

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

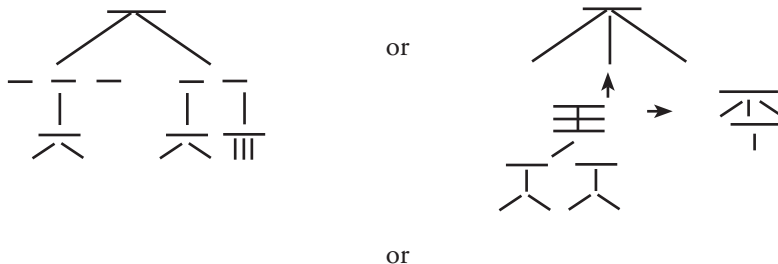
Opening Discussion & Concept Web

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

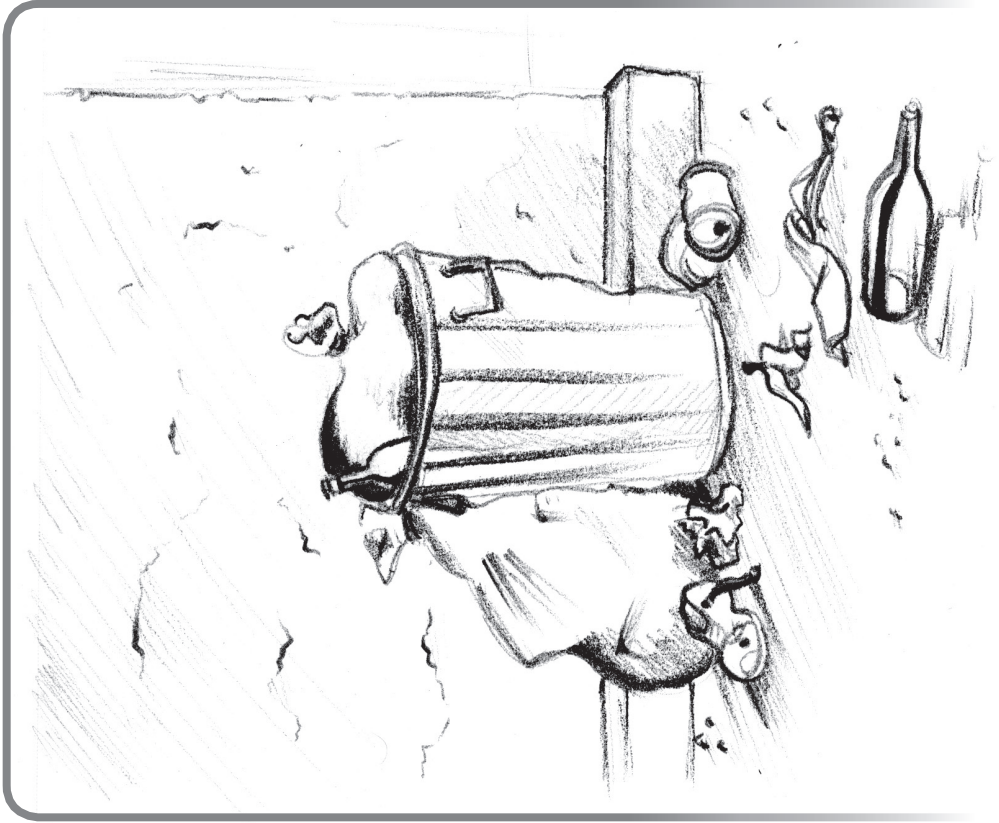
What factors cause the problem?
Why is this problem an issue in the neighbourhood? What makes it continue?

- 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

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•

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Effects

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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

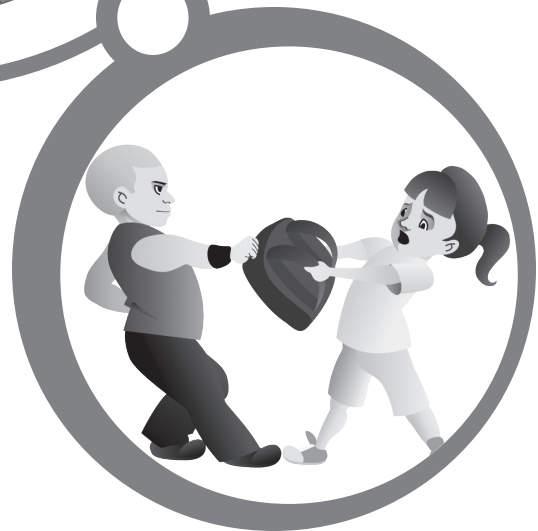


Issues & Actions

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

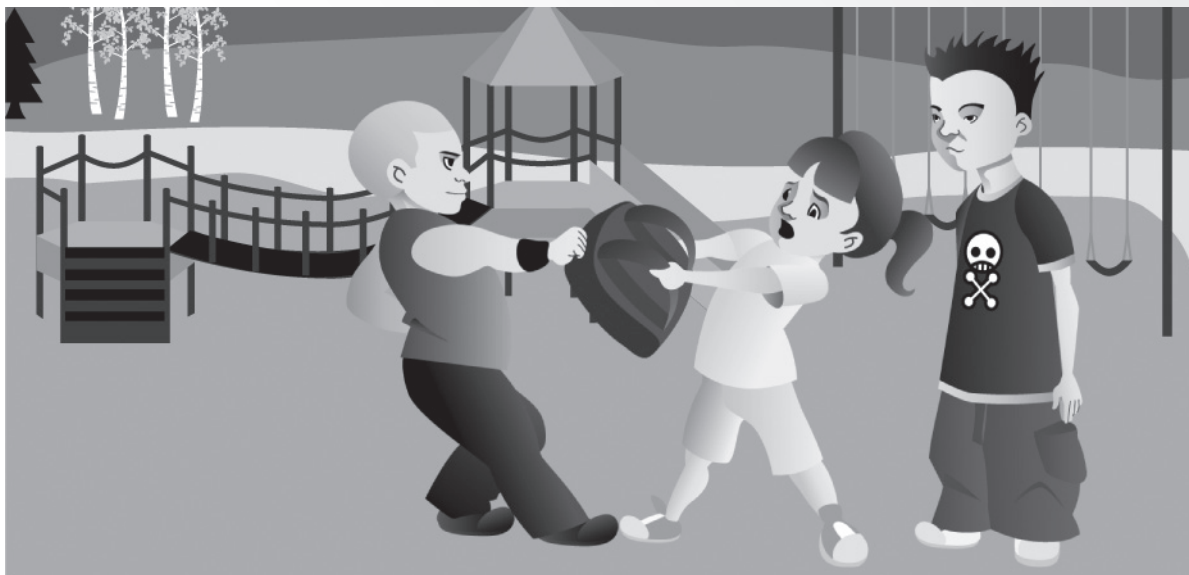
of offences already covered by the city's public places bylaw. "Up to 70 per cent of the complaints in our schools are bullying-related," said Const. Dan Williams, a school resource officer at St. Joseph Catholic High School, who proposed the idea.

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:

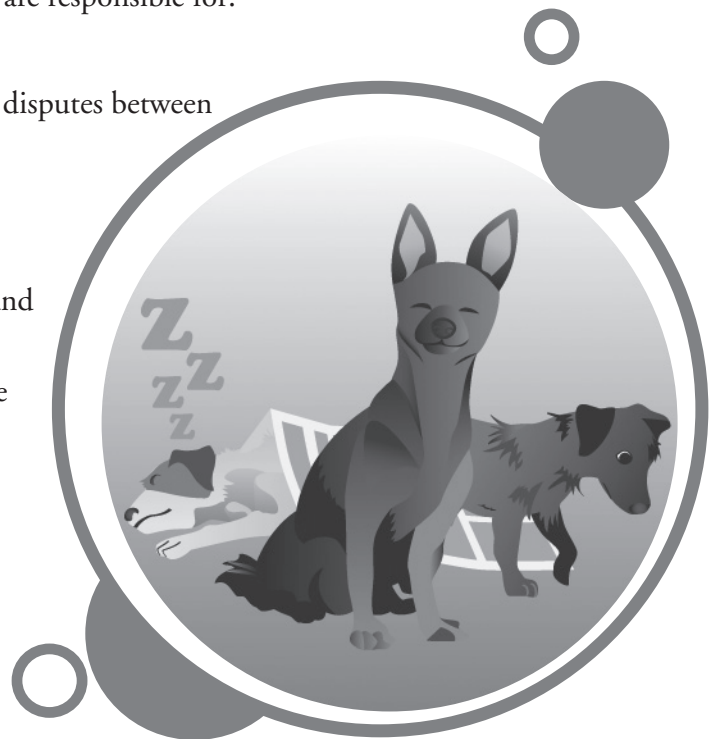
- Noise
- Recreational vehicle parking
- Nuisances on properties, such as garbage or garbage storage
- Minimum maintenance of buildings
- Boulevard concerns
- Weeds.

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="456 579 760 961">Challenges</div> | <div data-bbox="820 363 1453 548">Personal Action Commitment</div> <div data-bbox="820 579 1123 961">Benefits</div> <div data-bbox="1149 579 1453 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="456 1304 760 1801">Challenges</div> | <div data-bbox="820 1087 1453 1272">Personal Action Commitment</div> <div data-bbox="820 1304 1123 1801">Benefits</div> <div data-bbox="1149 1304 1453 1801">Challenges</div> |