



Make A Better City

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



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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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City of Edmonton
Bylaw Community Relations



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Make A Better City

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

❖ 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** curriculum. It also includes cross-references to the **Language Arts** curriculum.

Make a Better City provides activity suggestions, assessment strategies and student resources that meet learning outcomes related to local government, with a specific concentration on those that emphasize living together in an urban community such as Edmonton. It encourages students to explore the reasons for and value of community standards for quality of life, health and well being of people in the community, as well as the community itself.

Make a Better City supports learning about municipal government as well as the role that a municipal government plays in encouraging healthy relationships and building a safe, healthy and enjoyable place to live. This resource provides opportunities for students to:

- Explore and 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 that encourages them 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.

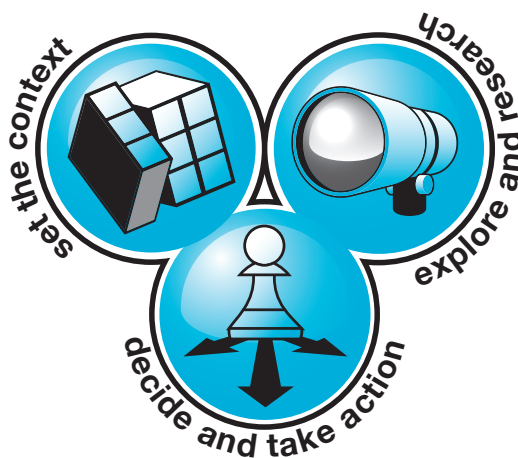
The City of Edmonton is interested in your ideas, successes and suggestions for *Make a Better City*. An online feedback form can be accessed at www.edmonton.ca/makeabettercity.

inquiry & organization

Make a Better City is organized for student inquiry, research and action that is focused on contributing and making improvements to the safety, health and livability of the city. Students move from an exploration of their urban neighbourhoods and the relationships within them to an investigation of the purpose and context of community standards and bylaws within the municipal structure. Students also have the option to work as a class to plan and implement an action project, designed to address an issue or enact a change.

The inquiry in this resource is structured around three processes:

In **set the context**, students build understandings of key concepts related to the inquiry, identify existing conditions and explore issues that result in the need for change.



In **explore and research**, students investigate, research, organize and build understandings of the processes involved in the inquiry.

In **decide and take action**, students analyze the implications of their research and design a plan for taking action.

The inquiry model develops and supports **selected** learning outcomes from the Grade 6 Social Studies, Health & Life Skills and Language Arts programs of studies. **Teaching and learning activities should be selected, adapted or changed according to the needs and interests of students.**



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 them. Students identify what they like about their neighbourhoods and what they would like to see changed.

In **set the context: *The City Scene***, students identify characteristics and behaviours that can affect the health, safety and well being of people living in an urban neighbourhood. They consider changes that could improve quality of life in order to explore why community standards are established by urban municipal governments.

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

- Comparison chart
- Roundtable discussion
- Urban neighbourhood walk
- Category chart
- Change chart
- Survey & action poster.

explore and research: Set the Standards

Explore and research: *Set the Standards* encourages students to explore issues that citizens deal with through community standards and bylaws that protect the safety, community health and the ability of people to live peacefully and responsibly together as neighbours. Students consider the benefits and challenges involved in living within an urban environment and the necessity for respecting public places and “getting along” with others.

In **explore and research: *Set the Standards***, students research community standards and bylaws that influence citizen behaviour and action in the City of Edmonton as well as some other Canadian municipalities. They explore and discuss the implications of bylaw enforcement on citizen rights and responsibilities.

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

- Opening discussion & concept web
- Cause & effect
- Community issues & actions
- Roundtable writing
- Conflict resolution.

decide and take action: Make it Real

Decide and take action: *Make it Real* encourages students to apply what they have learned about bylaws and community standards and consider the importance of encouraging others in communities and neighbourhoods to become more aware of the need for these standards. Students analyze what makes an action effective and how to plan to take action that makes a difference. They develop a project plan and are given the option of implementing it in their school or neighbourhood.



As an option, you may decide to organize your class to apply for a community grant. Information on the *Community Standards Grant* is provided on page 92 of this resource.



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

- Success criteria
- Project identification
- Priority poster carousel
- Project plan & media session
- Community standards grant.

timelines

The following timelines are suggested for each of the three sections, based on four 50-minute class periods per week, drawn from time allocated for Social Studies, Language Arts or Health & Life Skills. Alternatively, this resource can be implemented as an integrated unit of study over two to three weeks. These timelines will be affected by choices made about activities as well as the action project that students may decide to do.

Section	Class periods	Weeks
set the context: <i>The City Scene</i>	7 – 9 class periods	2 weeks
explore and research: <i>Set the Standards</i>	8 – 9 class periods	2 weeks
decide and take action: <i>Make it Real</i>	6 – 7 class periods	1 and 1/2 weeks

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 and **Language Arts** links provide an indication of the focus of learning in the context of specific subject areas.



Differentiate provides suggestions and strategies for addressing differing learning needs and structures, 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 a 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.



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

❖ *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.

Service learning provides a means to 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.

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 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 reasons why their project is significant and how they can benefit their community.
- **Plan:** Students research and build project background and develop a project plan and timeline. Each student should take responsibility for part of the project. Encourage students to communicate effectively 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 reporting to their peers, families and communities. Write articles or letters to local newspapers regarding local issues, or extend experiences to the development of future projects in the community.

❖ *community standards grant*

Make a Better City provides your class with the opportunity to obtain financial resources for a community-based project. The *Community Standards Grant* encourages community collaboration and involvement in Edmonton. This grant can be accessed by classrooms to obtain support for community-based projects. To qualify for this grant, the project must address community standards issues and focus on helping keep neighbourhoods clean, safe and livable. Projects should be small scale, short-term actions such as organizing an event to promote safety, improving signage to increase community awareness, holding cleanups to restore cleanliness or hosting workshops that encourage responsible citizenship.



The *Community Standards Grant Application* can be accessed on the City of Edmonton website at www.edmonton.ca/communitystandardsgrant. A sample application is also provided on this site.

❖ glossary

Important concepts and terms are highlighted throughout both teacher notes and in student resources. These concepts and terms are defined in context. They are listed below in the order in which they appear in each section. Students can be encouraged to use other sources, such as dictionaries, thesaurus and glossaries to develop and expand their understandings of these concepts and terms.

set the context: The City Scene

A **healthy relationship** is 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.

Quality of life can include those factors that influence the goodness and meaning in life as well as people's happiness and well being.

Responsibilities involve obligations, duties or actions for which there is a sense of accountability and trust.

Volunteerism refers to the willingness of people to give their time or services to take part in activities that benefit others.

Philanthropy can be defined as the giving and sharing of time, talent or money intended for the common good. Point out to the students that many people think that time and talents have a monetary value as well.

The **common good** refers to conditions or actions that are in the interest or well being of the majority of people within the community.

Community health can include the types of facilities and services provided in the community that can affect the health of its residents. These facilities and services can include access to healthy activities, health care professionals and facilities, adequate and affordable housing, public transit and roads and sidewalks with adequate safety signage. They may also include environmental protections and programs, such as recycling, opportunities to get involved with community, recreational and educational programs and laws that protect public health, such as smoking bans. Community health is often associated with quality of life.

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 established to **enforce**, or ensure, that people live by these standards.

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

Many activities that make a community and neighbourhood a great place to live happen in different places – like parks, arenas, playing fields, swimming pools or 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 and services.

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

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.

There are more than 8 000 **not-for-profit organizations** in Edmonton – organizations that do not make a **profit**, or more money than they need to pay their expenses.

Community **diversity** includes individuals in the community who have a variety of unique characteristics, talents, backgrounds and ways of life.

People can contribute to a **thriving** community, or a community that is growing, prosperous and full of activity.

Places and features are part of the **human environment** – things that are made by and for people.

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

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

Private places or **properties** belong to individuals or groups.

Facilities provide services that benefit everyone.

Infrastructure refers to the basic features of the neighbourhood, such as roads, lights, power structures and sidewalks.

explore and research: Set the Standards

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.

Bylaw enforcement involves protecting and maintaining community standards.

Conflict resolution is the process of solving differences peacefully.

Community standards and bylaws 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.

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.

It is important that any bylaw, no matter what its purpose, can be **enforced** or made effective. This means that the bylaw should be based on a community standard that most people would agree with and be willing to take responsibility for. It also means that there should be penalties or fines for not **complying** with, or obeying, bylaws.

The outcome of any investigation may result in a simple warning, a specific fine or a **mandatory**, or required, court appearance.

Peace Officers are responsible for **mediating**, or providing assistance with, disputes between neighbours.

Rules and laws are **enforced**, or observed and followed, depending on the situation or problem.

When a complaint is made, an officer from the Community Standards Branch investigates it. If the complaint is **justified**, or reasonable, a warning notice, bylaw ticket or an order to fix the complaint may be given to the property owner.

decide and take action: Make it Real

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

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.

curriculum links



Social Studies

Values & Attitudes	Skills & Processes
<p>Knowledge & Understandings</p> <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>Dimensions of Thinking</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., practice 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

Language Arts

General Outcome 1	General Outcome 2	General Outcome 3	General Outcome 4	General Outcome 5
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.	Students will listen, speak, read, write, view and represent to manage ideas and information.	Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.	Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.
<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

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



Make a Better City website activity suggestions are provided throughout this resource.

❖ *about the website*

The *Make a Better City* website, found at www.edmonton.ca/makeabettercity encourages students to explore the concepts of quality of life, community standards, relationships, respect and responsibility in a virtual neighbourhood.

Students select a student character and explore this neighbourhood through three different activities. The teaching resource provides approaches and suggestions for using each activity. **The *Make a Better City* website can be accessed by students as a stand-alone activity and the teaching suggestions adapted or changed to best meet the learning needs of students.**

About Challenge Activity One

In Challenge Activity One, students explore the virtual neighbourhood and identify four out of 16 possible issues that they think are the most important for the neighbourhood to change or resolve. Activity One asks students to:

- Start their neighbourhood walk at a place that is facing an issue and consider what they would do if it was their home or a place in their neighbourhood
- Navigate through the neighbourhood to explore issues that affect the health, safety and well being of other residents in the neighbourhood
- Use their “WhyPod,” a virtual personal digital assistant, to identify and record the four issues they select.

Although students are asked to select the four issues they think are most important for the neighbourhood to change or resolve, they may add as many issues as they want to their WhyPods. Students may also print the issues they select.

Please note that this website is session-based. If students change their minds about the four issues, they will have to start over by clicking on the Restart bar at the bottom of the screen.

Suggestions for using Challenge Activity One are provided in [set the context: The City Scene](#).

About Challenge Activity Two

In Challenge Activity Two, students explore bylaws and community standards that prevent conflict and encourage safety, health, cooperation and peaceful relationships in the neighbourhood. They make decisions to resolve conflict and take action.

Students make these decisions by revisiting the issues they added to their WhyPod in Challenge Activity One. They must select at least four issues before Challenge Activity Two is triggered. If they wish to make more decisions on different issues, they must add these issues to their WhyPod.

Each issue represents a community standard that is governed by a city bylaw. As students select issues to explore, they are asked to consider potential alternatives for action:

- Talk to or work with people in the community to find a compromise or a solution
- Suggest a community meeting, media or poster campaign to increase understanding of community standards
- Offer to help a neighbour or business owner take action to make an improvement
- Contact the bylaw enforcement office to make a complaint
- Involve an elected official, such as the mayor or a councillor.

When students select an alternative they believe to be the best decision for action, they collect up to five points. Each potential decision has a point value unique to the issue, depending on its suitability within the context of the issue. It is important to note that the points that students receive provide only one perspective on the appropriateness of different types of actions. The pros and cons of different actions should be discussed along with the many factors that can affect how issues and problems are resolved.

Once students make their decision, they receive feedback about effective decisions for dealing with the issue and are encouraged to consider other effective ideas.

Suggestions for using Challenge Activity Two are provided in [explore and research: Set the Standards](#).

About Challenge Activity Three

In Challenge Activity Three, students use information and website links relating to community standards and bylaws as research and WebQuest sources. The information and links can be accessed by clicking on the Research It icon in the WhyPod, and are organized under different topics. Strategies for organizing the WebQuest are provided in [decide and take action: Make It Happen](#).



Research It is found in the WhyPod on the *Make a Better City* website.

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 can be used in the following ways:

- To track progression linked to learning outcomes in Social Studies, Health & Life Skills and Language Arts
- To assess students' learning throughout activities in each section
- To create rubrics for student 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)			
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; 6.5.4.1; 6.5.4.2; 6.5.4.3; 6.5.4.4; 6.5.5.3)			
Compare different points of view and perspectives (SS: 6.5.1.2; 6.5.4.2; 6.5.9.3)			
Analyze current affairs (SS: 6.5.1.1; 6.5.9.2; 6.5.9.3)			
Express and support opinions (SS: 6.5.1.3; 6.5.8.1) (LA: 2.2.1.2)			
Use graphic organizers to make connections between ideas (SS: 6.5.4.7) (LA: 3.3.2.2; 4.1.4.1)			
Identify information needs for research (SS: 6.5.7.8) (LA: 3.1.1.2; 3.1.2.1)			
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)			
Apply strategies and alternative solutions to resolve issues or conflicts (SS: 6.5.4.9; 6.5.4.8; 6.5.5.2) (HLS: R6.6; R6.7)			
Organize information to draw conclusions (SS: 6.5.7.3; 6.5.7.4; 6.5.7.9; 6.5.7.10) (LA: 2.2.2.4; 3.3.1.1; 3.3.1.2; 3.3.2.1)			
Assess and set goals for developing research skills (LA: 3.4.2.1)			



decide and take action: Make It Happen

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 and what they would like to see changed.

In **set the context:** *The City Scene*, students identify characteristics and behaviours that can affect the health, safety and well being of people living in an urban neighbourhood. They consider changes that improve quality of life in order to explore why community standards are established by urban municipal governments.



Social Studies

This first learning experience provides an effective context for a review of concepts associated with local government. It encourages students to connect their understanding of these concepts with current issues that are relevant to quality of life in their communities.



Health & Life Skills

The activities in this learning experience support the development of outcomes relating to healthy relationships, community health and safety.



Time

7 to 9 50-minute periods



Where

- Classroom
- The neighbourhood or community
- *Make A Better City* website at www.edmonton.ca/makeabettercity

❖ planning

1. Make copies of the student handouts and graphic organizers for this section:
 - The City Scene (pp. 31-35)
 - Walk the Talk (pp. 36-37)
 - Quality of Life Survey (pp. 38-39)
 - Concept Web (p. 110)
 - Placemat (p. 111)
 - T-Chart (p. 112)
 - Quad T-Chart (p. 113)
 - Triple T-Chart (p. 114)
 - Mind Map (p. 115)
 - Venn Diagram (p. 119)



Use Technology

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 can be created.

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

The Capital Atlas Project for the Edmonton Region, accessed at <http://capmap.fanweb.ca>, provides a number of historical and contemporary maps, historical and current-day pictures and a timeline of Edmonton.

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 the urban environment:
 - Copies of old and new maps
 - Photographs, brochures, pictures, documents
 - Local newspapers or newsletters.
4. Prepare for assessment:
 - Check In #1 (p. 40)
 - Assess Your Understandings (p. 41)
5. Allocate class periods:
 - Comparison Chart (1 class)
 - Roundtable Discussion (1-2 classes)
 - Urban Neighbourhood Walk (2 classes)
 - Category Chart (1 class)
 - Change Chart (1 class)
 - Survey & Action Poster (1-2 classes)
6. Use the background information that follows to support students' learning of the conceptual focus of activities in **set the context: *The City Scene***.

background

Local Government and 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

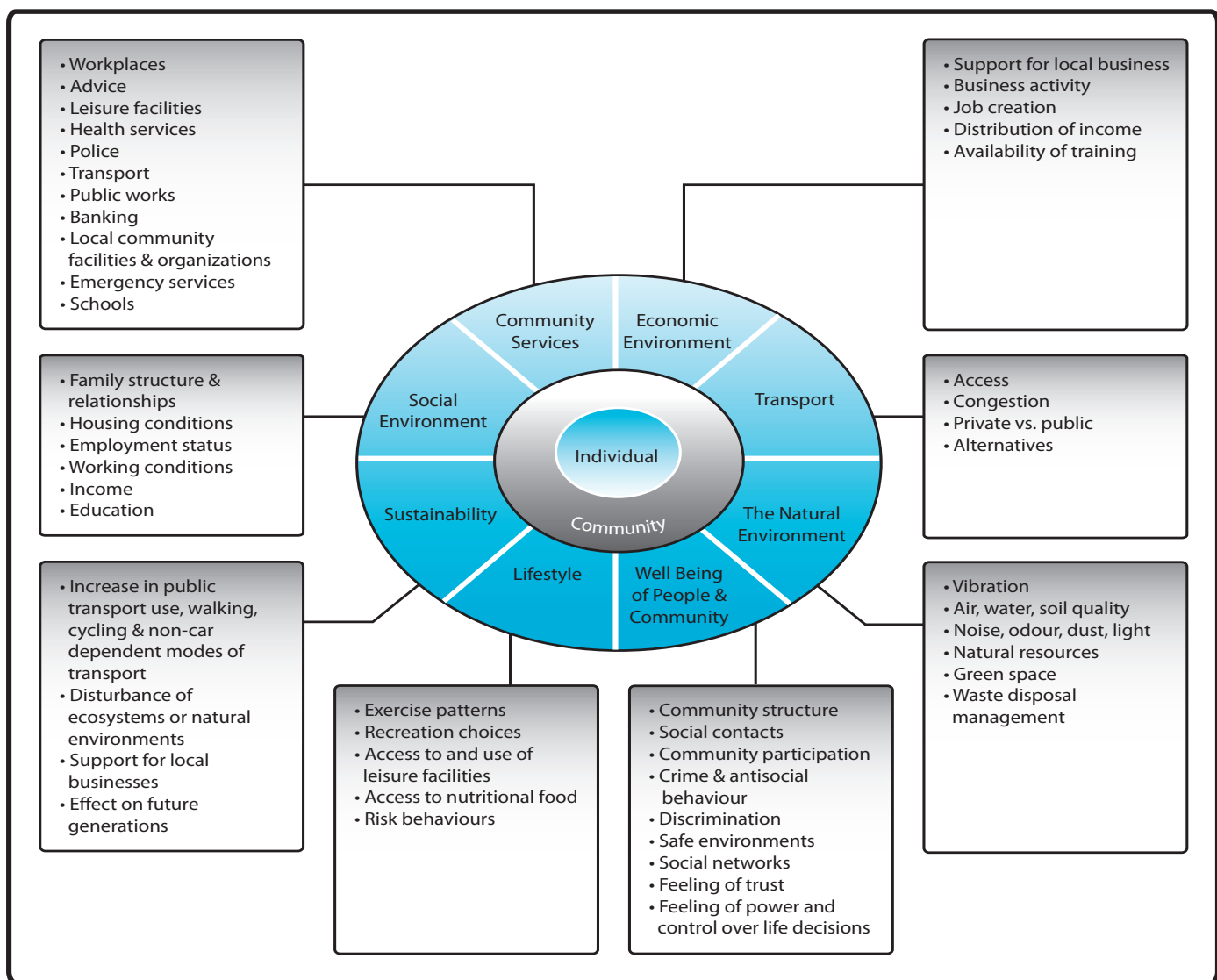
A number of tools and research studies are available on the University of Toronto Quality of Life Research Unit website, at www.utoronto.ca/qol/projects.htm.

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.

[www.health.wa.gov.au/envirohealth/planning/docs/Public_Health_Consultation_\(A3_framework\).pdf](http://www.health.wa.gov.au/envirohealth/planning/docs/Public_Health_Consultation_(A3_framework).pdf)

❖ 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.*)



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.*)

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 such as 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.



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. 110).



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.
- Present questions on the smartboard or overhead and ask students to discuss them in small groups.
- Organize students to work individually or in small groups to record answers 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 respond to 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.



Use Technology

Information regarding the *Canadian Charter of Rights and Freedoms*, as well as other human rights legislation, can be found on the Canadian Heritage website at www.pch.gc.ca/pgm/pdp-hrp/canada/frdm-eng.cfm. Links to documents related to the *Charter*, including a Youth Guide, can also be found on this site.

Roundtable Discussion

Use discussion questions such as the following to set the context for *Make a Better City*. Many of these questions will be explored in further depth in **The City Scene** student resource, provided to students after the 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 can people contribute to a community?
- What are some **responsibilities** that people 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.)*
- How do you think responsibilities in the community could be connected to the rights outlined in the *Canadian Charter of Rights and Freedoms*? *(Students who have not yet learned about the Canadian Charter of Rights and Freedoms will have difficulty with this question. Use it as a review and connecting discussion if you have already covered the concept of rights and the Charter with the class.)*
- What is a **volunteer**? Have you ever been a part of any volunteer work or project? What did you do? Why did you take part?
- What is the importance of volunteers to a community? What events in your community require volunteers? What would happen if there were not enough volunteers for these events?
- How do you think individual communities within a city contribute to the overall quality of life within the city? How would you describe Edmonton's quality of life? Why?

Discuss the concepts of “volunteerism,” “philanthropy” and “common good” with students. (*Volunteerism refers to the willingness of people to give their time or services to take part in activities that benefit others. Philanthropy can be defined as the giving and sharing of time, talent or money intended for the common good. 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. The common good refers to conditions or actions that are in the interest, or affect the well being, of the majority of people within the community.*)

Ask students to consider the extent to which they agree that volunteerism and philanthropy only provide benefits to the community. Is it possible to rely too much on volunteerism? Can it take jobs away from people?

Provide students with **The City Scene (pp. 31-35)** and a **Triple T-Chart (p. 114)** and ask them to explore different perspectives on living in a city and issues that can affect 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 the **roundtable discussion**, using the process and questions provided in the student resource.

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 tour that explores places, facilities and services in the neighbourhood around the school – to provide students with an opportunity to observe and think about how people’s actions and behaviours affect public and private places.

Ask students to brainstorm areas of responsibility within a neighbourhood. You may wish to suggest areas of responsibility such as the following as a starting point for their observations. Students may also have their own ideas.

- Neighbourhood appearance
- Safety
- Community health
- Environmental protection
- Citizen behaviours and relationships
- Rights and responsibilities.

Ensure that district or school requirements are met and that school staff or parents, including if necessary someone with First Aid training, are recruited to help with the walk.



Differentiate

As an alternative to the roundtable discussion, use a **placemat discussion** to have students record and share their ideas. Have each individual in the group record their ideas in one quadrant of the **Placemat (p. 111)**. Then, have groups share and discuss their ideas, placing common ideas in the middle of the graphic organizer.



Assess

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



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 Capital Atlas Project for the Edmonton Region, accessed at <http://capmap.fanweb.ca>, provides a number of historical and contemporary maps, historical and current-day pictures and a timeline of Edmonton.



Differentiate



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.

Provide each pair or small group with **Walk the Talk** (pp. 36-37) and graphic organizers, such as the **Venn Diagram** (p. 119) and the **T-Chart** (p. 112). A sample T-Chart is provided in the student resource to record observations. Ensure that each student completes the observation chart individually. Introduce the walk by discussing the 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 on the student resource to help students look for a range of features and places. Invite the class to brainstorm examples of these places before they go on the walk.



Social Studies

If students have previously learned about the *Canadian Charter of Rights and Freedoms*, ask them to think about how rights and freedoms affect peoples’ behaviours on private property and public places. Pose questions such as the following to students to help them make this connection:

- How can we ensure that our actions and behaviours within our communities respect the rights of others?
- How do you think people might behave differently on public property than they do on private property? Why?
- What rights and freedoms would influence people’s behaviour on private property? What rights and freedoms would influence people’s behaviour in public places?

Category Chart

Invite students to share their neighbourhood walk findings with another small group, including any projects completed, such as a composite photo essay, podcast or video prospectus. Then, create a **class category chart** to compile students' observations of their neighbourhood. Challenge students to group their observations into the areas of responsibility they identified earlier, including those they started with at the beginning of the walk:

- Neighbourhood appearance
- Safety
- Community health
- Environmental protection
- Citizen behaviours and relationships
- Rights and responsibilities.

Discuss how each area of responsibility affects quality of life for people who live in the neighbourhood and is affected by multiple perspectives that influence what people value and believe to be important.



Extend

Use a graphic organizer such as a **Mind Map (p. 115)** to explore the link between each area of responsibility and quality of life. Place “quality of life” in the middle of the mind map and organize each area of responsibility around it. Then, map ideas that describe how each affects quality of life.



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.”

(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.)



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. 114)**, 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.)*

Change Chart

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

- What are some issues the neighbourhood faces?
- What concerns or problems do these issues represent?
- How would potential changes benefit the neighbourhood?

Invite students to consider what the city'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? (*Encourage students to consider how meeting community standards can often start at home, as individuals and families can act to contribute to the health, safety and appearance of their neighbourhoods.*)
- 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. 113) 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



The **Make a Better City** website, at www.edmonton.ca/makeabettercity, provides an additional opportunity for students to identify and explore why communities establish standards to regulate behaviours and actions.

As a class, explore Challenge Activity One of the website. This activity asks students to:

- Start a virtual neighbourhood walk by selecting a character, identifying an initial issue and considering what they could do if it affected their home or neighbourhood.
- Navigate through the neighbourhood to identify and explore other issues that affect the health, safety and well being of residents.
- Use the WhyPod, a virtual personal digital assistant, to collect information about these issues.
- 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. 38-39)** 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 will be asked to revisit and use them in some of the activities that follow.



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 neighbourhood to change or resolve. How could these issues be addressed through community standards or bylaws?

Compile and compare results.



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.

Compile survey results as a class. Make a class list of ideas that reflect ways to make a better city.

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. 41)** 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 litterers.)*
 - 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.



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.

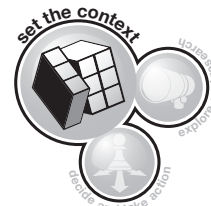
Paragraph Checklist

	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			

- Have students complete **Check In #1 (p. 40)** as a self-assessment of their communication skills.

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?



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 or 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 document called *The Way We Grow*. This document is a plan developed by the city government and identifies 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 following factors 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 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 do they benefit citizens?

❖ Volunteer Contributions

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.

What does volunteerism mean to you?

Approximately 46% of Edmontonians volunteer. There are more than 8 000 **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 2007, about 8 000 volunteers contributed over 175 000 hours to programs and services.

“Volunteer Opportunities.” City of Edmonton website. www.edmonton.ca/for_residents/resident_services_programs/volunteer-opportunities-city.aspx.

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

What events require volunteers in order to be successful?

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?

Community Health

Community health is another factor that makes a community “successful.” Community health can include many different factors, such as 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 write descriptive words for each factor in the grid below.

Community diversity (individuals in the community who have a variety of unique characteristics, talents, 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? Add them to the squares below.		



Share

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 community (a community that values good health for its residents)? Support your answer with evidence and examples.

How would you describe a community that is “thriving?” List some ways that people can contribute to a **thriving** community, or a community that is growing, prosperous and full of activity.

What kinds of things do citizens in a community 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 forests, parks, air quality, the climate and bodies of water.

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.

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 the following 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, power structures and sidewalks
- Features of the **natural environment**.



Use Technology

Explore your neighbourhood online. Use web tools like the ones below:

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

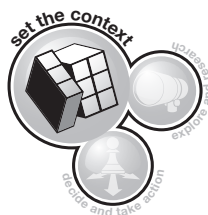
Community Walk is an online tool, found at www.communitywalk.com, where different types of maps can be created.

What caption could you add to this photograph?



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?	



Quality of Life Survey



Many people believe the quality of the natural environment is important to people who 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...



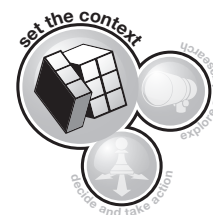
Check In #1

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* encourages students to explore issues that citizens deal with through community standards and bylaws that protect the safety, community health and the ability of people to live peacefully and responsibly together as neighbours. Students consider the benefits and challenges involved in living within an urban environment, and the necessity for respecting public places and “getting along” with others.

In **explore and research:** *Set the Standards* students research community standards and bylaws that influence citizen behaviour and action in the City of Edmonton as well as some other Canadian municipalities. They explore and discuss the implications of bylaw enforcement on citizen rights and responsibilities.



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.



Health & Life Skills

Many of the learning activities that follow focus 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 from **set the context:** *The City Scene* background information on pages 21-22.

❖ planning

1. Make copies of the student handouts and graphic organizers for this section:
 - Set the Standards (pp. 58-62)
 - Picture It: Litter (pp. 63-64)
 - Picture It Template (p. 65)
 - Issues & Actions (pp. 66-78)
 - Bylaws & Enforcement (pp. 79-81)
 - Resolve It (pp. 82-84)
 - Placemat (p. 111)
 - T-Chart (p. 112)
 - Mind Map (p. 115)
 - Triple Venn (p. 116)
 - Wheel Chart (p. 117)
 - Pros and Cons Chart (p. 118)



Time

8 to 9 50-minute periods



Where

- Classroom
- A neighbourhood, community or City of Edmonton facility
- *Make A Better City* website at www.edmonton.ca/makeabettercity



Field-Based Research

Consider a field-based research study trip to a City of Edmonton facility, such as the Animal Care and Control Centre. The Animal Care and Control Centre is the central location for all of Edmonton's lost and stray pets. The new facility will be open in 2010. Check the City of Edmonton website for information regarding options for this field-based research study trip or take a virtual tour at www.edmonton.ca/petsinthecity. To book a tour or request an officer to visit your classroom, send an email to bylawcommunityrelations@edmonton.ca or call 311.

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/downtown/city-hall-school.aspx.

2. Download research materials from the City of Edmonton website. There are a number of brochures that can be used by students as sources of information.
 - *Living in Edmonton* provides basic information about the responsibilities of residents, related to the Community Standards Bylaw. A PDF file can be accessed at www.edmonton.ca/bylaws_licences/Bylaws/LivinginEdmonton.pdf.
 - *Licensing Your Pet* provides information on responsible pet ownership and licensing. A PDF file can be accessed at www.edmonton.ca/for_residents/Pet_Licence_Brochure_2009.pdf.
 - *Sign Off on a Clutter-Free Edmonton* provides information on restrictions and enforcement related to private signs on public property. A PDF file can be accessed at www.edmonton.ca/bylaws_licences/bylaws/sign-off-on-a-clutter-free-edmonton.aspx.
 - *Graffiti: What Property Owners Need to Know* provides information on the issue of graffiti. A PDF file can be accessed at www.edmonton.ca/bylaws_licences/bylaws/graffiti.aspx.
3. Prepare for assessment:
 - Check In #2 (p. 85)
 - Assess Your Understandings (p. 86)
4. Allocate class periods:
 - Opening Discussion & Concept Web (1-2 classes)
 - Cause & Effect (2 classes)
 - Community Issues & Actions (2 classes)
 - Roundtable Writing (2 classes)
 - Conflict Resolution (1 class)
5. Use the background information that follows to support students' learning of the conceptual focus of activities in **explore and research: Set the Standards**.

❖ *background*

Community Standards and Bylaws

Community standards in the City of Edmonton establish guidelines and conditions for safe, healthy and clean neighbourhoods and the conduct of people who live in and visit these neighbourhoods. Community standards affect both public and private property.

Bylaws and Enforcement

Prior to passing the *Community Standards Bylaw*, more than a dozen bylaws governed how to care for private property in Edmonton. This out-dated legislation did not fit the City's current standards for safety and cleanliness in its communities.

The City of Edmonton simplified and combined this group of “good neighbour” bylaws into two concise, stand-alone bylaws. These simplified, user-friendly bylaws were created to encourage Edmontonians to understand their responsibilities as property owners and neighbours. In April 2008, the City of Edmonton passed these new bylaws – the *Community Standards Bylaw* and the *Public Places Bylaw*.

What activities does the Community Standards Bylaw regulate?

The *Community Standards Bylaw* regulates the conduct and maintenance of private property and immediately adjacent areas. This means that yards, buildings, property perimeters, boulevards and sidewalks must be maintained to a reasonable and common standard.

This bylaw regulates:

- Messy property
- Wrecked vehicles
- Boulevard care
- Building maintenance
- Derelict buildings
- Old appliances
- Littering on boulevards
- Noise
- Graffiti
- Outdoor fires
- Weeds
- Snow on sidewalks.



Source-Based Research

The City of Edmonton provides a list of brochures, many related to bylaws and community standards, with associated hyperlinks to PDF files, at www.edmonton.ca/bylaws.

What activities does the Public Places Bylaw regulate?

To keep Edmonton safe and encourage citizens to behave appropriately, the **Public Places Bylaw** regulates behaviour and activities such as smoking, littering, fighting on public roadways, sidewalks, squares, courtyards, alleys and all spaces that allow public access.

The *Public Places Bylaw* states that public places such as roadways, sidewalks, squares, courts and alleys must be kept safe. Citizens must behave safely and appropriately in public places.

This bylaw regulates:

- Littering
- Urination and defecation
- Dangerous actions
- Fighting and bullying
- Weapons
- Handbills
- Smoking.

What are some other important bylaws?

The **Animal Control Bylaw** establishes rules and standards for responsible pet ownership, including licensing requirements.

The **Traffic Bylaw** helps keep streets clean and safe by limiting clutter from signs, regulating parking of recreational vehicles, and ensuring that dirt and debris from construction is not tracked onto roadways.

The *Traffic Bylaw* also regulates such things as where people can ride bicycles, inline skates, scooters or skateboards. For example, people are not allowed to roller or inline skate, skateboard or ride a scooter on any roadway other than in a crosswalk or on any sidewalk in downtown Edmonton or Old Strathcona unless the sidewalk has been designated as a bicycle path. Riding a bicycle is not allowed on any sidewalk unless the bicycle is for children or the sidewalk is 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. Understanding the zoning of a property is important, as it tells the property owner what kinds of structures can be built on his or her property.

The ***Parkland Bylaw*** regulates the conduct and activities of people on parkland in the City of Edmonton in order to promote the safe, enjoyable and reasonable use of parks and to protect and preserve natural ecosystems for everyone's benefit. In all, Edmonton has over 460 parks. The 48-kilometre long city stretch of the North Saskatchewan River Valley has 22 major parks. This park area is also known as the "Ribbon of Green." It is the largest expanse of urban parkland in North America.

The City Council enacts bylaws based on community needs. Social issues can initiate a change in legislation when many people and groups make their concerns known and it becomes an issue. Some examples include panhandling, vehicle idling, graffiti and snow or garbage removal. The City will research the issue and invite citizens to express their opinions before the bylaw is passed. In some cases, a decision is made not to pass a proposed bylaw.

Can the City of Edmonton direct activities on private property?

Many of the City of Edmonton's bylaws regulate behaviour and actions on private property. The *Municipal Government Act* allows municipalities such as the City of Edmonton to pass bylaws to maintain the health, safety and welfare of its citizens and to promote community living. The *Municipal Government Act* allows the City to create bylaw offences, impose penalties, conduct inspections, and remedy offences. In some cases, such as weeds, provincial legislation requires municipalities to have bylaws to enforce restrictions.

Who enforces community standards?

The Community Standards Branch conducts enforcement to discourage and remedy nuisance conditions, from junk-filled yards to snow-covered sidewalks to pets. Most of us only think about enforcement when there is trouble with a messy neighbourhood or a careless business owner. Bylaw enforcement helps to ensure the community is clean, healthy and safe.

When the activities of residents or property conditions do not meet community standards, the City of Edmonton uses bylaws and Municipal Enforcement Officers to enforce the standards that bylaws establish. Municipal Enforcement Officers are the same as Bylaw Officers and include Community Standards Peace Officers, Parking Enforcement Officers and Animal Control Officers. These officers provide education, warnings and inspections and apply penalties.

Municipal Enforcement Officers work with citizens in neighbourhoods and business communities to ensure that Edmonton's basic community standards are maintained to a reasonable level. Community standards are rules that help people live together in harmony. The City of Edmonton encourages safety, cleanliness and livability at the neighbourhood level.

Municipal Enforcement Officers are plainclothed and enforce bylaws that deal with common complaints regarding:

- Pets
- Property
- Parking
- Public spaces.

Community Standards Peace Officers are uniformed and enforce many public and private property complaints. Officers usually request voluntary compliance first. When property owners do not remove snow or clean up messy property, the City may clean up and bill the property owner for the cost.

Animal Control Officers deal with a number of different issues regarding animals. Animal Control Officers enforce bylaws with regards to common complaints such as:

- Unlicensed cats and dogs
- Stray animals
- Dog bites or attacks
- Barking
- Failure to pick up defecation.

On average, the City of Edmonton's Bylaw Officers investigate more than 45 000 private property complaints a year. They follow a three-strike policy that allows people to voluntarily remedy offences. When necessary, a warning notice, fine or cleanup order is issued.

Who enforces the Public Places Bylaw?

The Edmonton Police Service enforces most littering, fighting, harassing and weapons offences. A variety of enforcement units in Edmonton will use this legislation to keep our neighbourhoods safe such as Edmonton Transit, Park Rangers, Edmonton Police Service and Community Standards Peace Officers.

Who are Community Standards Peace Officers?

In January 2009, new uniformed peace officers joined the City of Edmonton's bylaw enforcement team. The Community Standards Peace Officers respond to "on the spot" bylaw enforcement needs, such as after-hours construction noise and people driving with unsecured loads.

These officers give the Community Standards Branch the ability to uphold Edmonton's community standards not only on private property, but on public property like roads and green spaces. Community Standards Peace Officers are also on duty for longer than usual hours and on weekends.

The program was launched in support of the Edmonton City Council's Strategic Plan and it strives to help keep Edmonton a liveable, clean and safe city.

What issues do Community Standards Peace Officers respond to?

Community Standards Peace Officers are out in neighbourhoods and on public roads. They can be a great resource for any bylaw questions or concerns. While they can enforce any bylaw, they focus on five main concerns:

- Vehicles driving with an unsecured or poorly secured load
- People dumping snow, dirt, garbage or anything else illegally on public and private property
- People obstructing a public road
- Illegal signs or other visual obstructions along roadways
- Littering
- Construction or industrial noise.

Community Standards Peace Officers will also respond to any bylaw concerns that requires an immediate response. The City tries to investigate complaints within 24 hours.

What authority do the Community Standards Peace Officers have in Edmonton?

Community Standards Peace Officers are sworn in by Alberta's Solicitor General and the Province of Alberta, giving them legal peace officer status. They have the authority to enforce any city bylaw as well as specific provincial statutes. Their mandate is to focus on particular issues affecting the community.

Why did the City create this new enforcement unit?

During the Bylaw Consolidation Project of 2007, citizens expressed the desire for a visible bylaw presence in their communities to actively find and address bylaw violations. These new officers meet that need, which is why Council approved the program. The new officers support Council's goal of enhancing Edmonton's livability and creating a cleaner, safer city.

What are the fines?

The fines for disregarding any section of the *Community Standards Bylaw* can vary somewhat, but they are usually \$250. When property owners do not comply with a property or snow removal request, the City may clean up and charge the cost to the property owner.

The following chart identifies fines for some common offences.

Offence	Fine
Obstructions	\$110
Dangerous Actions	\$250
Firearms	\$500
Littering	\$260
Fighting	\$500
Harassing	\$250
Smoking	\$250
Noise	\$250
Illegal signs	\$250
Improper parking of an RV and utility vehicle	\$50 to \$210
Nuisance property	\$250 or clean up charged to the property owner
Failure to remove graffiti	\$250
Roller or inline skating, skateboarding or riding a scooter on a sidewalk in downtown Edmonton or Old Strathcona	\$100
Roller or inline skating, skateboarding or riding a scooter or bicycle on a roadway or without consideration of other people	\$250
Failure to remove snow from sidewalk	\$100
Common animal complaints and fines	
Excessive barking	\$100
Failure to remove defecation	\$100
Failure to control or leash a dog	\$100
Dog attack – no injury	\$100
Dog attack causing injury	\$500
Failure to have a pet licence	\$250

teaching & learning process

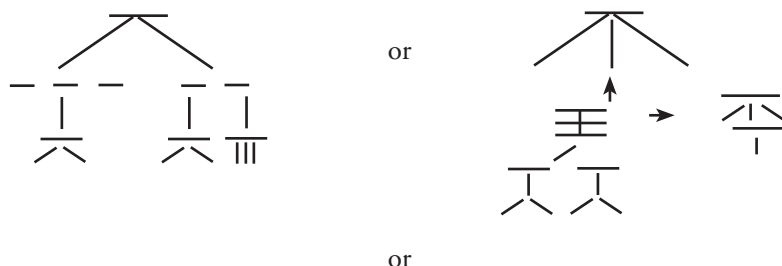
Opening Discussion & Concept Web

Ask students to consider and discuss the responsibilities they think citizens have to their communities. How do community standards and bylaws influence or guide citizen's responsibilities? 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.*) Encourage students to revisit what they believe their own responsibilities to their communities should be.

Ask students what they already know about the bylaws that exist in the City of Edmonton and provide them with the opportunity to share their knowledge, ideas or experiences.

Provide students with **Set the Standards** (pp. 58-62) and read and discuss the story and questions on the first page together. What benefits and challenges do you think bylaws pose for people living in a city? Have students work individually or with a partner explore how bylaws help people live together peacefully and complete the retrieval chart.

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





Differentiate

Use a **Think-Pair-Share** strategy to encourage students to reflect on what they already know about concepts such as community standards and bylaws.

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



Share

After the students have completed the concept webbing exercise, ask each group, 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 among concepts related to community standards and public places bylaws in the City of Edmonton. It will also assist students in clarifying their ideas as they explain their webbing strategy to other students.



Field-Based Research

Plan a field-based research trip to a facility in your community or the City connected to issues that students are interested in. Consider a field study at the City of Edmonton's Animal Care and Control Centre or take a virtual tour of the facility at www.edmonton.ca/petsinthecity.

- Before the field study, have students brainstorm questions that they have regarding this facility. Encourage students to consider how the facility supports community standards and is used by the community. Use a graphic organizer such as a **Triple Venn (p. 116)** to identify and compare how the facility is used, how it supports community standards and the issues that it helps resolve.
- Book the field study trip with the appropriate contact person. To book a field study tour at the Animal Care and Control Centre, send an email to bylawcommunityrelations@edmonton.ca or call 311.
- After the field trip, have students complete a picture-it chart to explore causes and effects of the issue in greater depth.

Cause & Effect

Tell students that they will explore examples and stories related to community standards and bylaws and use these to construct a **picture-it chart**. A picture-it chart is a graphic organizer that helps students build stronger understandings of a problem by focusing on its causes and effects. The more a challenge is understood, the more likely it can be solved.

Model an example with students by providing them with **Picture-It: Litter!** (pp. 63-64) and discussing the following questions:

- What does the problem of litter look like in the community? What types of litter do you see around your home and in your neighbourhood?
- What do you think some causes of litter could be? (*Consider causes such as careless and thoughtless actions, lack of concern for other people.*)
- How does a community become littered? What causes the problem? (*People who leave garbage around the neighbourhood, do not package garbage so it can blow around, business owners who do not provide garbage containers.*)
- What do you think makes the problem continue despite bylaws and fines? (*Consider lack of awareness of the effects of litter and the cost of clean-up, lack of neighbourhood pride, poor attitudes towards the effects of litter on others, low involvement or pride in the community.*)
- What are some effects of litter? How does the problem affect people in the community? (*Increased costs to the community and City for clean-up, unattractive areas in the neighbourhood, feeling that people do not care about their neighbourhood.*)
- How does it affect the environment? (*Consider the effects on natural ecosystems or environments in the community, risk to animals.*)
- Can litter and garbage in the community affect business or services? (*When communities look neglected or trashy, businesses can be reluctant to open and customers to shop.*)

Have students work in small groups and provide each with the **Picture-It Template (p. 65)**. Invite each group to revisit one of the community observations that they identified in **set the context: The City Scene** or assign each group an issue relevant to current concerns in the City, their own neighbourhood or at home. Discuss whether these concerns are covered by existing bylaws or if they represent issues that have been discussed for inclusion in future bylaws. (*For example, bicycle safety standards and idling vehicle restrictions have both been discussed as potential bylaws. An issue such as bicycle safety also provides an opportunity to discuss the differences and connections between provincial laws and local bylaws. Provincial law requires cyclists under the age of 18 to wear an approved bicycle helmet.*)

Additional examples include the following:

- Excessive noise from construction activities
- Signs littering public spaces
- Stray or lost animals
- Barking or aggressive dogs
- People who do not pick up after their pets
- Trucks with loads that are not secured
- Bullying or harassment
- Graffiti
- Dumping garbage in public community areas
- Recreational vehicles parked on residential streets
- Vacant, abandoned buildings
- Nuisance properties (property with weeds, wrecked vehicles, untidy garbage)
- Smoking in public places
- Long grass and weeds on private property.

Ensure that students understand the differences between those issues related to current bylaws and those that are being debated for potential or future bylaws.

Provide each group with 15 minutes to complete the following tasks:

- Make a quick sketch of the issue in the centre square
- List at least three causes of the issue
- List at least three effects of the issue
- Be prepared to share the picture-it with the class.

Invite each group to present their picture-it chart to the rest of the class and discuss what has been learned from each about the causes and effects of community issues.



Health & Life Skills

Ask students to focus on an issue related to community health to complete their picture-it charts, using alternatives such as the following:

- Ask students to identify which issues relate specifically to safety issues and use one of these for their chart. Students could also be asked to apply the picture-it chart on litter to this activity.
- Have students select on issue that they believe affects their personal health and well being.
- Have students use the picture-it chart to focus on ways that citizens in neighbourhoods can work together on a problem or issue.



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, can provide information on current issues in the *Latest News* sidebar.

As an example of provincial laws and municipal bylaws that both apply to City residents, the issue of bicycle safety standards can be explored on the City of Edmonton's website link at www.edmonton.ca/transportation/roads_traffic/transportation_options/bicycle-laws.aspx.



Extend



Source-Based Research

Have students work with a partner or in a small group to find examples of issues in the City of Edmonton related to bylaws. Encourage students to use sources such as city newspapers and to ask parents for examples. Explore how these are dealt with by both the City of Edmonton and residents.



Differentiate

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.



Language Arts

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.

Community Issues & Actions

Explain to students that simply identifying a need for change or a community issue does not resolve it. One of the first steps in addressing an issue involves understanding its cause and how it affects the community. Revisit the concepts of “cause” and “effect” with the class.

Introduce and discuss the following questions:

- What are some positive ways to act on conflicts and issues that occur in neighbourhoods and communities?
- Who should be responsible for taking these actions? (*Encourage students to consider who has more or different responsibilities - residents and the city government.*)

Have students work individually or with a partner to explore these questions through the variety of stories in **Issues & Actions** (pp. 66-78), which reflect community issues related to bylaws in different municipalities across Canada. Provide students with a graphic organizer, such as a **Mind Map** (p. 115), and ask them to select one story and explore it in more depth using the mind map in the student resource as a guide. Alternatively, students can select an article from a local media source that reflects a current issue in the City of Edmonton.

Invite students to share examples of stories about issues in their own neighbourhoods, communities or the City of Edmonton. Encourage students to revisit any issues they identified from the Quality of Life survey completed in **set the context: The City Scene**.

Roundtable Writing

Tell students that the City has processes for protecting and maintaining community standards through **bylaw enforcement**. Provide students with **Bylaws & Enforcement** (pp. 79-81) and have them work with a small group to read and discuss the information. Ask each group to select one of the discussion questions provided at the end of the resource.



Social Studies

This activity provides the opportunity to review the concepts of rights and responsibilities with students and connect these concepts to learning about the *Canadian Charter of Rights and Freedoms*. If students have not yet studied the *Charter*, take some time to develop an initial understanding of these concepts. Use a graphic organizer, such as a **T-Chart** (p. 112) or a **Mind Map** (p. 115), to brainstorm word associations with the concepts or create a **word splash** of ideas connected to the concepts of rights and responsibilities.

Have groups use a **roundtable writing** format to discuss the question and prepare a group response. In roundtable writing:

- Each group member is provided with time to prepare an individual response.
- Group members share their individual responses, taking turns and practicing good listening skills.
- A group response is prepared.

Provide time for groups to present and discuss their responses with the class.



Social Studies, Language Arts

This activity provides an opportunity to reinforce inquiry and research skills. Ask students to use a graphic organizer, such as a



Wheel Chart (p. 117), to describe how they would 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.

Conflict Resolution

Ask students to consider how conflicting points of view over neighbourhood and community-based issues should be resolved. Make an initial class list of ideas on the board, smartboard or on chart paper. Introduce or revisit the concept of **conflict resolution**, or the process of solving differences peacefully.

Revisit the ideas discussed in the previous activity and present students with the overarching question: “How do you think conflicts and issues that occur in neighbourhoods and communities should be dealt with by residents and the city government?” (*This overarching question takes the two questions from page 54 and reframes them in a way that encourages students to dig deeper into the ways that citizen actions can result in positive relationships within the community.*)

Provide students with **Resolve It (pp. 82-84)** and have them explore the examples of processes and solutions for resolving disputes and complaints relating to bylaw compliance. Ask students to individually complete the chart, indicating where and when each potential action would be most appropriate.

Encourage students to discuss how different perspectives can influence the process of resolving conflicts. How do 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.*)



Assess

The roundtable writing activity can provide a number of assessment opportunities:

- Observe and record students’ contributions to group work.
- Ask each group to record their discussion using the **Placemat (p. 111)** organizer and look for evidence of individual work. (See page 25 in **set the context: The City Scene** for details on using this organizer.)
- Ask individual students to complete and hand in a personal opinion statement for evaluation. Look for evidence of a strong position and supporting examples.



Field-Based Research

Invite a Community Standards Peace Officer to the classroom to work with your students. Request the participation of an Officer by sending an email to bylawcommunityrelations@edmonton.ca or call 311. Have students brainstorm questions to ask the Officer about enforcement issues, including topics such as:

- The officer’s role in the community
- The importance of paying attention to and following bylaws and community standards
- Relationships in the community
- Strategies that officers use to resolve issues.

Consider sharing students’ work on community issues with the Officer.



Share

Encourage students to make a list of the strengths and benefits of different types of action for resolving differences. Ask students to take the list home to share with their parents and add family perspectives and ideas.

Bring the list back and discuss the different ideas and perspectives as a class.



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/city-hall-school.aspx.

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.)*



Invite students to continue their exploration of community issues on the **Make a Better City** website at www.edmonton.ca/makeabettercity. Have students use the 16 different issues presented in Challenge Activity Two to identify actions that could help to resolve them. This activity encourages students to consider why some actions may be more appropriate than others.

Students learn about issues that relate to City bylaws and are presented with five possible decisions for action. They accumulate a total point value and receive feedback on their decisions. Remind students that the information is presented in a series of text screens and to use the scroll bars to ensure they read all of the available information. Students are encouraged to think about other actions that may also be appropriate. The decisions for action from which students select are:

- Talk to or work with people in the community to find a compromise or a solution
- Suggest a community meeting, media or poster campaign to increase understanding of community standards
- Offer to help a neighbour or business owner take action to make an improvement
- Contact the bylaw enforcement office to make a complaint
- Involve an elected official, such as the mayor or a councillor.

Have students work in groups, with each group focusing on one of the suggested decisions for action from the website. Ask groups to use a graphic organizer, such as a **Pros and Cons Chart** (p. 118), to consider the benefits and potential challenges of the action when it is applied to different types of situations.

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. Select four personal actions that they think would contribute positively to their community. Use **Assess Your Understandings (p. 86)** to describe the benefits and challenges associated with each action.
- Have students use a graphic organizer, such as a **Mind Map (p. 115)**, 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
 - Community activities.

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.

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			



Health and Life Skills

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

- Provide students with **Check In #2 (p. 85)** and have them self-assess their research skills.



Set the Standards

What does this news article tell you about different perspectives on community issues? Read the article and respond to the questions that follow. Discuss your responses with your classmates.



Pirate Ship Sunk!

July 2008

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 in 2006 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 would have been affected by the treehouse?
3. What are the different perspectives of the people involved – the parents, children, neighbours, Boys and Girls Clubs? Which perspectives do you agree with the most? Why?

❖ Living Together Peacefully

Edmonton is a city of approximately 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. For example, the *Alberta Weed Control Act* requires municipalities to control harmful weeds.

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 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 for private property and the areas that surround private properties – such as yards, buildings, property perimeters, boulevards and sidewalks. These rules describe what property owners and the public can and cannot do so that these places are respected and maintained.

The *Animal Licensing and Control Bylaw* sets guidelines for responsible pet ownership. This bylaw requires all pet owners to have licences for their pets and to ensure that their pet does not endanger other people. It also requires that pet owners pick up after their pets and keep them on a leash in public areas.

What caption could you write for this photograph?



Complete the chart and answer the question that follows it.

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?

Responsibilities	Reason
Keeping property well maintained, clean and tidy	
Making sure that unoccupied buildings are secured for safety	
Getting rid of garbage and waste responsibly	
Being considerate, safe and responsible with outdoor fires	
Caring for boulevards and alleys by their property	
Clearing snow from sidewalks by their property	
Managing graffiti by keeping property clear of it	
Being considerate of neighbours when running loud machinery or doing an activity that results in loud noise	

Why do you think there is one *Community Standards Bylaw* for all of these responsibilities, instead of many different bylaws?

The *Public Places Bylaw* regulates how public places such as roadways, sidewalks, squares, courtyards and alleys are kept safe. This bylaw sets rules so that citizens behave safely and appropriately in public places. The *Public Places Bylaw* provides rules and restrictions for behaviours and activities regarding:

- Smoking
- Littering
- Possessing firearms
- Dumping dangerous substances
- Harassing others and fighting in all public places.

Think about and answer the following two questions about the *Public Places Bylaw*.

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

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

What caption could you write for this photograph?



The **concept cards** identify many of the behaviours and conditions that are regulated by 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.

Bylaws	Private property	Offence Fine \$250
Barking and biting	Standards	Smoking
Graffiti	Derelict buildings	Pets
Litter	Dangerous actions	Fighting and bullying
Weapons	Handbills	Messy property
Wrecked vehicles	Excavations, ditches and standing water	Boulevard care
Building maintenance	Old appliances	Boulevards and streets
Noise	Outdoor fires	Weed and pest control
Snow removal	Public property	Weapons and Dangerous Actions Offence \$500
Fines	Snow Removal Offence \$100	Community
Urination and defecation	Safety	Off leash parks

Picture It: Litter



What does the article below tell you about the issue of litter?
Discuss or respond to the following questions:

- Why is litter an issue?
- What are the causes and effects of litter?
- When and where is litter an issue?
- Who is affected most by litter?

Is Litter A Problem In Edmonton?

Most Canadian cities are concerned with the increasing amount of litter on roadways, and in parks and public places. Edmonton is no different. The City of Edmonton receives many complaints each year on litter-related issues.

Not only does litter make the city unattractive, it causes environmental, health and safety concerns too. Items like broken glass and other sharp objects can injure children and pets. 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. Pet droppings can spread disease, putting both people and animals at risk.

So who litters?

Studies have shown that people of all ages litter. Many people say they have littered at least once in a 12-month period. Sometimes people litter by accident. However, in many cases they litter on purpose and without thinking of litter's effects.

There are a variety of reasons that litter occurs:

- Not enough garbage cans in public places
- More fast food packaging and busier lifestyles
- Weather conditions
- Businesses not emptying their bins enough
- Lack of awareness of environmental, health and safety hazards
- 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.

Picture It: Litter

Causes

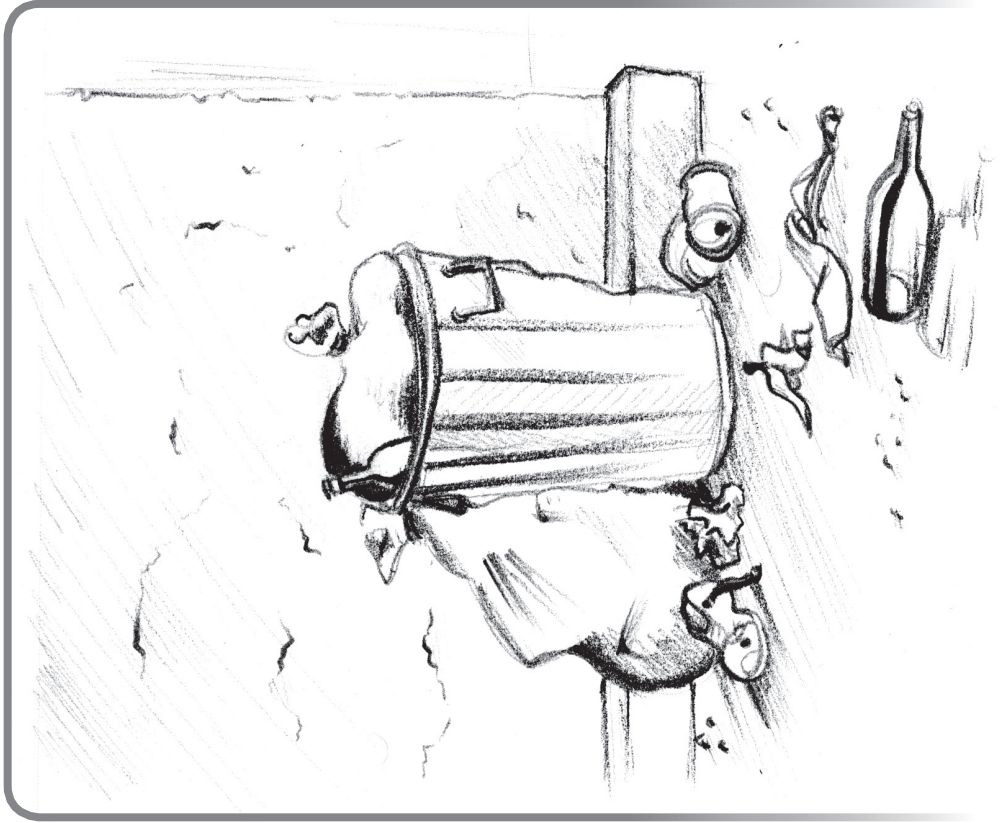
What factors cause the problem?
Why is this problem an issue in the neighbourhood? What makes it continue?

- Some people do not bother to find trash cans.
- Some people are not aware of the effects of litter on the environment.
- Some people are not concerned about the way the community looks.
- With different weather conditions, litter and trash can be blown around the community, making it challenging to collect.
- Garbage cans without lids can result in spillovers of litter and trash.
- When garbage overflows, it is not always picked up and disposed of.

Effects

How does the issue affect the community and its neighbourhoods?
How widespread is this issue? How are people affected? How is the environment affected? How are relationships within the community affected?

- Makes the neighbourhood unattractive and look run-down.
- Can cause frustration for those people who are conscious of picking up garbage and litter.
- Affects the community spirit and the extent to which people care about their neighbourhood.
- Litter means that garbage is not being recycled, which can have an affect on the environment.
- Can enter into stormwater drains and systems, contributing to water pollution.
- Can cost the community more money to clean up.
- Can result in risks to health, as garbage can attract pests.



Picture It:

Causes

•

•

•

•

•

How to "Picture It"

- Make a quick sketch of the issue in the centre square
- List at least three causes of the issue
- List at least three effects of the issue

Effects

•

•

•

•

•

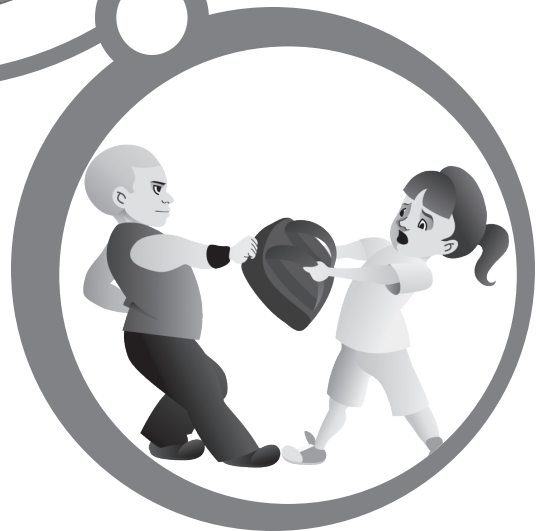


Issues & Actions

Every municipality in Alberta and Canada has bylaws that regulate citizens' behaviours and actions. Each news article that follows provides perspectives on different community standards and bylaws.

What community action or issue is described in each of these articles? What benefits and challenges does each action present? How does this perspective compare with issues in Edmonton?

Select one of the articles and use the accompanying Mind Map to respond to these questions. Then, follow the research suggestions to find out more.



N.S. bylaw will ban smoking in cars with kids

Sunday, November 18, 2007

Wolfville, N.S., is known for being quiet and picturesque, but soon it might also be known for having one of the toughest anti-smoking bylaws in North America.

The small town is set to become the first municipality in Canada to ban smoking in vehicles when a child is present. Town councillors will vote on the proposed bylaw on Monday.

"The support from the town, I would suggest, is extremely strong," Mayor Bob Stead told CBC Newsworld on Sunday. "We were the first municipal unit in the province to go smoke-free in indoor public places, so this is essentially a follow-up to what we did several years ago on that issue."

Stead said there was widespread support for the ban at a public meeting held Nov. 5.

Critics have argued that a bylaw further restricting what people can do in their own vehicles is intrusive, but Stead said council thinks it's "very important" to provide an environment in which children under 18 can be protected and safe from health risks.

Reprinted with permission from CBC News Online at www.cbc.ca.



What issue or action is described in this article?

What are the benefits of this action?

What challenges might result from this action?

What are Edmonton's smoking bylaws?
Find out at www.edmonton.ca/bylaws_licences/bylaws/smoking.aspx.

Both the City of Edmonton and business owners have responsibility for enforcing smoking restrictions that are identified in the *Public Places Bylaw*. Private citizens are expected to follow its rules.

How are you affected by smoking in public places?

New Cat Bylaws

The cities of Coquitlam and Surrey (British Columbia) passed bylaws in October requiring that all cats over six months of age be spayed or neutered unless the owner purchases a breeding licence. These bylaws are the first such legislation in Canada, although several municipalities in the United States have adopted similar bylaws aimed at reducing pet overpopulation.

Both the BC bylaws require that all cats be identified and that unsterilized cats not be permitted to roam at large. Cat overpopulation is such a significant problem that many Canadian municipalities are considering legislation to regulate cats. [The Canadian Federation of Humane Societies] commends the cities of Coquitlam and Surrey for implementing these progressive bylaws.

Reprinted with permission from the Canadian Federation of Humane Societies website at http://cfhs.ca/info/new_cat_bylaws/ (Fall 1998).

The City of Edmonton also has a cat bylaw. Licenced 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. The fine for roaming on private property is \$100.



What issue or action is described in this article?

What are the benefits of this action?

What challenges might result from this action?

The City of Edmonton has an *Animal Licensing and Control Bylaw*. This bylaw promotes responsible pet ownership. The City operates the Animal Care and Control Centre, which is the main location for Edmonton's lost and stray pets.

- Residents may own a maximum of 3 dogs and 6 cats.
- Owners must be 18 years or older to apply for a licence.
- Licences are not transferable.
- Indoor pets require a licence.
- Dogs and non-microchipped or non-tattooed cats must wear their licence at all times.

Find out more on the weblink
www.edmonton.ca/petlicences.

All cats and dogs in Edmonton 6 months or older must have a pet licence and an identification tag that provides contact information if the pet is lost and ensures it can be reunited with its owner.

What could you do to help promote responsible pet ownership?

Sidewalks are for Pedestrians campaign

Pedestrians use sidewalks to travel safely along busy city streets. During the summer months sidewalks are congested with pedestrians, cafes and vendors. When cyclists, in-line skaters and scooters are also involved, conflicts arise that could be prevented.

A City bylaw allows cyclists with a tire size of 61cm or 24 inches or less to ride on the sidewalk. The intent of this bylaw is to allow young children to cycle on the sidewalk while they learn to ride. The bylaw is

based on wheel size because it is difficult for Police to enforce age-based bylaws, as most children do not carry identification. This is a municipal bylaw and rules vary in communities across Ontario.

The Toronto bylaw states that riding a bicycle with tire size over 61cm (24 inches) on sidewalks is prohibited, as is riding/operating a bicycle (or roller skates, in-line skates, skateboard, coaster, toy vehicle) on a sidewalk without due care and attention and reasonable consideration for others. The fine in downtown Toronto for not following this bylaw is \$90 and aggressive cyclists can also be charged with careless driving.

There are many hazards involved when cycling on the sidewalks. If a cyclist hits a pedestrian, the injuries can be severe. Seniors are especially vulnerable and can fall merely by being startled. Anyone with a visual or hearing impairment is at increased risk.

Many cyclists ride on the sidewalk because they are afraid of cars. But choosing to ride on the sidewalk does not eliminate the risk of a car and bike collision. Cycling on the sidewalk is a contributing factor in 30 per cent of car and bike collisions. Collisions occur when cyclists ride off the sidewalk into the roadway or when motorists are exiting a laneway or driveway.

Reprinted with permission from the City of Toronto (Living in Toronto): www.toronto.ca/cycling/sidewalk.htm.



What issue or action is described in this article?

What are the benefits of this action?

What challenges might result from this action?

What City of Edmonton bylaws ensure safety?
The *Traffic Bylaw* says that cycling is only permitted on sidewalks that are made to be used by pedestrians and cyclists. These sidewalks are called bikeways. Children's bicycles with a wheel diameter of 50 cm or less are permitted on all sidewalks.

Every cyclist must:

- Yield the right of way to pedestrians
- Use care to make sure pedestrians are safe when passing them
- Use a bell to signal pedestrians are safe when passing them
- Yield the right of way to any vehicle on a street that crosses a bikeway.

Find out more about bicycle laws and safety at www.edmonton.ca/transportation/roads_traffic/transportation_options/bicycle-laws.aspx.

The Province of Alberta has provincial laws that protect the safety of cyclists and pedestrians.

- It is mandatory, or required, for cyclists under 18 to wear an approved bicycle helmet.
- A person who rides a bicycle on a street has all the rights and must follow all the rules that a driver of a motor vehicle has to follow.
- All bicycles must have a bell, front and rear reflectors and lights when riding at night.

Why is it important for citizens to know about both municipal bylaws and provincial laws?

Why are bicycle safety standards important for individuals as well as the community?

Clearing the Clutter

Travel the roads of many cities across Canada and you will invariably find signs that clutter the boulevards and parkways. In Kitchener, Ontario, the City Council is looking at its sign bylaw to make it fairer for citizens as well as the business owners who depend on signs to advertise. The City of Kitchener has established a number of guiding principles for their sign bylaw, which include:

- The City should lead by example, and not place signs that litter the landscape.
- The sign bylaw should be consistently enforced and fair for all.
- The City should realize that signs can be important to business owners.
- Pedestrian and traffic safety is important and should be a fundamental consideration in the design and placement of any signs that are allowed.
- Sign clutter does not promote a good civic image for the City.
- The signs should be designed so they do not detract from the overall community image.

In the City of Edmonton, Community Standards Peace Officers now ticket business owners or citizens who illegally place advertising signs on roads or boulevards. This includes the many garage sale signs that spring up over the summer months.

Based on information provided on the City of Kitchener website at www.kitchener.ca.



What issue or action is described in this article?

What are the benefits of this action?

What challenges might result from this action?

The City of Edmonton's *Traffic Bylaw* helps keep streets clean and safe by limiting clutter from signs, regulating parking of recreational vehicles, and ensuring that dirt and debris from construction is not tracked onto roadways.

There are five types of signs:

- Poster
- Sandwich board
- Open house
- Temporary
- Election.

Street vendor signs have their own rules and regulations.

Why do you think signs can be considered a form of litter?

How could they become a safety issue for you?

Katz promises to can graffiti with spray paint bylaw

CBC News

Tuesday, October 3, 2006

Winnipeg will battle the “blight” of graffiti with bylaws that ban the sale of spray paint to youths, Mayor Sam Katz said Tuesday. Katz unveiled his “Spray Paint Action Plan” on Tuesday, saying it will be presented to city council shortly.... In addition to prohibiting the sale of spray paint to anyone under the age of 18, Katz’s plan would also prohibit the possession of spray paint in public areas by anyone under 18 years. It would also require stores that carry spray paint to display signs

that state selling spray paint to minors is against the law.

Katz said he will raise the city’s graffiti removal budget to \$641,000 this year, a \$200,000 boost, as well as set aside funds for city murals and summer graffiti removal projects. “Random graffiti is a blight that disgraces any community,” Katz said in a release Tuesday. “Cleaning it up is important but preventing it is a far better solution. A proactive spray paint action plan will help keep our neighbourhoods sparkling.”

The city of London, Ont., passed a similar bylaw to crack down on graffiti in May, reportedly the first of its kind in Canada. Under the bylaw, retailers who sell “graffiti implements” to minors are subject to fines of up to \$5,000. Katz said anti-graffiti bylaws have worked in New York, Chicago and Los Angeles.



Reprinted with permission from CBC News Online at www.cbc.ca.

What issue or action is described in this article?

What are the benefits of this action?

What challenges might result from this action?

Under the City of Edmonton's *Community Standards Bylaw*, property owners are required to remove graffiti in a timely manner. Property owners are made responsible to encourage them to take action to prevent graffiti – by making sure there is good lighting around their property or business, starting a block watch or using shrubs and trees to make it difficult to get to walls that may be targeted for graffiti. Bylaw Officers work with property owners to remove graffiti promptly. If necessary, Bylaw Officers will issue tickets or take action with those who do not remove it.

Find out more about graffiti from the following sources:

Graffiti: *What Property Owners Need to Know*:
www.edmonton.ca/bylaws_licences/bylaws/graffiti.aspx

Graffiti Management Program:
www.edmonton.ca/environmental/capital_city_cleanup/graffiti-management-program.aspx

Graffiti Prevention:
www.edmonton.ca/environmental/graffiti-prevention.aspx

What are the responsibilities of property and business owners concerning graffiti?

How do you think graffiti in public places affects you?

Edmonton passes anti-bullying bylaw

Measure will be useful tool, police explain

Toronto Star

by **ISABEL TEOTONIO**

March 11, 2003

EDMONTON (CP) - Edmonton became the first Canadian city today to make bullying illegal and fine tormentors a minimum of \$250. Supporters say they hope the new bylaw will make young people think twice before threatening and intimidating anyone. "It won't deter everybody, but hopefully it will have an effect on some students," said Coun. Jane Batty, chair of the community services board that put forth the issue.

"Bullying just can't be accepted in this day and age and we need to put a stop to it in any way that we can," Batty said....

Edmonton police, backed by both separate and public school boards, approached civic politicians to add harassment to the list

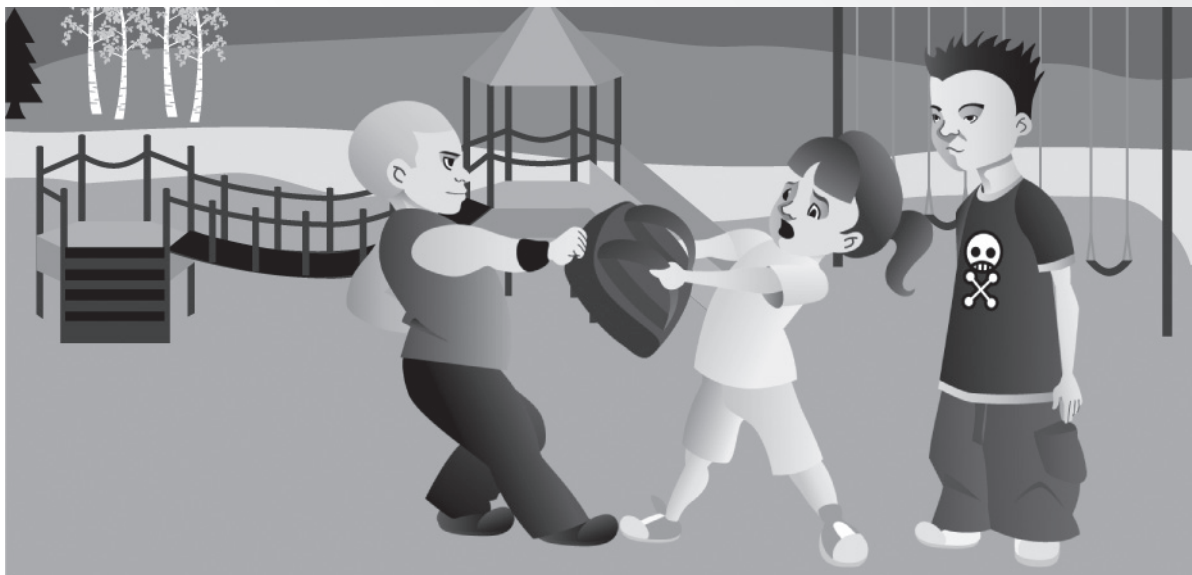
of offences already covered by the city's public places bylaw. "Up to 70 per cent of the complaints in our schools are bullying-related," said Const. Dan Williams, a school resource officer at St. Joseph Catholic High School, who proposed the idea.

Police are unable to deal with assaults, gang violence and harassment until it escalates into a criminal matter. Williams said he hopes the new bylaw will enable them to quash bullying before it goes too far.

"We've had lots of interest from all across the country, from other municipalities, from other police agencies and school boards asking for information about our proposal to city council," Batty said.

The bylaw is geared towards students and affects anyone under the age of 18 who is threatened. Bullying is defined as a person who communicates with someone in a way that makes the person feel harassed; the comment, threat or action is made in a public place and the threats are repeated.

Reprinted with permission from *The Toronto Star*.



What issue or action is described in this article?

What are the benefits of this action?

What challenges might result from this action?

The *Public Places Bylaw* makes it illegal to harass other people.

Harassment is the same as bullying. The City of Edmonton has a taskforce on community safety. This taskforce is a group of people who look at ways to make the community safe and prevent crime.

Find out more about the types of organizations and resources that the City of Edmonton uses to support a safe community.

Visit the link on the Edmonton Taskforce on Community Safety at www.edmonton.ca/city_government/city_organization/edmonton-taskforce-on-communit.aspx.

How does the issue of bullying concern you?

How effective do you think the *Public Places Bylaw* is in preventing harassment and bullying?

Bylaws & Enforcement



The articles you have read represent only a few examples of issues faced by communities. Bylaws are one method a community uses to resolve potential problems. Bylaws are also a way of making sure that people's behaviours and actions do not negatively affect other people.

However, it is important that any bylaw, no matter what its purpose, can be **enforced**, or made effective. This means that the bylaw should be based on a rule that most people would agree with and be willing to take responsibility for. It also means that there should be penalties or fines for not **complying** with, or obeying, them.

The Community Standards Branch of the City of Edmonton is responsible for bylaw enforcement services. There are three types of Bylaw Officers who protect the health, safety and welfare of citizens:

- Community Standards Peace Officers
- Municipal Enforcement Officers
- Animal Control Officers.

These officers encourage people to pay attention to and follow community standards and animal licensing and control bylaws.

Community Standards Peace Officers are uniformed Bylaw Officers. They respond to "on the spot" complaints and needs related to bylaws.

Community Standards Peace Officers are out in neighbourhoods and on public roads. These officers enforce Edmonton's community standards on private property and public property like roads and green spaces. They can also help citizens with any bylaw questions or concerns and work in communities and neighbourhoods during the day, evening and on weekends. While they can enforce any bylaw, they focus on five main concerns:

- Vehicles driving with an unsecured or poorly secured load
- People dumping snow, dirt, garbage or anything else illegally on public and private property
- People blocking a public road
- Illegal signs that block vision on roadways
- Construction noise.

What caption could you write for this photograph?



Municipal Enforcement Officers enforce bylaws for the City of Edmonton. They give warnings and penalties if bylaws are not met. Municipal Enforcement Officers also work with citizens in neighbourhoods and business communities to make sure that Edmonton's community standards are maintained. They wear plain clothes and drive unmarked cars.

Municipal Enforcement Officers investigate bylaw complaints received from citizens. These complaints can include:

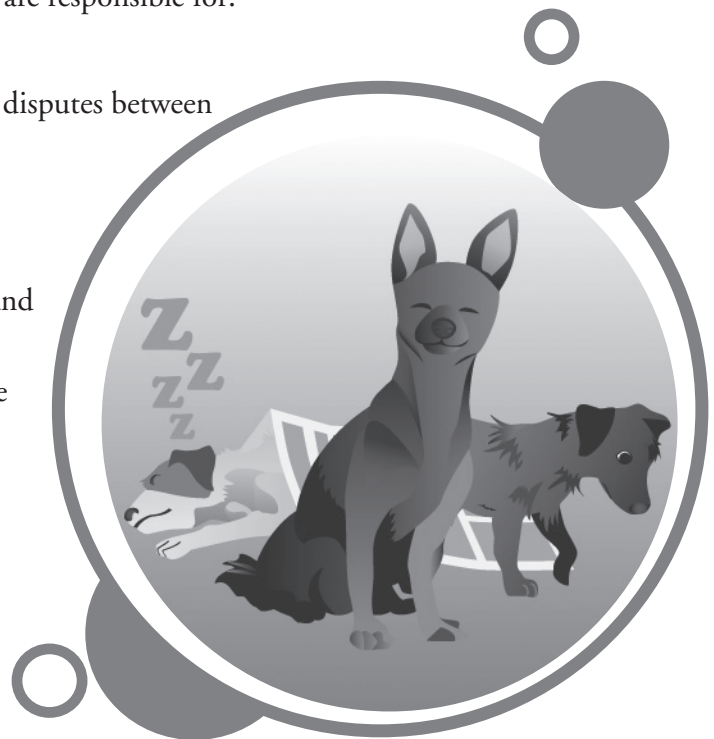
- Noise
- Recreational vehicle parking
- Nuisances on properties, such as garbage or garbage storage
- Minimum maintenance of buildings
- Boulevard concerns
- Weeds.

What happens with animal complaints? Animal Control Officers investigate the complaint by interviewing witnesses, neighbours, complainants and pet owners. The outcome of any investigation may result in a simple warning, a specific fine or a **mandatory**, or required, court appearance.

If a mandatory court appearance is ordered, the pet owner has to go to the Provincial Court. This option is used in cases where owners have received multiple fines for repeat offences such as a barking dog or a dog at large and for extreme instances such as serious dog attacks. The Provincial Court may decide to give the pet owner a higher fine or may even require that an animal be seized.

Animal Control Officers wear standard uniforms and drive marked vehicles. These vehicles are specially equipped for handling and transporting animals. Animal Control Officers are sworn in by the Province of Alberta as Peace Officers and are responsible for:

- Educating community members
- **Mediating**, or providing assistance with, disputes between neighbours
- Patrolling neighbourhoods
- Investigating complaints
- Enforcing Edmonton's animal licensing and control legislation
- Giving assistance to the Edmonton Police Service when animals are involved, to the Provincial Brand Inspectors when livestock is involved, and to the Provincial Conservation Officers when wildlife is involved.



What do you think? Choose one of the following questions and hold a roundtable writing session with your group. In roundtable writing, you will:

- Write your own ideas to respond to the question.
- Discuss your ideas as a group, taking turns and ensuring each group member has a chance to talk and is listened to respectfully.
- Once you have finished discussing the question, prepare a group response. Be prepared to share your response with the class.

ONE	<p>Residents of a city have to obey both local and provincial laws. Consider the example of graffiti. In Edmonton, property owners must remove graffiti on their property or they may be fined. The person who put the graffiti on the property can be warned by the City, fined or charged with criminal mischief, as graffiti is considered to be vandalism.</p> <p>Should the municipality 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?</p>
TWO	<p>Bylaws are created to make sure that Edmonton is a clean, enjoyable and safe city to live. Citizens must maintain their private property and behave in an appropriate manner in public places, just as the City must maintain public property.</p> <p>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?</p>
THREE	<p>The City of Edmonton makes sure that bylaws that apply to private and public property are followed. Bylaw Enforcement Officers work with residents to make sure they understand what bylaws mean. These officers also enforce bylaws and look into complaints.</p> <p>How should bylaw enforcement officers make sure that everyone living in the City has a safe, healthy and clean place to live? What "powers" should they have? Why?</p>
FOUR	<p>How are rules and laws part of everyday life for young people? Many of the bylaws you have explored have a positive effect on young people. However, sometimes bylaws are passed that set guidelines that young people object to. The City of Edmonton has a Youth Council that advises the city council on bylaws from a youth perspective.</p> <p>Are there any bylaws that you are aware of that you would not agree with? If not, what types of bylaws would you object to? Why?</p>

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.

A **group response** is developed by combining the group members' opinions into a response to an issue. It should describe the causes and effects of the issue. It should be based on an opinion that the group members agree on. The statement should be supported with facts and reliable opinions. Each group member should contribute ideas and facts to the response.



Resolve It

When people work and live together, they often have different perspectives on issues. Sometimes conflict can result. Conflict can be resolved by trying to find out what someone else's perspective means and by listening to the reasons behind it.

Some strategies that can be used to resolve conflict are presented below. As you review each step, create a **storyboard sequence** to illustrate what **one strategy** looks like, sounds like and feels like. When you are finished, use your storyboard to develop a role play to share your ideas.

Looks Like...

Sounds Like...

Feels Like...

- What would you expect to see when this strategy is used? Draw or write a description.
- What would you expect to hear? Use speech bubbles to show one or two examples.
- How would you feel when you use this strategy? Write feeling words or draw faces that show these feelings.

Resolving Conflict

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 settle the dispute.
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 the other person's point of view. The best way to do this is to ask questions about what the other person wants, needs or feels. Don't speak for other people. Listen to what they have to say. Try this exercise. Before you speak in an argument, try to repeat what the other person just said. The other person must agree that you got it right.
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 the other person.

Resolving Conflicts Over Bylaws

How do you think rules and laws should be **enforced**, or observed and followed? Often the action taken depends on the situation or problem. Some problems occur when individuals ignore a bylaw, such as littering. Other problems occur when residents believe that neighbours are not following a bylaw that applies to their property, such as leaving garbage or not shoveling snow off walks. Some problems involve public places – such as smoking or parking a recreational vehicle for too long on the street.

Every resident has the ability to make a complaint to the City if they think the safety and enjoyment of their community is at risk because a bylaw is being ignored. When a complaint is made, an officer from the Community Standards Branch will investigate it. If the complaint is **justified**, or reasonable, a warning notice, bylaw ticket or an order to fix the complaint may be given to the property owner. However, the complaint process is not the only option.



The chart that follows provides some examples of other options that can be effective in solving conflicts or problems that relate to community standards. Some of these options involve working to build positive relationships with neighbours as well as taking action to increase people's understandings of why community standards are important for everyone living and working in a community. Are there other options you can think of?

Think about each action in the chart below. In the second column, list some examples of when each action would be appropriate.

Action	When to Use the Action
Work with neighbours in the community to find a solution	
Suggest a community meeting, media or poster campaign to increase understanding of community standards	
Offer to help a neighbour, pet owner or business owner take action to make an improvement	
Contact the bylaw enforcement office to make a complaint	
Involve an elected official, such as the mayor or a councillor	

What could you do if you saw that a bylaw, such as littering or people not picking up after their pets, was being ignored?



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

<div data-bbox="126 363 760 548">Personal Action Commitment</div> <div data-bbox="126 579 430 961">Benefits</div> <div data-bbox="451 579 760 961">Challenges</div>	<div data-bbox="816 363 1450 548">Personal Action Commitment</div> <div data-bbox="816 579 1120 961">Benefits</div> <div data-bbox="1141 579 1450 961">Challenges</div>
<div data-bbox="126 1087 760 1272">Personal Action Commitment</div> <div data-bbox="126 1304 430 1801">Benefits</div> <div data-bbox="451 1304 760 1801">Challenges</div>	<div data-bbox="816 1087 1450 1272">Personal Action Commitment</div> <div data-bbox="816 1304 1120 1801">Benefits</div> <div data-bbox="1141 1304 1450 1801">Challenges</div>

3. Make it Real

Decide and take action: *Make it Real* encourages students to apply what they have learned about bylaws and community standards and consider the importance of encouraging others in communities and neighbourhoods to become more aware. Students analyze what makes an action effective and how to plan to take action that makes a difference. They develop a project plan and are given the option of implementing it in their school or neighbourhood.



As an option, you may decide to organize your class to apply for a community grant. Information on the *Community Standards Grant* is provided on page 92 of this resource.



Language Arts

The planning process that students engage in reinforces inquiry, communication and group work skills.

❖ planning

1. Make copies of the student handouts and graphic organizers for this section:
 - Youth Council Success (p. 94)
 - The Issue (p. 95)
 - Prepare for Action (p. 96)
 - Pros and Cons (pp. 97-98)
 - Do It (pp. 99-103)
 - Time It (p. 104)
 - WebQuest (p. 105)
 - Mind Map (p. 115)
2. Start a collection of local media sources for a media search. Include news articles, stories, pictures and illustrations in local newspapers or newsletters that deal with actions or projects that are intended to bring about change, or with people who act and make a difference.
3. Prepare for assessment:
 - Check In #3 (p. 106)
 - Assess Your Understandings (p. 107)
 - Rubric (p. 108)



Time

6 to 7 50-minute class periods



Where

- Classroom
- *Make A Better City* website at www.edmonton.ca/makeabettercity
- The neighbourhood or community

4. Allocate class periods:

- Success Criteria (1-2 classes)
- Project Identification (2 classes)
- Priority Poster Carousel (2 classes)
- Project Plan & Media Session (2 classes)



Students are encouraged to develop and implement a project throughout this section. This will add a variable amount of time.

❖ teaching & learning process

Success Criteria

Revisit the ideas for change that students brainstormed in **set the context: The City Scene**. Discuss how these ideas are related to what students have learned about community standards and bylaws. Challenge students to consider what they could do to act on their ideas for change. Work with the class to create a list of potential projects.

Continue to work with the class to discuss what makes an effective action or project for change. On the board, smartboard or poster paper, present 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 the list 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 they think the criteria for a successful action for change could be.
- Share **Youth Council Success (p. 94)** with students. Have them review and discuss what the youth council has done to address homelessness. Discuss this as a project that the youth council has successfully carried out, and as an example of how a change can be initiated and carried out by youth.
- Use the story of the Youth Council to consider and discuss questions such as the following in establishing expectations 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 project?
 - 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 project be met entirely or just in part for the project to be considered successful?



Extend



Source-Based Research

Ask students to work in groups to conduct a **media search**, looking for examples of news articles, stories, pictures and illustrations in local newspapers or newsletters that deal with actions or projects that are intended to bring about change, or with people who act and make a difference. Have students use the media examples they find to illustrate their criteria list.



Use Technology

Encourage students to check the latest news releases on the City of Edmonton website at www.edmonton.ca/city_government/news.aspx. The articles on this website link may provide examples of projects and initiatives that will be helpful in exploring the criteria for a successful project.

- How many people should be affected before deeming the action successful? Should all people in a community be affected, or just one or a few, to make an action 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?
- 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.

Project Identification

Work with the class to initially brainstorm project options that the class believes are viable projects that they can take on. Consider the following factors and ideas when discussing project ideas:

- The types of student projects that you may consider having students work on can range from a very simple classroom-based project, to a more complex project that is implemented in the school or community. It is important that students gain experience in planning and implementing a project, no matter what its scope is.
- Encourage students to consider project ideas that respond to current issues in the classroom, school or community; for example, graffiti, litter, improving garbage storage, senior's snow removal, etc.
- Encourage students to also consider the educational value of their project ideas. Discuss the importance of learning from both the positive and negative experiences involved in carrying out a project.

Examples of project ideas may include the following:

- Organizing a park, trail, school ground or community litter (or pet defecation) clean up
- Promoting safety in the school or community through a poster campaign or a multimedia presentation (*podcast, PowerPoint, public service announcement, radio or television commercial*)
- Organizing a responsible pet care after-school session for students and family members



Use Technology

Have students check the City of Edmonton's website for information on current issues related to bylaw initiatives and enforcement. *Latest News* provides updated information articles at www.edmonton.ca/bylaws-licences.aspx.

Find out more about the *Snow Angels* program at www.edmonton.ca/for_residents/resident_services_programs/snow-angels-program.aspx.



Assess

Work with students to develop a rubric for assessing project ideas and options. It is important, as students are assessing each other's work, to have students involved in developing this rubric collaboratively. Consider including criteria statements such as the following:

- This project is designed to bring about a needed improvement.
- It will be doable to implement this project.
- There are roles that everyone can take in working on this project.
- This project will make a difference to other people.
- The ideas for this project were clearly and well presented.

- Planning to implement a *Snow Angel* program in the neighbourhood, to help people with snow removal
- Designing a bicycle path or walking route map or brochure to promote safe and healthy enjoyment and use of public places in the neighbourhood
- Creating a brochure about a text messaging campaign that people can participate in to increase awareness of community standards, such as the illegal use of disabled parking around the school or neighbourhood businesses
- Planning a series of awareness “minutes” and asking to present them on the “*Edmonton This Week*” show on 630 CHED radio
- Designing a public awareness campaign to encourage people to participate in a City initiative, such as the *River Valley Clean Up* or the *Graffiti Removal* programs
- Inviting bylaw officers, police and community members to a community awareness session to help people learn about strategies and build awareness of a community issue.

Organize students into project groups. Ask groups to revisit and review the community issues they have identified in previous activities. Have each group generate three project ideas that respond to one of these community issues, using **The Issue (p. 95)**, **Prepare for Action (p. 96)** and **Pros and Cons (pp. 97-98)**. Discuss how project ideas should be narrowed down to ensure they are realistic and able to be implemented.



Extend

Ask students to explore different decision-making processes, such as **majority rule** and **consensus** as they make a project 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.

Priority Poster Carousel

Organize a **poster carousel** to have students explore the strengths, weaknesses, benefits, challenges, actions and options of the different project ideas that have been generated by each group. 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 their 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.
- Collate numbers and make a final project decision.

Project Plan & Media Session

Work with students to plan the process of implementing the project they select. Provide project groups with **Do It (pp. 99-103)** and work through the first part of the student resource as a class. Then, have each project group take on an area of responsibility for the project.

Ask each project group to prepare a **media session** that presents a **project plan** for their area of responsibility. A media session is a presentation that is built around a selected form of media – a poster, PowerPoint, smartboard, video or audiotape. The project plan is provided as a template in the student resource. Provide students with the opportunity to share their media presentation with others in the class.

As students develop their project plans, suggest that they consider the following types of options:

- Forming their own views of the issue in the neighbourhood by conducting surveys
- Using digital cameras and simple computer software to record and present their findings
- Surveying both residents and local business owners to obtain different perspectives
- Finding out about the people who look after urban and green spaces and the role of the council and environmental groups in managing, improving or protecting the local area
- Actively engaging with local decision-makers by producing and presenting their own action plan for neighbourhood improvements.

As students continue to develop their project, be flexible with timelines and expectations. The project that students decide to implement may be something that takes place over a set period of time or on an ongoing basis. Provide students with **Time It (p. 104)** to help them identify and plan when tasks will be done and who will be responsible.



Invite students to use the *Make a Better City* website at www.edmonton.ca/makeabettercity to explore topics that relate to their projects in greater depth. Provide project groups with **WebQuest (p. 105)** and a **Mind Map (p. 115)** to help them organize their research tasks.

Challenge Activity Three provides students with sources for research. Information and links can be accessed by clicking on the Research It icon in the WhyPod, and are organized under different topics. Students can use the research information to explore and find out more about community standards and bylaws. Ask each group to ensure that they assign roles and record their research using the structures in the student resource.



Assess

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 to assess student learning and growth.



Share

Have students brainstorm different ways to share their projects with others, including other Grade 6 classes, parents, community members or a Municipal Enforcement Officer.



Share

Form **jigsaw groups**, appointing one group member from each project group to a new group. As each group member presents their media session, invite other jigsaw group members to contribute their opinions and perspectives.

Community Standards Grant

The *Community Standards Grant* supports community living in Edmonton. This grant can be accessed by classrooms to support their projects. To qualify for this grant, the project should address community standards issues and focus on helping to keep neighbourhoods clean, safe and livable. Projects should be small scale, short-term actions such as organizing an event to promote safety, improving signage to increase community awareness, holding cleanups to restore cleanliness or hosting workshops that encourage responsible citizenship.

The *Community Standards Grant Application* can be accessed on the City of Edmonton website at www.edmonton.ca/communitystandardsgrant. A sample application is also provided.

The City of Edmonton also provides information and strategies on initiatives that may support student projects. The following programs and resources can be found on the City of Edmonton website:

- Graffiti removal kits
- *Adopt a Block* program
- *Safe Edmonton*
- *Child Friendly Edmonton*
- *Edmonton This Week* radio show
- *Good Neighbours*
- *Walkable Edmonton*
- *Fight Violence*
- *Snow Angels*
- *River Valley Clean Up*
- *Adopt a Roadway*
- *School Yard Clean Up* program
- *City Hall School* program.

 **assessment**

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. 107)** 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. 106)** 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. 108)** to assess students' understandings of concepts related to democratic principles (fairness, respect and equity) and quality of life.



Youth Council Success



What captions could you add to each of these photographs?



Read this real story from a member of the City of Edmonton's Youth Council. What were the criteria for success for their project?

I've done a lot of cool things with Youth Council but one of the best was working on the Heart 2 Art project. A group of us wanted to find a way to help people dealing with poverty and homelessness in Edmonton. We thought it would be a great idea to have an art contest that let other kids, teens and youth in Edmonton show what they thought about homelessness and what they thought could make it better. We wanted to educate, but we wanted to do more. Our group was together almost a year before we came up with the idea of turning the art contest into a fundraiser for a local organization that works with people who are homeless, Boyle Street Community Services.

Once we came up with the idea, we needed help to make a plan. We needed judges and sponsors. We had to organize the big event. However, we didn't know how to do these things! Luckily, we had some help from City Council and we got two great sponsors. With their help and some other adult mentors from the community, our project began. After a lot of meeting, organizing and planning, we launched the art contest. We got over 800 submissions! Some great judges helped pick the winners and we had a huge fundraiser banquet event, called a gala, to celebrate and get donations for Boyle Street.

That night was a lot of work too – decorations, making programs and speaking on stage in front of 750 people – but it was amazing! We raised \$110 000 for Boyle Street. They bought a house with the money to help some homeless people get off the streets. I still can't believe it. It all started as a group of youth with an idea. We wanted to make our city better and to contribute. And we did. We just wanted to show everyone that youth care!



The Issue

The community issue is...

What parts of the community does this issue affect?

Who does the issue affect?

❖ Causes

What are three reasons that this issue exists?

❖ Effects

How does this issue affect the appearance of the community?

How does this issue affect the natural environment?

How does this issue affect behaviours and attitudes in the community?

How does this issue affect relationships between people in the community?

What could happen if this issue is not resolved?



The
community
issue is...



Prepare for Action

Options

Think of three projects that you could do to address the issue.

How do each of these projects address at least one of the causes of the issue?

Project 1

Project 2

Project 3

Cause of the Issue

Pros & Cons



The
community
issue is...

Analyze the pros and cons of **each** project idea. In the first column of the chart, describe the main purpose of the project and the approach you would take. In the second and third columns, identify the pros and cons, or the potential advantages and risks, of the project approach.

Project 1		
Main Idea	Pros	Cons



Project 2		
Main Idea	Pros	Cons

Project 3		
Main Idea	Pros	Cons

Do It



The
community
issue is...

1. Once you have selected a specific project, how do you start? One of your first steps should be writing your project goal and making sure it is clear. Is your project goal realistic and doable? If it is, it will be easier to bring about change.
2. The second step involves thinking about what you can do to reach your project goal. This can mean identifying a number of action steps. The action steps should be specific and doable. Take a look at the project goal and actions steps that a group of students made.

Project Goal:

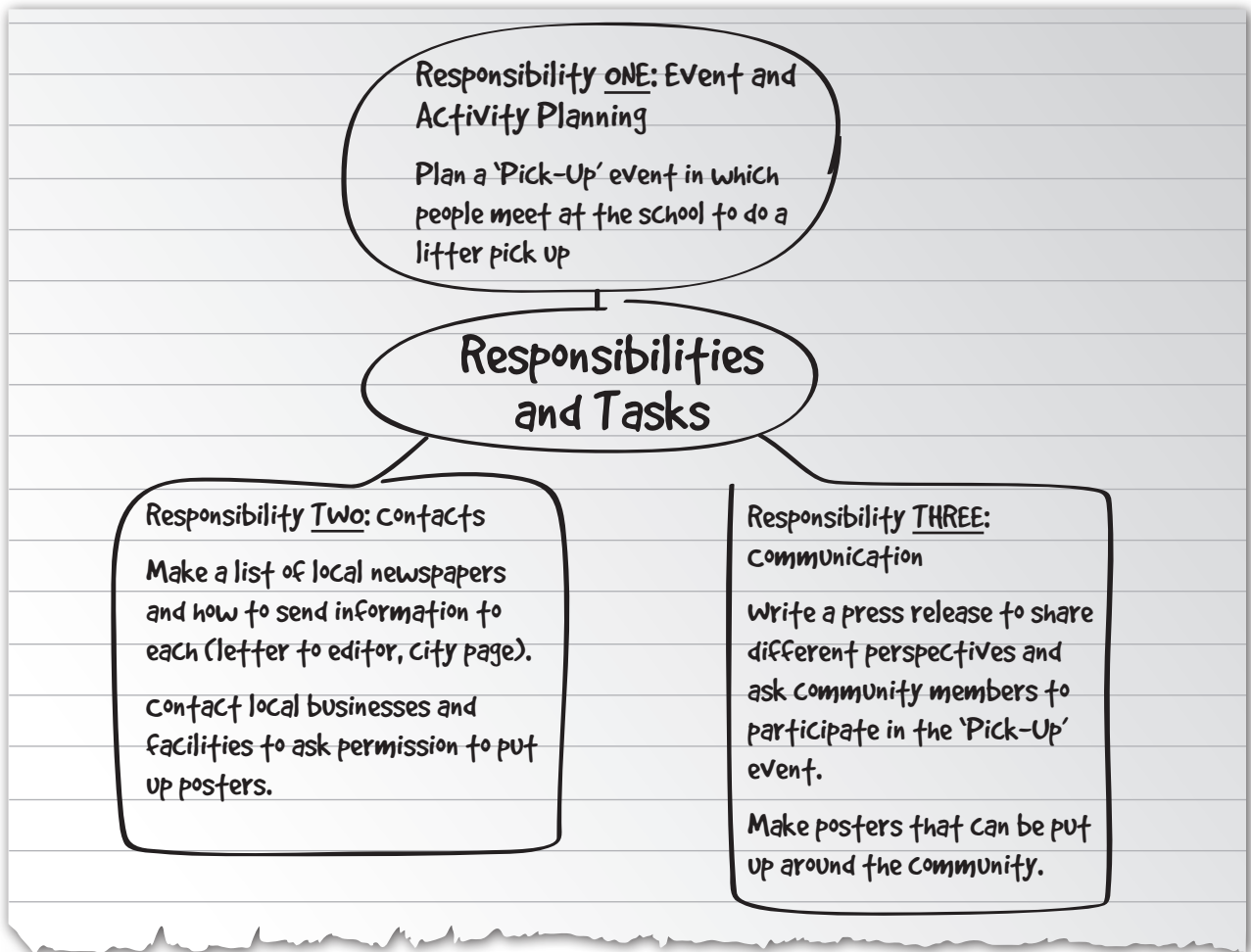
To reduce litter and make people more aware of its effects on the community.

Action Steps:

- Plan a 'Pick-Up' event in which people meet at the school to do a litter pick up.
- Make a list of local newspapers and how to send information to each (letter to editor, city page).
- Write a press release to share different perspectives and ask community members to participate in the 'Pick-Up' event.
- Make posters that can be put up around the community.
- Contact local businesses and facilities to ask permission to put up posters.
- Prepare a presentation for the next school assembly on the issue.
- Write an article about the project for your school newsletter, the local newspaper or website.



3. A project's action steps can help you figure out the project responsibilities. Many of the action steps can be assigned directly to one project team member as a responsibility. Others may provide hints as to what additional responsibilities are needed to successfully implement the project. Consider the main project responsibilities that students identified for their project on reducing litter.



Identify your project goal in the box below. Then, use the chart to describe the action steps that you can take to reach this goal.

1.

Project Goal

2.

Action Step:	
Action Step:	
Action Step:	
Action Step:	
Action Step:	
Action Step:	
Action Step:	
Action Step:	

What responsibilities do your action steps result in? Organize your action steps into areas of responsibility that members of your group can lead. If you want to use a Mind Map, ask your teacher for this graphic organizer.

3.

Project Responsibilities

ONE:	
TWO:	
THREE:	
FOUR:	
FIVE:	

Once you have figured out goals and action steps, you need to build a Project Plan. Use the Project Planning template that follows to do this.



Project Planning

Project Goal	
TITLE of the project	
WHAT the project will accomplish (Hint: Use your action steps to identify what you will do and accomplish.)	
WHO the project will involve and affect	<pre> graph TD Project((Project)) --> Stakeholder1(()) Project --> Stakeholder2(()) Project --> Stakeholder3(()) Project --> Stakeholder4(()) </pre>

<p>TASKS and TIMELINES (Hint: Use the flow chart to plan the tasks in chronological order and identify who will complete them and when)</p>	<div data-bbox="483 205 841 426"> <p>What to Do</p> </div> <div data-bbox="906 205 1198 426"> <p>Who Will Do It</p> </div> <div data-bbox="1214 205 1511 426"> <p>When It Should Be Done</p> </div> <div data-bbox="483 478 841 699"> <p>What to Do</p> </div> <div data-bbox="906 478 1198 699"> <p>Who Will Do It</p> </div> <div data-bbox="1214 478 1511 699"> <p>When It Should Be Done</p> </div> <div data-bbox="483 720 841 940"> <p>What to Do</p> </div> <div data-bbox="906 720 1198 940"> <p>Who Will Do It</p> </div> <div data-bbox="1214 720 1511 940"> <p>When It Should Be Done</p> </div> <div data-bbox="483 982 841 1203"> <p>What to Do</p> </div> <div data-bbox="906 982 1198 1203"> <p>Who Will Do It</p> </div> <div data-bbox="1214 982 1511 1203"> <p>When It Should Be Done</p> </div>
<p>RESOURCES needed for the project</p>	<ol style="list-style-type: none"> _____ _____ _____ _____ _____
<p>CHALLENGES the project may run into</p>	<ol style="list-style-type: none"> _____ _____ _____ _____ _____
<p>SUCCESS CRITERIA (Hint: How will you know if your project is successful?)</p>	

The
community
issue is...



Time It

Use the calendar to plan your project activities.

- Highlight the date of your event, if your project includes one.
- Write tasks on the date they should be completed.
- Identify who is responsible for completing the task.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

WebQuest

❖ Question

How do rules and bylaws contribute to quality of life?

Your task is to become more informed about one of the topics on this page and answer the questions. You will find each of these topics in your WhyPod on the *Make a Better City* website. You will choose a way to share this information with others.

- With your WebQuest group, assign a role to each group member. Roles can be assigned to more than one group member!
- Use the research links in your WhyPods on the *Make a Better City* website at www.edmonton.ca/makeabettercity to find answers to your questions.
- Try to answer the questions for your role. However, some questions may not apply to all the topics. Ask your teacher for any graphic organizers that will help you organize your research.
- Decide on a way to share your research with your group members.



In your group of four, complete a Mind Map about what makes a good quality of life.

Topics

- Litter
- Graffiti
- Pet Ownership
- In the Yard
- Bullying
- Smoking

Evidence Collector <ul style="list-style-type: none"> • What does this bylaw say? • What are the responsibilities of residents? • What are the rights of residents? 	The Enforcer <ul style="list-style-type: none"> • How is this bylaw enforced? • What do you think the challenges are in enforcing it?
The Challenger <ul style="list-style-type: none"> • What challenges do you think the City government faces with this bylaw? • What challenges do you think residents may face? 	The Organizer <ul style="list-style-type: none"> • How does the bylaw relate to safety issues? • How does the bylaw relate to environmental issues? • How does the bylaw relate to health issues?



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

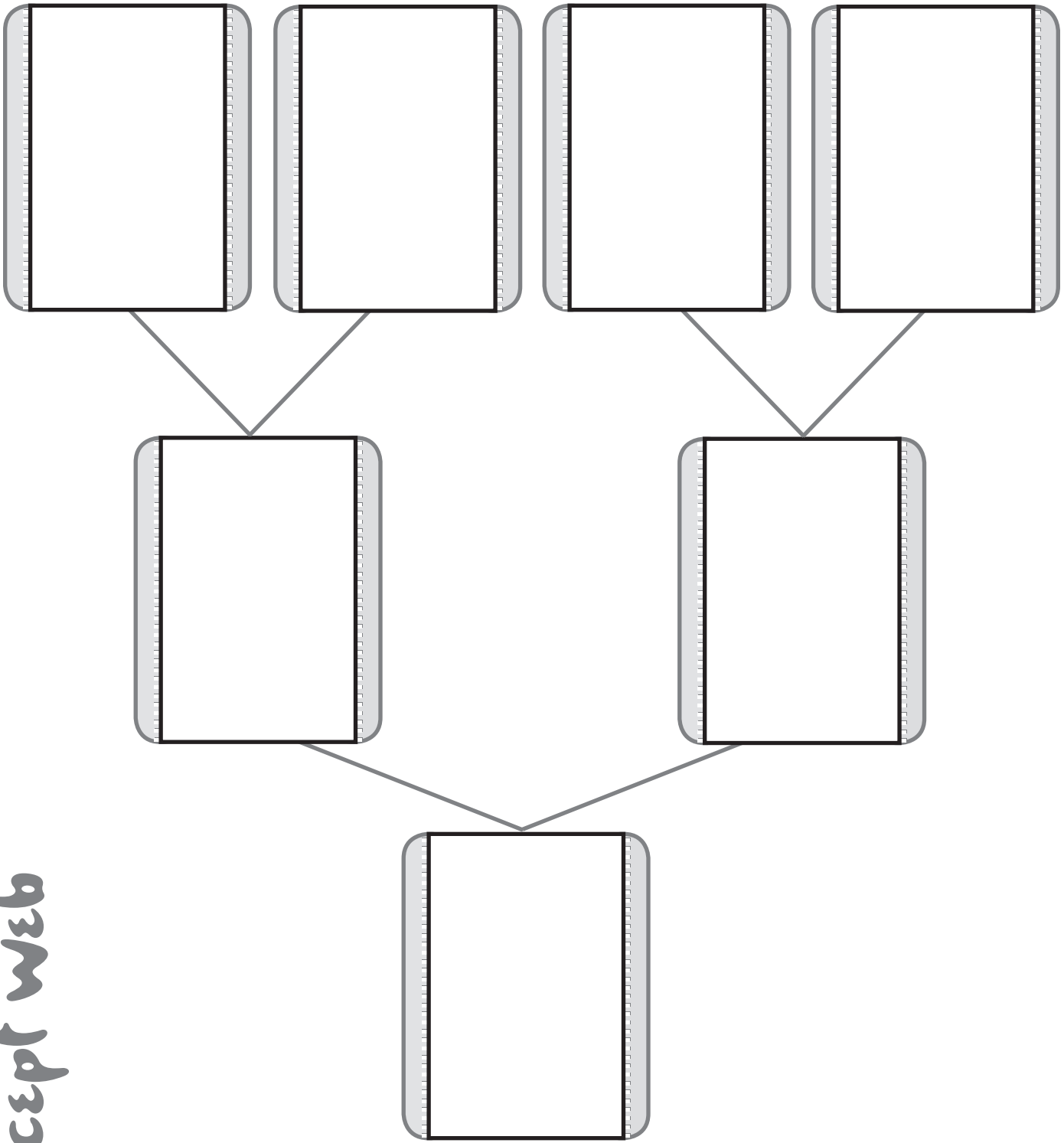
Level	4	3	2	1	Insufficient/ Blank
Criteria	Excellent	Proficient	Adequate	Limited*	
Provide evidence of knowledge of democratic principles (SS: 6.1.1.1; 6.1.2.3)	Makes insightful connections to democratic principles of fairness, respect and equity	Makes relevant connections to democratic principles of 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	* No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Demonstrate commitment to participate with community issues (SS: 6.5.6.1) (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: 6.5.8.1, 6.5.8.7) (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: 6.5.7.11) (LA: 5.2.3.1) Evaluate the effect of personal actions on the community (HLS: W6.9)	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.	

APPENDIX

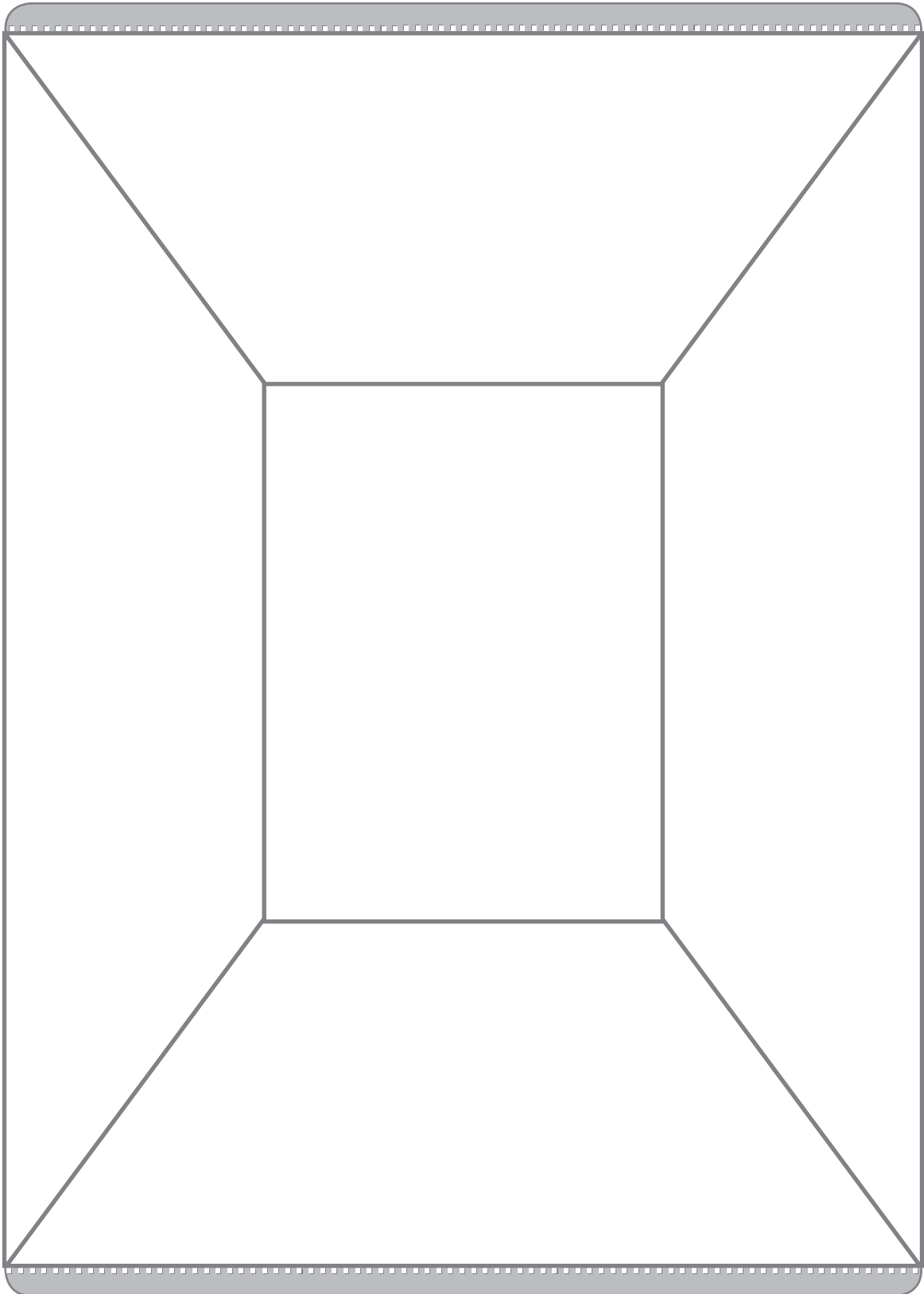
Graphic Organizers



Concept web



Placemat

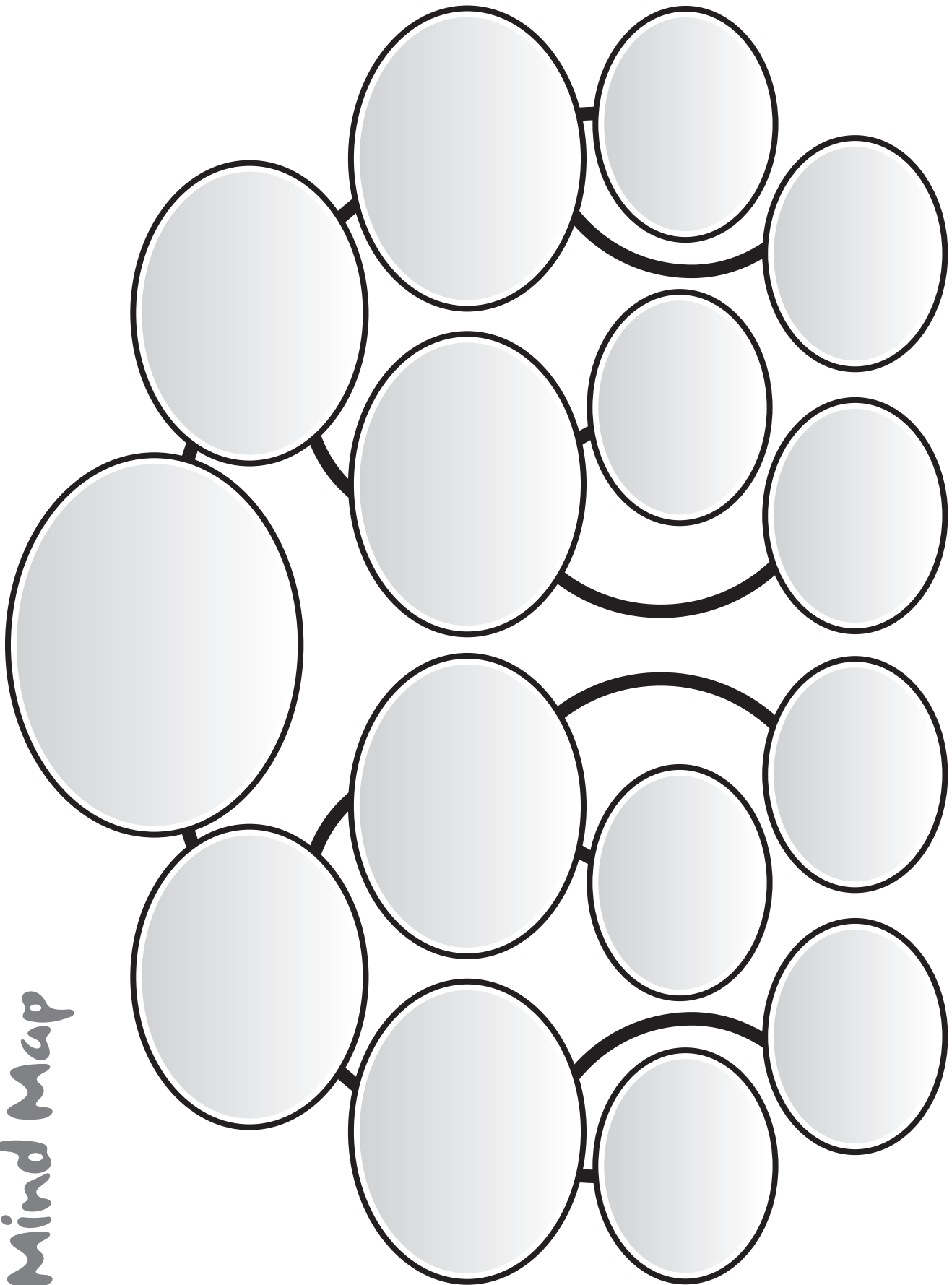


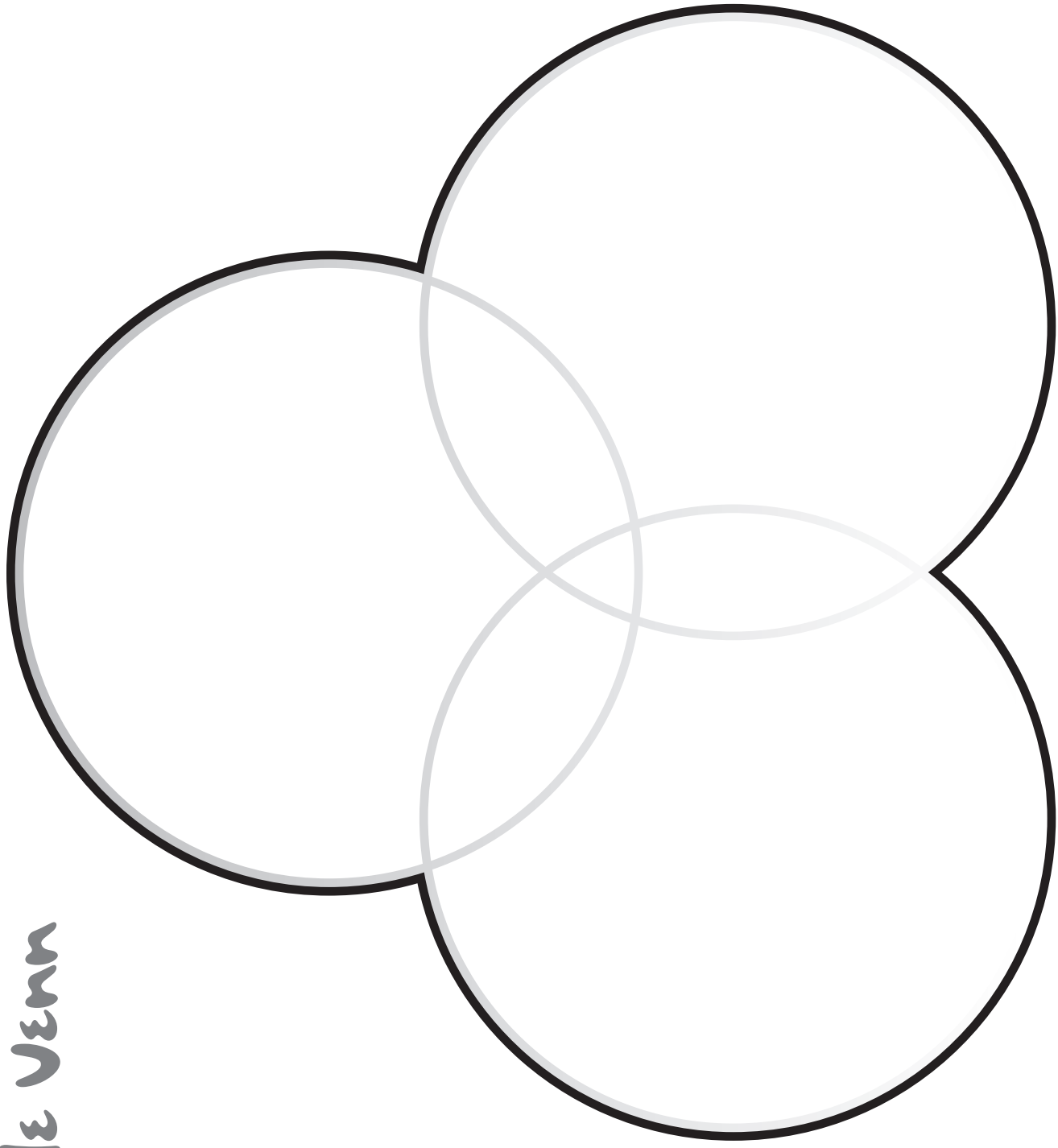
T-Chart

Quad T-Chart

Triple T-Chart

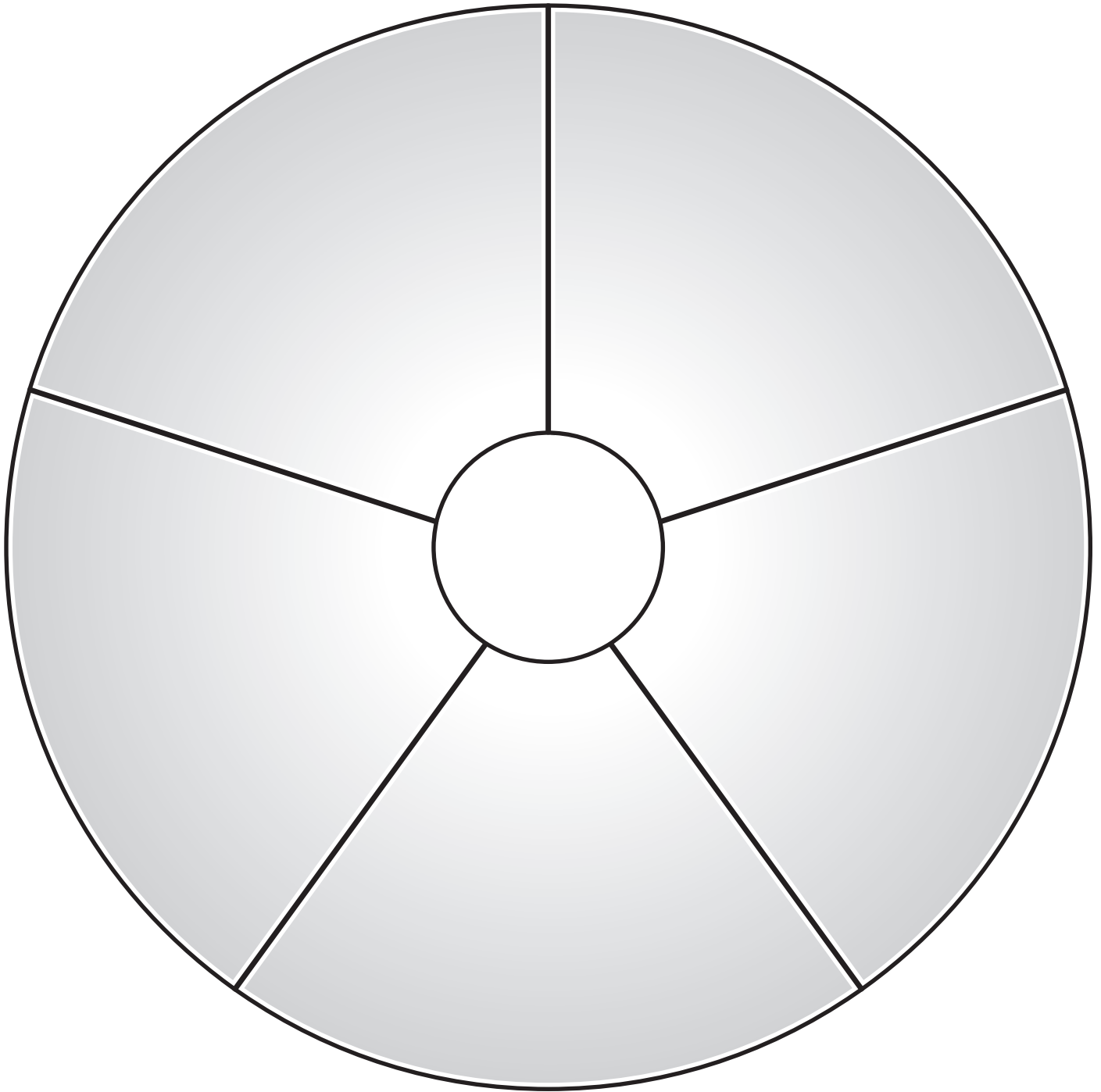
Mind Map





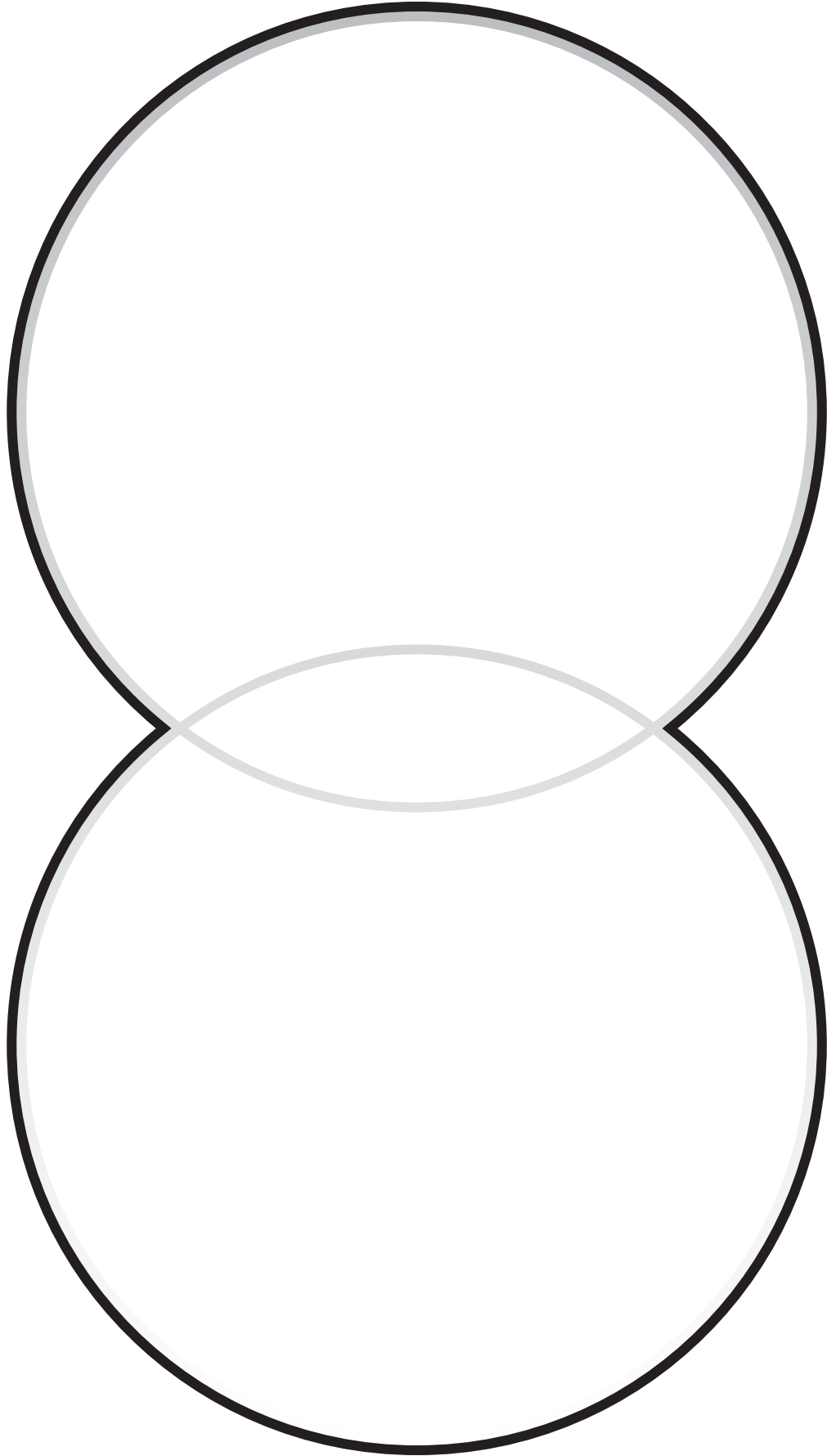
Triple Venn

Wheel Chart



[illegible]

Venn Diagram





www.edmonton.ca/makeabettercity