p> <p>Benefits</p> <p>Challenges</p> |
| <p>Citizenship Commitment</p> <p>Benefits</p> <p>Challenges</p> | <p>Citizenship Commitment</p> <p>Benefits</p> <p>Challenges</p> |

3. Make It Real

Decide and take action: *Make It Real* encourages students to apply what they have learned about rights, responsibilities and the role of local government. Students conduct a “responsibility scan” of the programs and events that the City of Edmonton uses to encourage citizen engagement, involvement and participation. They explore the concept of a “citizenship footprint” and the options they have to make their own footprint bigger by participating in neighbourhood and city-wide initiatives. They analyze what makes a decision to act effective and how they can make a difference to the environments in which they live, work and play.



Focus on Language Arts

The process of planning involvements and volunteer activities can reinforce inquiry, communication and group work skills.



Focus on Social Studies

Make It Real provides students with opportunities to reflect on their own understandings of citizenship and the contributions they can make as citizens. Reinforce ways that individuals and governments interact and bring about change within their communities.



Focus on Language Arts

Students have opportunities to consider volunteer accomplishments of the community and can be encouraged to consider the impact of their own behaviours and actions on the broader community.



Focus on Mathematics

Make It Real provides students with opportunities to analyze patterns and apply numerical thinking skills.



Time

Learning activities in **decide and take action: Make It Real** will require between 6 and 7 50-minute class periods.

Students get involved not by just telling each other, but realize, through cause and effect, that if they contact the “right” individuals, change can happen.

- Stacy M., Edmonton Public Schools



❖ *prepare*

1. Make copies of the student handouts and graphic organizers for this section:
 - Citizenship in the City (pp. 161-170)
 - Taking Steps (pp. 171-173)
 - Spheres of Influence (p. 185)
 - Quad T-Chart (p. 184)
2. Have students revisit the spheres of influence they created in **set the context: The City Scene**. They will be asked to use these in the opening activity of this section.
3. Prepare for assessment:
 - Check In #3 (p. 174)
 - Assess Your Understandings (p. 175)
 - Rubric (p. 176)
4. Allocate class periods:
 - Responsibility scan (2-3 classes)
 - Citizenship footprints (2 classes)
 - Action success criteria (2 classes)

Students are encouraged to plan to participate in volunteer opportunities in their communities. This can add a variable amount of time.



❖ teaching & learning process

Responsibility scan

Provide some discussion time for students to revisit and review what they have learned about the rights and responsibilities of individuals and local governments. Pose questions such as the following:

- In what ways do you think individuals can be encouraged to take responsibility for the overall safety, health, cleanliness and livability of their neighbourhoods or the city? (*Encourage students to provide examples from the research they just completed. Ask them to consider the impact, or effect, that they think an individual can have.*)
- What do you think local governments should take responsibility for? (*Ask students to share examples of programs, events or initiatives that they know of or have participated in that “come from” local government. Encourage students to consider why local government encourages people to participate and volunteer. Challenge them to think about the differences between volunteer opportunities for individuals or those that require the involvement of groups or communities. Why do some events or programs need more than one person’s volunteer efforts to make them successful?)*
- Which responsibilities or involvements do you think should be **mandatory**, or required by law? Why do you think this?

Provide students with **Citizenship in the City** (pp. 161-170) and introduce the concept of a **scan** – finding and investigating sources that create a “picture” of current information about a topic. Tell students that they will be conducting a **responsibility scan** of actions and programs that encourage citizens to make a difference in their neighbourhoods and the city.

Have students work individually or with a partner to scan the examples of City of Edmonton actions and programs and respond to some or all of the questions in the handout. After students complete their scans, ask them to discuss with questions such as the following:

- Which of these actions and programs could you participate in as an individual? (*Review the concepts of volunteerism and micro-volunteerism with students.*)
- Which of these actions and programs do you think need the involvement of groups of people, including neighbourhoods, communities or people from all over the city?
- Why do you think local government organizes and provides or supports these actions and programs?



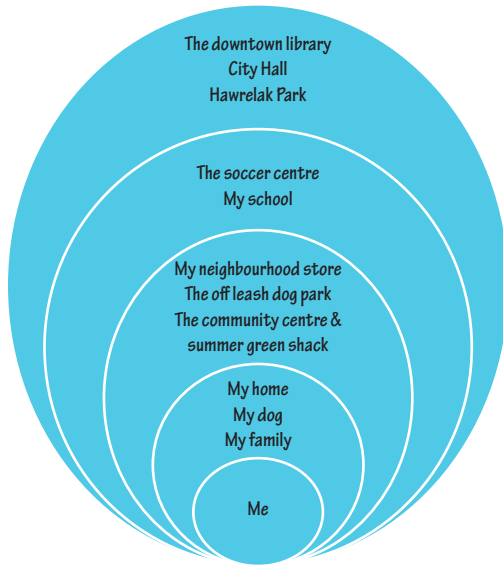
Differentiate

Use **Citizenship in the City** as a whole class activity. Cut and paste each action and program on cards. Randomly distribute the cards to individuals or small groups of students. Ask students or groups to respond to the questions that follow each action or program description and then share their responses with the class. Alternatively, display the resource on an interactive whiteboard. Discuss each or selected actions or programs by focusing on the questions.



Share

Invite students to share, with a partner or in a small group, how and why the actions or programs they selected are relevant and meaningful to them. Encourage students to make connections back to the research they completed around the five *Make a Better City* themes in **explore and research: Set the Standards**.



My Spheres of Influence

Then, ask students to revisit the spheres of influence organizers they completed in **set the context: The City Scene**. Review their spheres of influence with discussion questions such as the following:

- What were the people and animals, places, services or features in the city that you identified then as most important to your quality of life?
- What would you add to your spheres of influence organizer now? *(Encourage students to consider what they have learned from the Make a Better City research themes.)*

Challenge students to identify the actions or programs from Citizenship in the City that they think would make a difference to some or all of the people and animals, places, services or features in their spheres of influence. Have students add three or four of these actions or programs to their organizers. *(For example, Schoolyard Clean Up can be listed beside the school; Adopt a Block or Snow Angels to places or businesses in a neighbourhood or by a community centre, and 15 to Clean to public spaces like Hawrelak Park. Tell students to list their examples beside the appropriate people or animals, places, services or features they already have identified on their spheres of influence.)*

Ask students to share some of their choices with the class. Then, ask students to select the three actions or programs that they think could make the biggest difference or have the most impact on quality of life for themselves and for others in their neighbourhoods and communities.



Differentiate

Create or display a blank spheres of influence organizer on a poster or an interactive whiteboard. Have students work as a class to identify those actions or programs that they think have more influence on individuals in the inner circles. Then, add examples of actions or programs that they think have more influence on communities and the city as a whole in the outer circles of the organizer.

Provide students with a **Spheres of Influence** graphic organizer (p. 185) and ask them to categorize and group some or all of the City actions and programs into the five *Make a Better City* themes. Those students who benefit from more concrete examples can then select one example in each theme that they think is most important to quality of life in the city.



How to use the web app with this activity

Use the *Make a Better City* web app at www.edmonton.ca/makeabettercity to revisit examples of problems that can affect the livability, safety, appearance and cleanliness of the city.

Have students use a **Quad T-Chart (p. 184)** and these four concepts to look at the *Make a Better City* problems from a different point of view. Work as a class to quickly review the 16 problems on the city landscape. Then, have students work individually or in small groups to categorize each problem under one or more of the concepts – liveability, safety, appearance and cleanliness. Compare the problems to the programs and events that Edmonton’s local government promotes. Ask students how the involvement of individuals and communities could help solve or improve each problem.



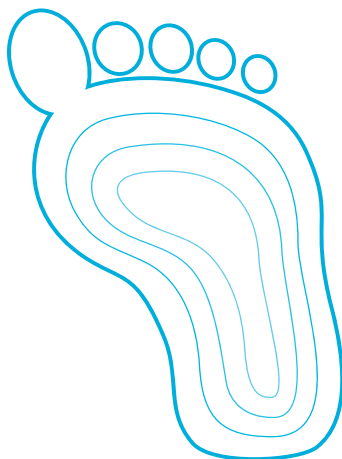
Extend

Challenge students to reflect on and share their own opinions about what it takes to be a “good” citizen. Are people “good” citizens when they participate in events, actions and programs in their neighbourhoods or the city? In what ways? To what extent? (*Discuss the concept of micro-volunteerism and encourage students to ponder whether there is a minimum time limit for an action to be considered citizen participation.*)

Citizenship and Immigration Canada, in a booklet called *Rights and Responsibilities*, describes good citizenship. How do students’ ideas about good citizenship compare to this description?

- Good citizenship does not refer only to the rights and freedoms of individuals.
- Good citizenship is really about fulfilling our responsibilities to ourselves, others, our families, the community and society.
- Good citizenship means to:
 - obey laws, to learn to speak one or both official languages and to pay taxes as well as:
 - be a part of Canada
 - be loyal to Canada
 - respect others
 - share our skills and knowledge
 - care for our families
 - be a productive member of society
 - try our best
 - care for the environment
 - set a good example
 - help the less fortunate
 - vote in elections.

Citizenship and Immigration Canada: Rights and Responsibilities. Integration-Net
 website: <http://integration-net.ca/coa-occe/english/pdf/05rights.pdf>.



Citizenship footprints

Tell students that you will be challenging them to consider how they can take responsibility for making their city a better place to live. Provide students with **Taking Steps** (pp. 171-173) and explore the concept of “citizenship footprints,” using the introduction in this student resource and discussion questions such as the following:

- What is a citizenship footprint? How does it compare to an “ecological” footprint?
- Why is it better to make your citizenship footprint bigger, compared to trying to make your ecological footprint smaller?
- How could your citizenship footprint be affected by opportunities you may have to volunteer? (*Remind students of the concepts of volunteerism and micro-volunteerism.*)



Differentiate

Students can be asked to complete their citizenship footprints as a family or with a group to which they belong, including a sports team, club or a student council. The whole class can also be asked to create a classroom citizenship footprint, combining actions and contributions that everyone makes.

Ask students to fill in their own citizenship footprint, using the first footprint template in the student resource. Encourage them to start in the inside footprint and identify one way they participate and contribute to their homes, school, neighbourhood or communities. Add each additional contribution in a separate layer of the citizenship footprint. Remind students that actions they take with their families, classmates, friends and groups to which they belong also count as individual contributions. Discuss why participation and contributions do not just have to come from individuals. Students can also be encouraged to fill in their footprint with a partner, small group or as a class.

Then, revisit the ideas for change that students brainstormed in **set the context: The City Scene**. Ask students to consider how these ideas are connected to:

- What students have learned about community standards and bylaws and the roles of local government
- City of Edmonton actions and programs that students just explored.

Challenge students to consider how they could make a difference and participate as a citizen, including options such as:

- Taking part in one of the City of Edmonton’s actions or programs
- Creating their own project for action to address an issue in their school or neighbourhood
- Creating a plan to enact one of their neighbourhood walk ideas for change
- Working individually or as a group.

Have students now complete the second citizenship footprint in Taking Steps. Ask them what they could do in the future to contribute, as a citizen, to the quality of life in their homes, school, neighbourhood, communities or the city. Start with one idea in the centre footprint that students think would have the most impact. Students can then be encouraged to add other ideas at a later time to “expand” their citizenship footprint. Pose questions such as the following to help students narrow their focus:

- What could you do to help with the issue of pet overpopulation in the city?
- How could you help seniors in your neighbourhood?
- What could you do to be a better neighbour?
- What could you do around your own home that might make your neighbourhood a better place to live?
- What could you do if you see graffiti in the city?
- How could you help improve the appearance or cleanliness of your neighbourhood?
- How could you increase the “green” around your home, school or neighbourhood?
- What can you do to share ideas about where to walk, skate, cycle or ski?
- What can you do to decrease the amount of litter around your home, school or neighbourhood?
- How could you help promote responsible pet ownership?



How to use the web app with this activity

Use the *Make a Better City* web app at www.edmonton.ca/makeabettercity to explore opportunities for participation and citizen action.

Have students complete Challenge Activity Three, using the weblinks found in the WhyPod and organized around the five *Make a Better City* research themes, to investigate ideas for participation in City of Edmonton programs and events.

Students can access these ideas for action by clicking on the Participate icon in their WhyPods. Each *Make a Better City* theme provides hyperlinks to pages on the City of Edmonton’s website.



Participate!

Weblinks provide students with opportunities to explore the role that local government takes to encourage participation and contributions of citizens. Encourage students to make these connections.



Use Technology

Encourage students to check the latest news releases on the City Government tab on the City of Edmonton website at www.edmonton.ca/city-government.aspx. The articles on this website link may provide examples of actions, programs, projects and initiatives that will be helpful in exploring the criteria for a successful project.



Assess

Work with students to develop a rubric for assessing their ideas and plans for action. It is important to have students involved in developing this rubric collaboratively. Consider including criteria statements such as the following:

- This action is designed to bring about a needed improvement.
- It will be doable to implement this action.
- There are roles that everyone can take if we are working together as a group.
- This action will make a difference to other people.
- The ideas for this action are clearly and well presented.

Focus assessment on students' planning processes as well as any initial action steps they take in its implementation. It is not necessary to expect full implementation of a project or action to assess student learning and growth.

Action success criteria

Work with the class to discuss what makes an effective action for change. On the board, interactive whiteboard or poster paper, share the question, "What makes an action that is intended to bring about change work?"

Work with the class to develop an **action success criteria** list and post it in the classroom. To develop this list, consider the following strategies:

- Define and discuss what criteria are. (*Criteria are standards, measures of comparison or expectations used to evaluate decisions or actions.*) Ask students to think about what the criteria for a successful action for change could be. (*Encourage students to consider how the involvement of individuals or communities and groups can contribute to the success of an action.*)
- Discuss questions such as the following to help establish students' own criteria for a successful project:
 - For an action to be successful, should it bring about change?
 - What types of changes can occur as a result of an action?
 - When should this change occur – does change have to occur right away or can it occur over a longer period of time? Why?
 - Should the goals of the action be met entirely or just in part for it to be considered successful?
 - How many people should be affected before the action is deemed successful? Should all people in a community be affected, or just one or a few, to consider an action to be successful?
 - Does an action have to cost something to implement to be effective? Can it be implemented at no cost?
 - How do you think the cost of the project should be measured – in hours of time, number of volunteers, money or the duration of a project?

Have students revisit the spheres of influence they updated with their responsibility scans. Ask them to discuss why they selected the three actions or programs as most important to quality of life. Have them explain how they prioritized these actions or programs with discussion questions such as:

- Why did you think this action or program would have the most impact on quality of life? In what ways would it affect people and communities?
- Did you have an environment – like the school or a neighbourhood or a park – or a specific project in mind when you prioritized these? If you changed the environment or project, could it also change your priorities?

- How do you think the idea of “changing priorities” can also apply to the roles and jobs that a local government takes on? (*Encourage students to consider that the changing needs and priorities of a local government are affected by the issues facing their communities. As issues change, their priorities can also change. The City of Edmonton reviews its programs and events on a regular basis to ensure that they are effective and still making a difference for quality of life in the city.*)

Consider providing students with an opportunity or option to design, develop and implement a project that addresses either a personal commitment or a school or neighbourhood problem or need.

Encourage students to revisit and review their criteria for success as they implement a project and to discuss how the criteria can help them identify, on an ongoing basis, any strengths or difficulties of the actions they choose to implement.



Focus on Health & Life Skills

The Alberta *Health & Life Skills Guide to Implementation* provides service project planning templates, planning to take action guides and information on volunteerism for students that may be useful. This section of the *Guide to Implementation* can be accessed at www.education.alberta.ca/media/353020/appC.pdf.



Extend

Ask students to create an **illustrated list** of expectations that can be used to measure the success of an action. An illustrated list includes descriptive words of the criteria for success with drawings, pictures, photographs, news article excerpts or headlines that support the meaning of each criteria. (*Encourage students to consider criteria such as “A change occurs” or “At least one person is helped.” Illustrations for these criteria could include a comic strip or cartoon sketch that represents an improvement or a photograph of a person who has been affected by a change.*) Use responses to the discussion questions as the basis for the list and add illustrations or media examples to help explain and provide examples.

If students work in groups to develop a project or identify an event or program in which they want to participate, have them explore different decision-making processes, such as majority rule and consensus as they make their choice. In **majority rule**, decisions are made by voting, with the majority determining the position of the entire group. **Consensus decision-making** encourages everyone to voice their opinion and work together to make a decision.



Focus on Mathematics

Have students apply numerical thinking skills and pattern analysis by collating numbers and making a final project decision.



Share

Have students brainstorm different ways to share any projects they complete with others, including other Grade 6 classes, parents or community members. Invite a Community Standards Peace Officer, Animal Care & Control Officer or Park Ranger to your classroom to hear about your students’ ideas for action. Contact information is provided on **page 63**.



Differentiate

Organize a **poster carousel** to have students explore the strengths, weaknesses, benefits, challenges, actions and options of any project ideas that have been generated by groups. Create posters for each project, and display them in different areas of the classroom. Invite students to visit each poster, either individually or with their project groups, and record questions, suggestions and ideas.

Once the posters have been discussed, invite students to indicate their choice:

- Start by discussing the criteria for making effective project choices with students – assessing the project idea and implementation plans and not just relying on the visual presentation of the project.
- Provide students with three coloured dot stickers and have them place their stickers on project ideas they think are best.
- Students may be given the choice of using the stickers “strategically,” placing all three stickers on one project idea poster or on two or three ideas.

❖ *assessment*

Select from the following summative assessment tasks and activities.

- Ask students to reflect on the impact that they can have as students and citizens in different environments and contexts. Ask that students use the four boxes in **Assess Your Understandings (p. 175)** to complete their reflection. The following four concepts are provided in each box:
 - Participation
 - Action
 - Community
 - Appreciation
- Have students use the hourglass organizers in each box in the resource to provide the following:
 - Their personal understanding of how the concept relates to citizenship
 - Examples and non-examples
- Provide students with **Check In #3 (p. 174)** and have them self-assess their group work and participation skills.
- Ask students to submit their project plans and supporting research for assessment. Use the **Rubric (p. 176)** to assess students' understandings of concepts related to democratic principles (fairness, respect and equity) and quality of life.

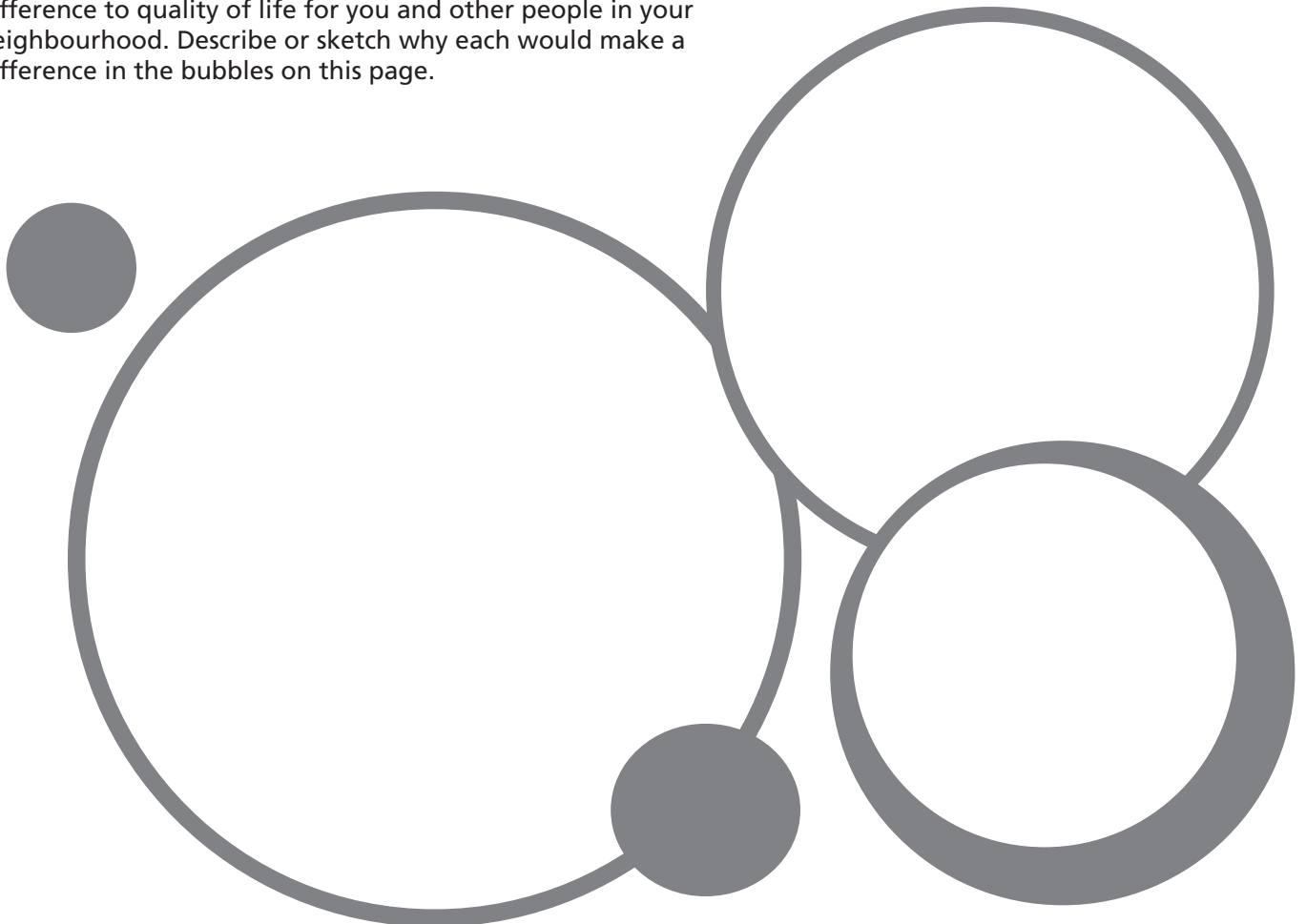
Citizenship in the City

In what ways does Edmonton's government take responsibility for spaces and places in the city? Probably in more ways than you might think!

Edmonton's City Council is elected by the people of Edmonton every three years. City Council is responsible for making decisions about the services that should be provided to residents. People who work for the City of Edmonton carry out these decisions.

City employees collect garbage and recycling, drive buses, respond to fire and police emergencies, provide recreational programs, run swimming pools, mow lawns in parks and other public spaces, manage tax collection, plan new neighbourhoods and future roads... and much more. City employees also plan actions and programs that encourage and educate citizens to be involved with their local government and help make their city a better place to live.

How do you think each action and program described on pages 162 to 170 can make a difference to life in the city? Find three actions or programs that you think could make the biggest difference to quality of life for you and other people in your neighbourhood. Describe or sketch why each would make a difference in the bubbles on this page.



Arbor Day

happens on a Friday before May 10 every year. This day started in the 1950s, when the City of Edmonton gave out evergreen seedlings to grade one students. The Alberta provincial government also started to give seedlings to every grade one student in the province. Every year, over 14 000 students receive these seedlings. On Arbor Day, people are encouraged to plant trees.



Listen to this CBC radio interview to find out more about **Arbor Day** on the City of Edmonton's website at www.edmonton.ca/environmental/documents/Audio/ArborDayForWEB.mp3.

How could an event like Arbor Day make a difference to your own or your family's quality of life?

A large circular graphic with a thick grey border and two smaller circles attached to the top and right sides. Inside the large circle are ten horizontal lines for writing.

Schoolyard Clean Up

involves schools in a litter cleanup campaign. The City of Edmonton provides garbage bags and disposable gloves. Schools decide how to pick up and clean the litter and garbage in their schoolyards. They can schedule their cleanup right up until June 30. The City also awards prizes to the three tidiest schoolyards in each of four areas of the city.

Why might a friendly competition like the Schoolyard Clean Up motivate kids to get involved with litter cleanup?

A large circular graphic with a thick grey border and two smaller circles attached to the top and right sides. Inside the large circle are ten horizontal lines for writing.





15 to Clean Challenge

is an example of micro-volunteerism! This program encourages people to spend only 15 minutes of time to help make a big difference in the city. In one year of the program, almost 800 citizens took part, collecting 373 bags of garbage and reporting 24 locations of graffiti vandalism.

How could a contribution of 15 minutes of time to an event like the 15 to Clean Challenge make a difference to your neighbourhood? What would that difference be?

Adopt a Block

encourages people, businesses and community groups to adopt a block in their neighbourhood or business area and work together to keep it free of litter during the spring and summer. Adopt a Block volunteers can adopt the block surrounding their home or business, or any block of space in their community, such as a schoolyard or a neighbourhood park.



What could the potential effect be if every block in the city was adopted by a group? What could the potential effect be if your classroom adopted the block around your school?

Junior Wildlife Ambassador

is a program offered by the City of Edmonton to students in Grades 3, 4, 5 and 6. Students in Grade 3 learn to protect the natural habitats of birds found in their own backyards and around the city. Grade 4 students learn to identify actions that minimize the effect that waste and litter has on wildlife. Students in Grade 5 examine how human activities can have a negative effect on wildlife in the river valley. Grade 6 students learn how to reduce the negative impact that human actions can have on trees and wildlife that live in the city's urban forests.



How could the information learned in this program be applied to personal, individual actions? What actions could you take?

Community Murals

are created by communities to help make neighbourhoods, as well as the city, a more beautiful and interesting place to live. The City of Edmonton provides communities with up to \$2 000 to develop a mural in an Edmonton neighbourhood. These murals can be placed on private and public structures, with the property owner's permission. Community murals help prevent graffiti, as most graffiti taggers will not destroy or damage another artist's work.

How effective do you think community murals could be in preventing graffiti in your neighbourhood? Why?





Snow Angels

recognizes and rewards people for being good neighbours and shoveling snow from neighbourhood sidewalks and driveways.

When it snows, City crews clear our roadways and property owners clear their sidewalks, all in an effort to keep Edmonton moving. But for some Edmontonians, particularly seniors and persons with disabilities, moving snow can be difficult and even dangerous. Snow Angels is a winter recognition program that encourages people to help a neighbour in need.



Watch a video to find out more about how the **Snow Angels** program works on the City of Edmonton's website at www.edmonton.ca/environmental/capital_city_cleanup/snow-angels-video.aspx.

What effect could a program like Snow Angels have on an entire neighbourhood like yours?

Partner in Parks

encourages citizens to volunteer to maintain a flower bed, boulevard, cul-de-sac island or an area of parkland or land along a roadway by planting flowers, looking after shrub beds, weeding and removing litter. Individuals, families, schools or community groups can get involved in keeping Edmonton green and beautiful.

How could your contribution of 15 minutes of time to a program like Partners in Parks make a difference to the whole city?

Graffiti Wipe Out

is a community event at which people volunteer to paint over graffiti. Streets and alleys covered with vandalism can leave the impression that a neighbourhood is neglected or unsafe. The City of Edmonton's Graffiti Management Program provides paint and painting supplies to groups of friends, coworkers, team players, neighbours or community members who are interested in spending a day wiping graffiti out of an area.



Check out the **Graffiti Wipe Out Guide** from the City of Edmonton at www.edmonton.ca/environmental/documents/CCCU_Graffiti_Guide_v6_low_res.pdf to find out how this event is planned.

What difference do you think a Graffiti Wipe Out event could make to your neighbourhood? Why?



Walkable Edmonton

is a City of Edmonton program that encourages communities to get involved in making their neighbourhoods more “walkable.” Communities make their neighbourhood more walkable by providing routes, ideas and information for walking to school safely, walking and cycling in groups and enjoying interesting areas or routes. Walkable Edmonton guides can also encourage people to use “active” forms of transportation, such as inline skates, bicycles and public transportation.



Explore Parkallen community’s **Local Motion Field Guide** at www.edmonton.ca/for_residents/Field_Guide_to_LocalMotion.pdf.

How could a program such as Walkable Edmonton encourage people to be involved with others in their neighbourhoods? What effect do you think this program could have on safety in your neighbourhood?



One Road

is a City of Edmonton program that encourages people who drive cars and those who ride bikes to share the road safely. Cyclists and motorists have the same rights and responsibilities. Everyone has to follow the rules of the road and deserves to be treated with respect.

What message does the One Road photograph communicate? How could this message apply to you and your family? To what extent can a program like One Road improve the livability of the city?

Neighbourhood Pace Cars and Safe Speed Community Vans

are programs that create awareness about safe driving in neighbourhoods. Drivers are reminded to slow down in school zones, playgrounds, residential areas and construction areas. Neighbourhood Pace Cars are driven by people who live in the neighbourhood. Safe Speed Community Vans are parked at locations that communities have identified as a “hot spot” for speeding and send photo radar tickets to drivers who exceed the speed limit.

How do programs that focus on safety help to improve the overall livability in the city? Why do you think local government gets involved in safety issues?



Good Neighbour Awards

give all citizens of Edmonton the opportunity to nominate a neighbour in their community who is making a difference. Good Neighbours can be individuals of any age, couples, families or groups. Actions of a good neighbour can be anything from helping an individual neighbour to motivating the neighbourhood to address a local issue or hosting a neighbourhood event. Good neighbours help to build connections between people and create a sense of community.

Why do you think it is important that people’s contributions and volunteerism are recognized?

A large, stylized circular graphic with a thick grey border. It features several horizontal lines for writing. There are three solid grey circles of varying sizes positioned around the circle: one at the top left, one at the top right, and one at the bottom right.A large, stylized circular graphic with a thick grey border. It features several horizontal lines for writing. There are three solid grey circles of varying sizes positioned around the circle: one at the top left, one at the bottom right, and one at the bottom right.

Junior Peace Officers

are Grade Six students who learn directly from City of Edmonton Peace Officers about “good citizenship” and how students can get involved and make their city a better place to live.

A City Park Ranger, Animal Care & Control Officer or Community Standards Officer spends time in the classroom in a dynamic citizenship conversation with students! They share information about:

- Their role in the community
- Their perspective on important issues
- The importance of bylaws and community standards
- How the City helps people to get along
- What it means to be a Junior Peace Officer.

Find out more at www.edmonton.ca/makeabettercity.



The City of Edmonton encourages citizens, including young people, to get involved with their neighbourhoods as well as many of its facilities.

- The **124 Youth Program** provides a positive and safe environment within the 124th Street communities of Inglewood, Westmount and Prince Charles where young people can get involved in activities and recreation. The program provides opportunities that many young people may not otherwise have.
- The City of Edmonton **Youth Council** advises City Council on issues that affect youth in Edmonton. Young people provide ideas and suggestions from their perspective.
- The Edmonton City **Zoo School Program** provides opportunities for students to learn about animals, their habitats and challenges.
- The **John Janzen Nature Centre** and **John Walter Museum** are two examples of facilities that share parts of Edmonton's identity, natural features and history.

The City of Edmonton also encourages young people to be active citizens. Check out “**Ways to Help**” at www.edmonton.ca/for_residents/programs/child-friendly-edmonton-ways-to-help.aspx.

How do you think local government benefits when citizens use and contribute to public programs and facilities?

A large, stylized circular graphic designed for student responses. It features a thick grey border with three solid grey circles positioned at the top, bottom, and right edges. The interior of the circle is filled with ten horizontal lines, providing space for students to write their answers to the question above.

Taking Steps



Have you ever heard of ecological footprints? An **ecological footprint** is the amount of space that it would take to support the resource needs and waste from one person. The size of our ecological footprint is affected by the amount of energy we use. The more energy, the bigger the footprint.

Many people, communities and local governments take actions to use less energy and reduce the size of their ecological footprints. A smaller footprint means that they use fewer resources and produce less waste.

A citizenship footprint uses the same idea. A **citizenship footprint** is affected by the time and contributions a person makes to the community. However, a bigger footprint is better! Families, teams, neighbourhoods, communities and even classrooms can have citizenship footprints! The contributions they make as a group can have a big impact on quality of life in the city.



Local governments encourage people and groups to “build” their citizenship footprint. Capital City Clean Up is one example of a program that encourages people to take action in their neighbourhoods and schoolyards, and make the city a better place to live.

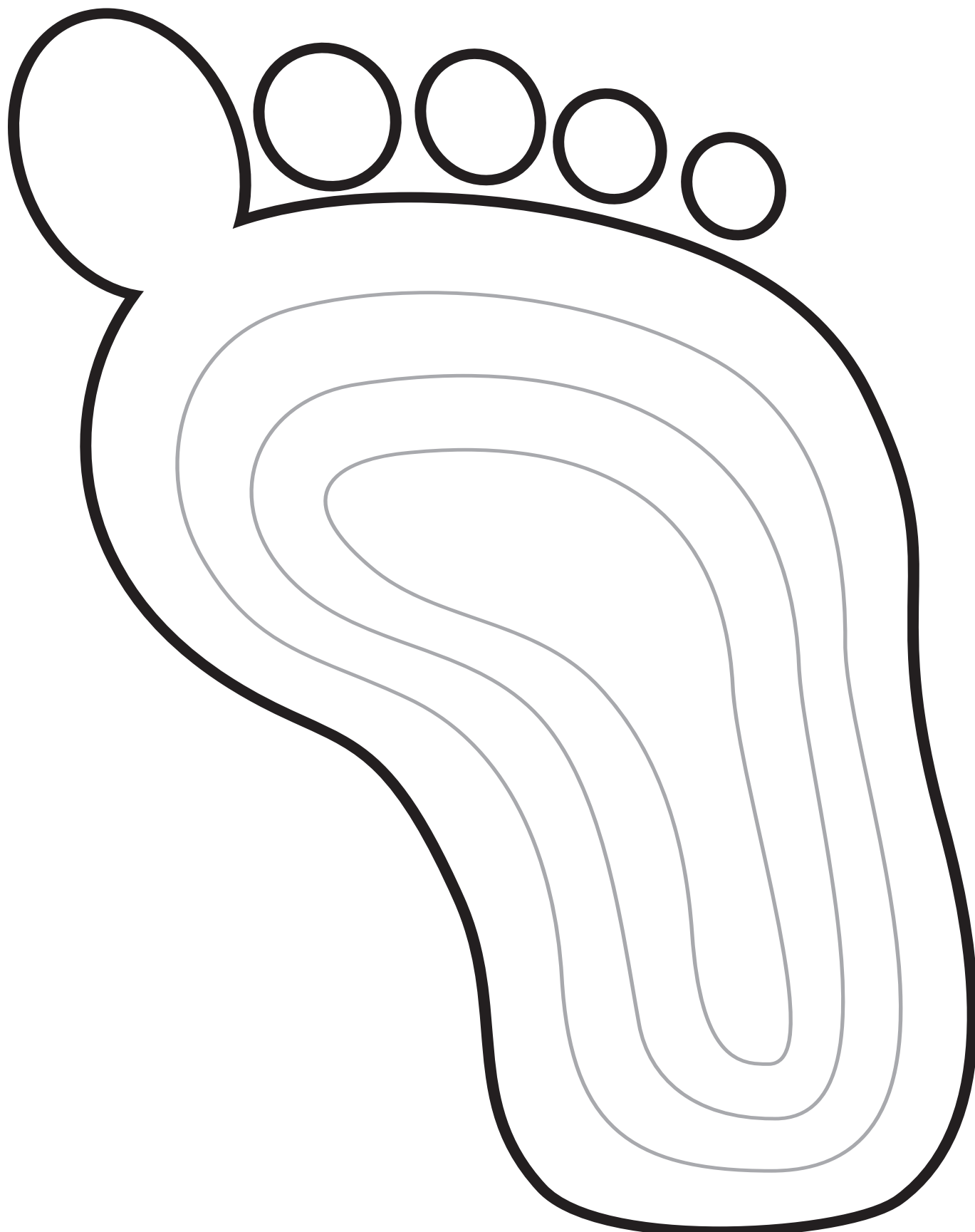
How can a local government take actions that improve life in the city for everyone?

How big is your citizenship footprint? In the first layer of the citizenship footprint, identify one way you participate and contribute to your home, school, neighbourhood, community or the city. Add other contributions you make to each layer of the footprint.

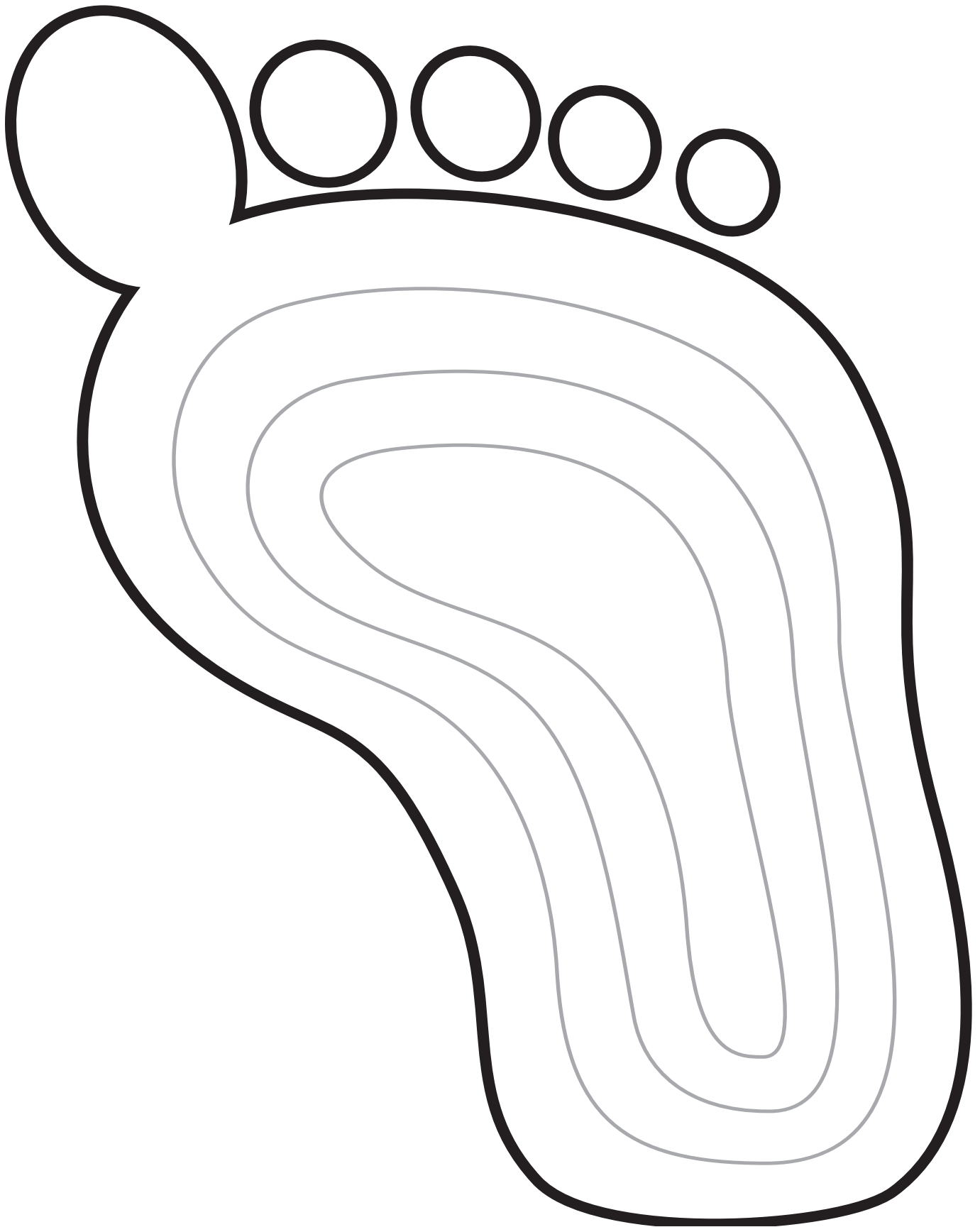
How can you make your footprint bigger? Use the second footprint to describe what you could do in the future to contribute and make a difference to the quality of life of your home, school, neighbourhood, communities or the city.



What I Do Now



What I Can Do in the Future





Check In #3

Check your communication skills. Score yourself on each statement using the scale below.

| | almost never | sometimes | almost always |
|--|--------------|-----------|---------------|
| I enjoy working in groups. | | | |
| I apply my problem solving skills when I work in a group. | | | |
| I feel comfortable adding my ideas to group discussions and work. | | | |
| I apply good listening skills in the group. | | | |
| I take responsibility for my group tasks. | | | |
| I help other group members when they need help. | | | |
| I am willing to try different roles in a group. | | | |
| Think about one more thing that is important when you work in a group. Write it down below and score yourself on it. | | | |
| _____ | | | |
| _____ | | | |

Have you reached your learning goals? How did you reach them?

If you did not reach your goals, what got in your way?



Assess Your Understandings

| | |
|---|--|
| <p>Is...</p> <p>Participation</p> <p>Is not...</p> | <p>Is...</p> <p>Action</p> <p>Is not...</p> |
| <p>Is...</p> <p>Community</p> <p>Is not...</p> | <p>Is...</p> <p>Appreciation</p> <p>Is not...</p> |

Rubric

| Level | 4 | 3 | 2 | 1 |
|--|--|--|---|---|
| Criteria | Excellent | Proficient | Adequate | Limited* |
| Provide evidence of knowledge of democratic principles (SS: 6.1.1.1; 6.1.2.3) | Makes insightful connections to democratic principles of fairness, respect and equity | Makes relevant connections to democratic principles of fairness, respect and equity | Makes simplistic connections to democratic principles of fairness, respect and equity | Makes superficial connections to democratic principles of fairness, respect and equity |
| Demonstrate commitment to participate with community issues (SS: 6.S.6.1) (HLS: R6.6) | Includes purposeful strategies that contribute to improving quality of life in their own communities. | Includes meaningful strategies that contribute to improving quality of life in their own communities. | Includes appropriate strategies that contribute to improving quality of life in their own communities. | Includes trivial strategies that contribute to improving quality of life in their own communities. |
| Communicate and support ideas and conclusions (SS: 6.S.8.1, 6.S.8.7) (LA: 1.1.1.2; 3.4.1.1; 4.1.2.3) | Uses comprehensive details and examples to present and support benefits of a plan of action. | Uses thorough details and examples to present and support benefits of a plan of action. | Uses partial details and examples to present and support benefits of a plan of action. | Uses superficial details and examples to present and support benefits of a plan of action. |
| Reflect on and evaluate group processes used (SS: 6.S.7.11) (LA: 5.2.3.1) | Provides a perceptive reflection on the project. | Provides a thoughtful reflection on the project. | Provides a simplistic reflection on the project. | Provides a trivial reflection on the project. |
| Evaluate the effect of personal actions on the community (HLS: W6.9) | | | | |

APPENDIX

Graphic Organizers

Balance Scale

Rights

Responsibilities

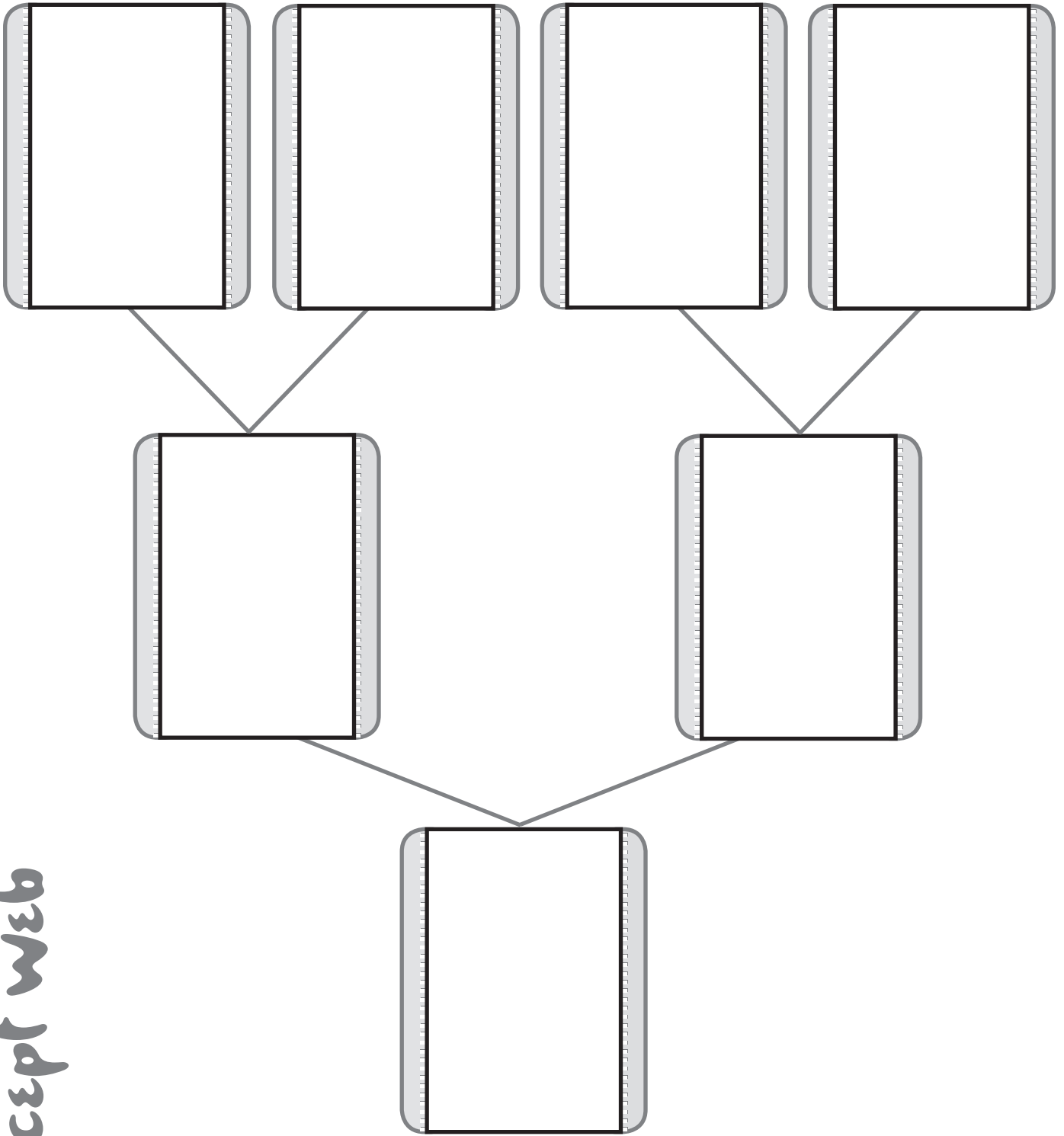


Is there a balance between rights and responsibilities? Why or why not?

Should there be a balance? Why or why not?



Concept Web

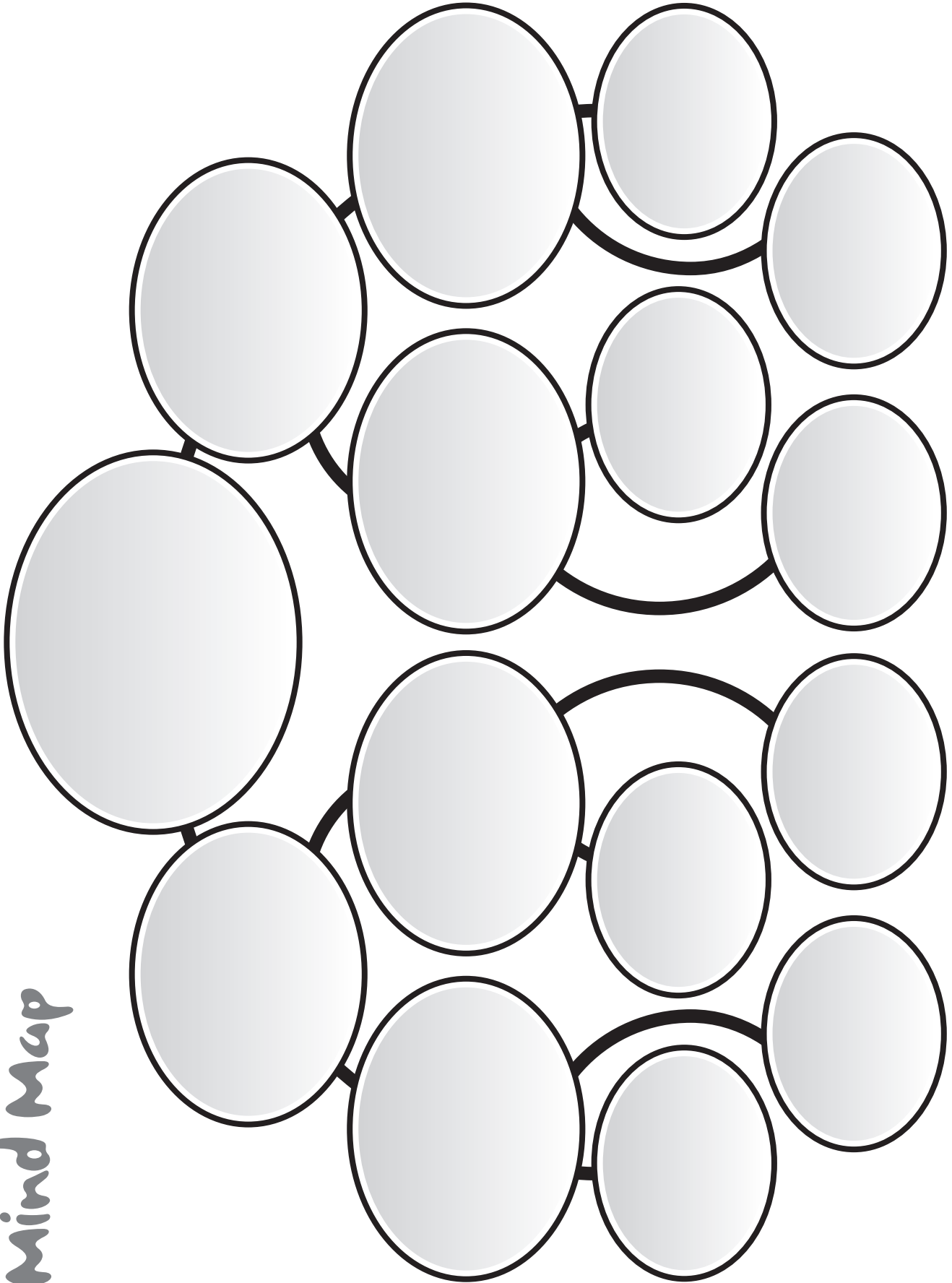




Jot Note Bubbles

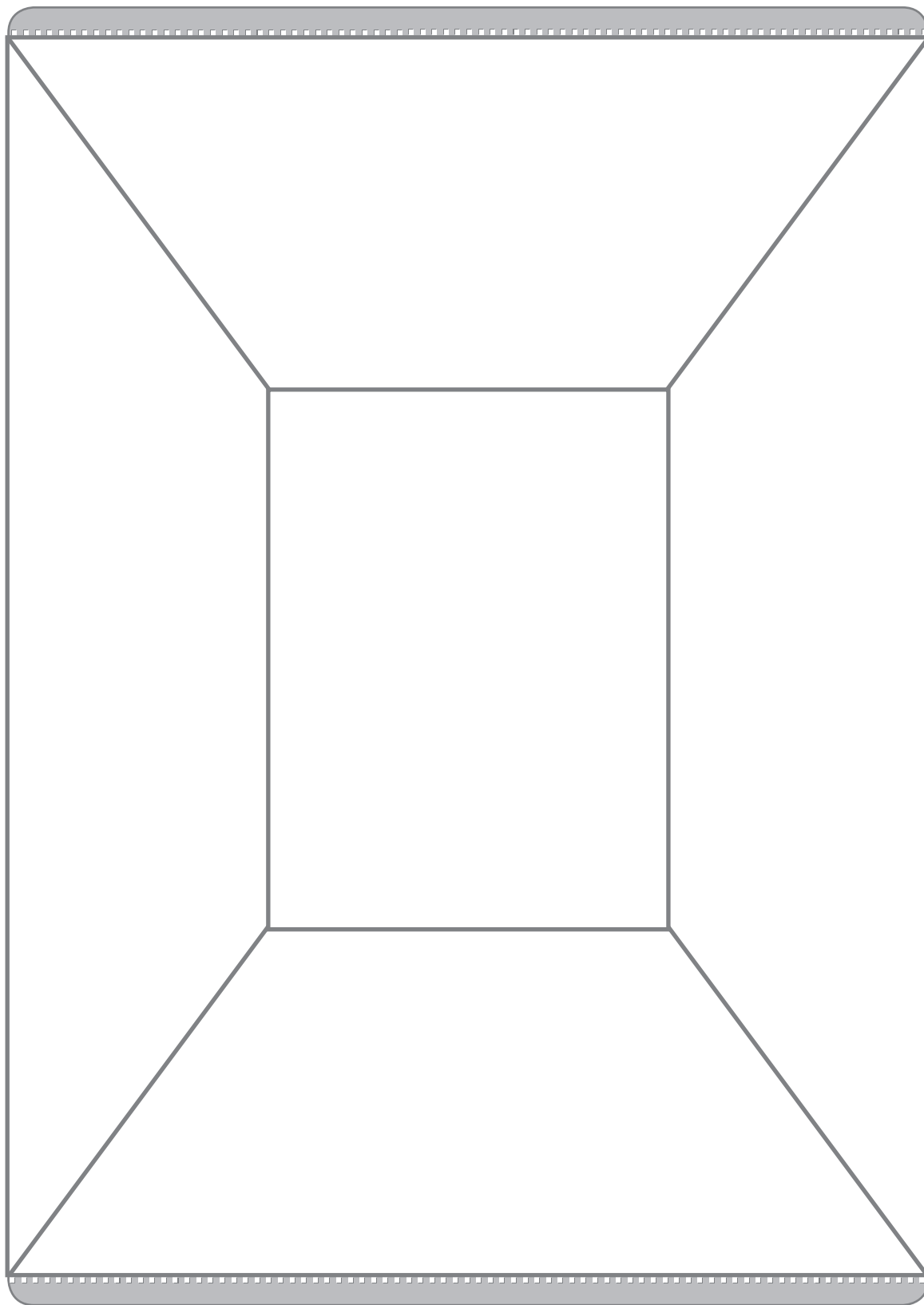
The page features three large, overlapping circular bubbles designed for taking notes. Each bubble contains ten horizontal lines. The bubbles are arranged in a cluster: one on the left, one on the right, and one at the bottom. Surrounding these bubbles are several smaller circles of varying sizes, some solid grey and some hollow, which serve as decorative elements.

Mind Map



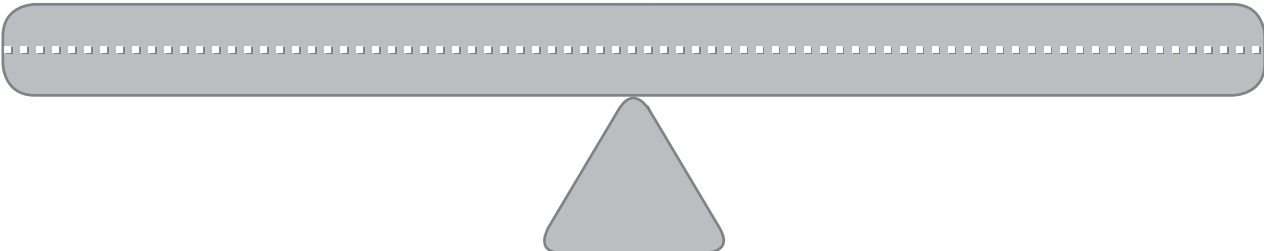


Placemat



Pros & Cons Chart

| Pros | Cons |
|------|------|
| | |
| | |
| | |
| | |

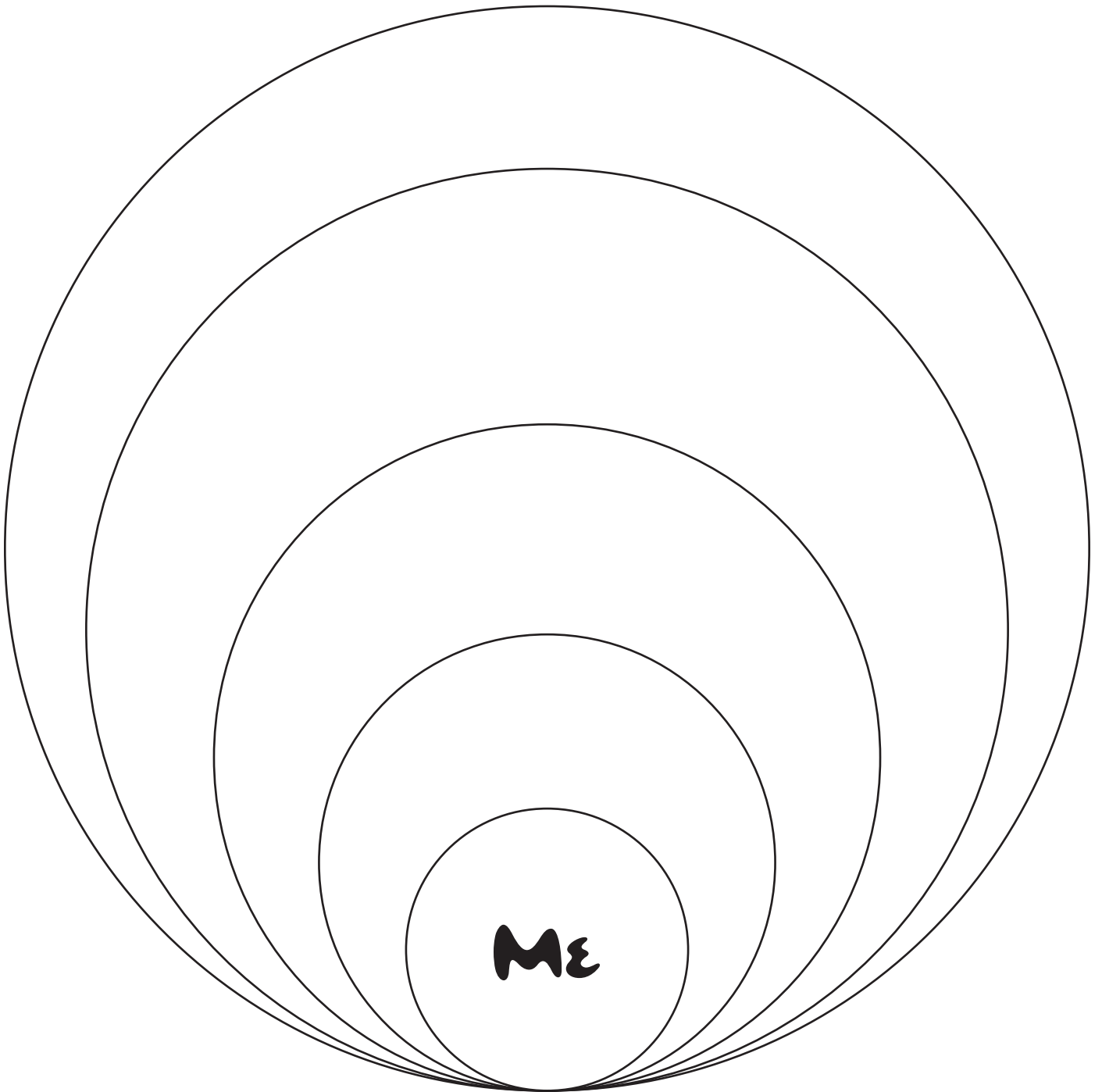




Quad T-Chart

| | |
|--|--|
| | |
| | |
| | |
| | |

Spheres Of Influence





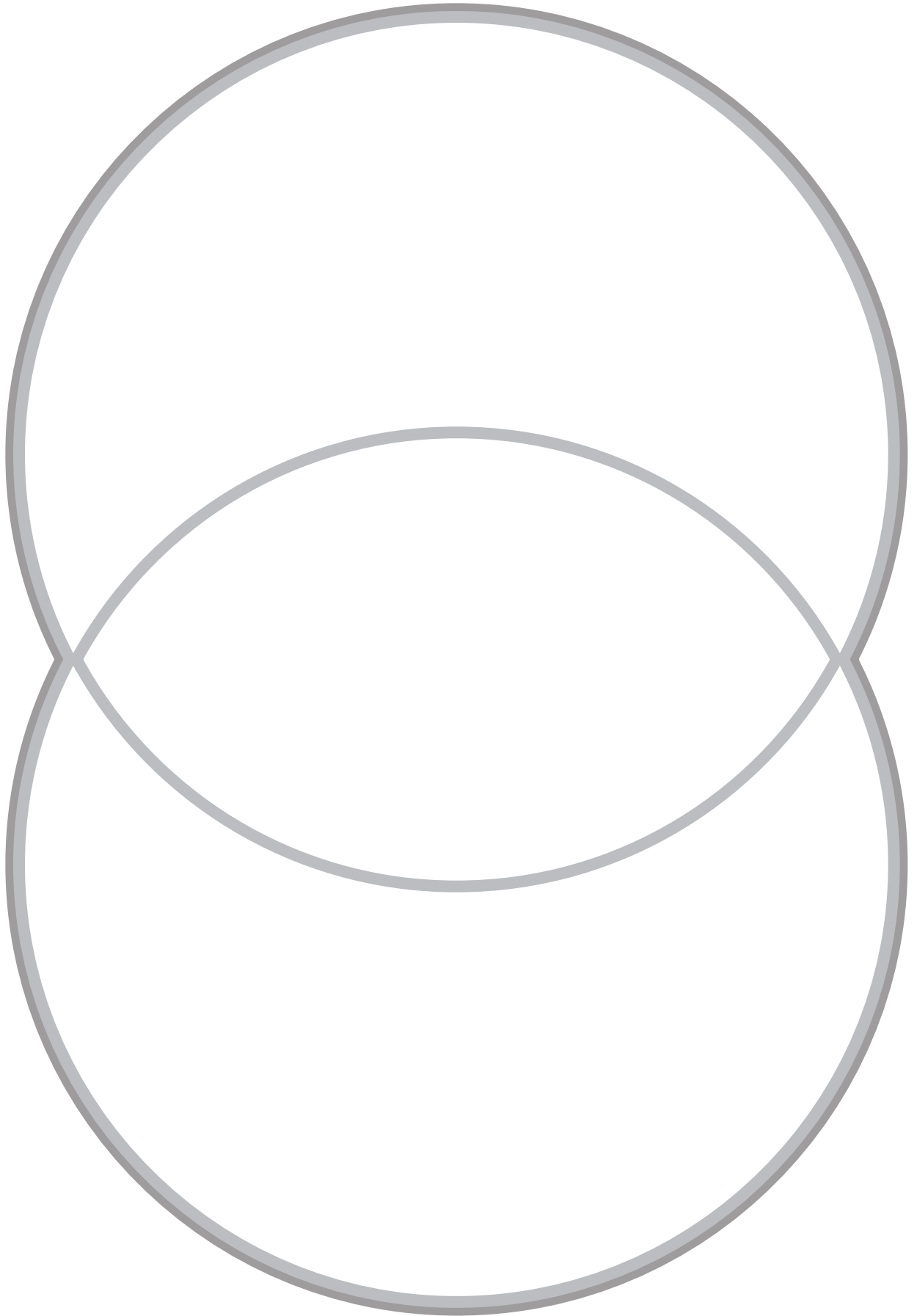
T-Chart

Triple T-Chart

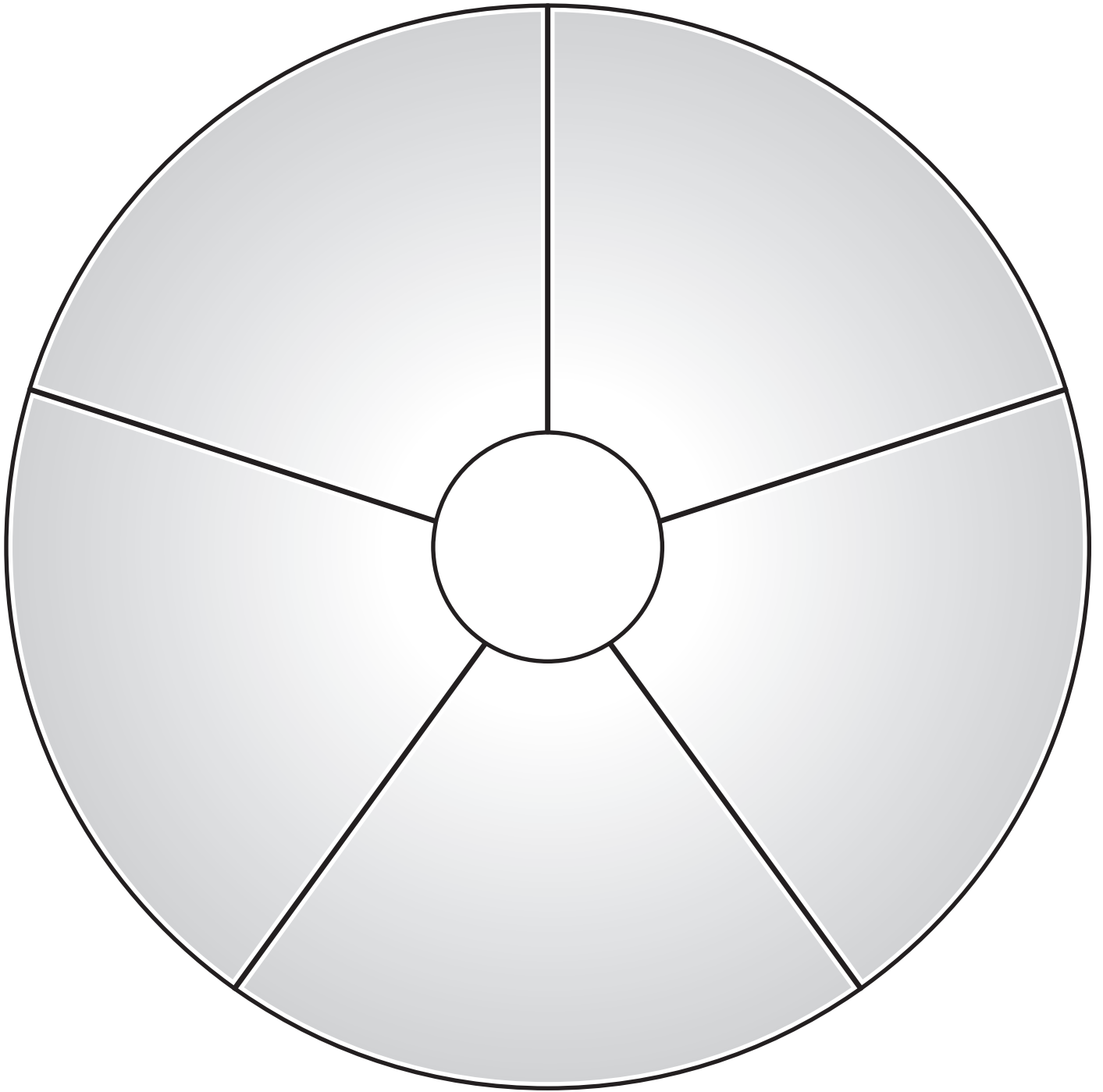
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| | |



Venn Diagram



Wheel Chart





www.edmonton.ca/makeabettercity