



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.

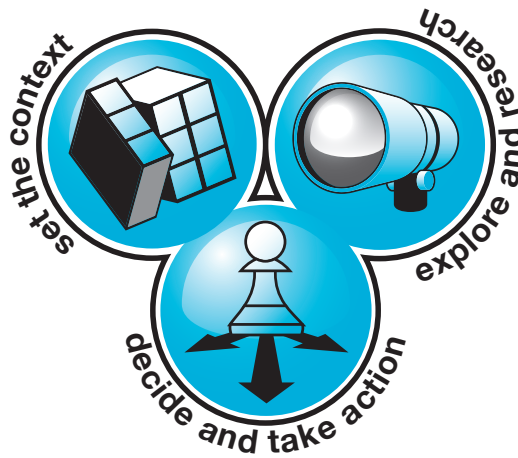
The City of Edmonton is interested in your ideas, successes and suggestions for *Make a Better City*. An online feedback form can be accessed at www.edmonton.ca/makeabettercity.

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)			