



Water Perspectives: Conflict and Action

Gr.10: *Civics and Citizenship*

-December 2014-

The Polaris Institute is an Ottawa-based non-governmental organization that has been in existence since 1997. Our main goal is to enable citizen movements to develop new methods, strategies and tools in order to bring about democratic social change. As a result, most of our past educational work has focused on helping students to develop the critical thinking and leadership skills necessary to bring about on-the-ground action.

Full resource accessible online at: www.polarisinstitute.org/education

Other water education resources available at this site:

- Investigating Local Water (*Gr.9 Science: Biology—Sustainable Ecosystems*)
- Water Use & Availability (*Gr.9 Geography: Issues in Canadian Geography*)

Acknowledgements

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We welcome any and all feedback on this educational resource.

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Summary of Curriculum Expectations Covered by this Resource:

Strand A: Political Inquiry and Skill Development

A1. Political Inquiry

Strand B: Civic Awareness

B1. Civic Issues, Democratic Values

B2. Governance in Canada

B3. Rights and Responsibilities

Strand C: Civic Engagement and Action

C1. Civic Contributions

C2. Inclusion and Participation

C3. Personal Action on Civic Issues

Outline & Short Activity Descriptions

Section I: Exploring our relationship to water

Activity 1: Water Bingo

An Interactive student activity to get students to know each other better as well as introduce and relate some water topics to their daily lives. Topics include: (1) access to clean drinking water; (2) tap water VS bottled water; (3) Uses of and impacts on water; (4) Water geography and proximity to water.

Activity 2: Water in Your Life

Series of guiding questions to elicit personal reflection and small group discussions that uses students' current knowledge to start exploring how we relate to and value water in our daily lives and our community.

Activity 3: Assessing Our Water Smarts

Small group activity that aims to answer a series of questions to explore and share knowledge about local water geography, impact on water and the concept of responsibility towards water.

(cont'd on next page...)

Section II: Water Politics

Activity 1: Governments and Water

Association activity to try and get familiar with the roles and responsibilities governments currently have in relation to water.

Activity 2: Asking the Right Questions

Students are presented with a few different scenarios for which they need to come up with questions that would help them discover the information that we do not know to understand how to achieve the goals established by the scenario.

Activity 3: The World Reaches for Water

Participatory scene or scripted play to better understand and explore global water realities and inequalities.

Activity 4: Personal Reflection – Perspectives and Conflict

A reflection activity meant to get students to think about perspectives about water different than their own and how sometimes different perspectives can come into conflict.

Activity 5: Dealing with Conflict

Students are asked to act out short scenarios and explore various ways to resolve conflict.

Section III: Water Perspectives

Activity 1: Water Conflicts

Analyze various texts from differing sources relating to one event that is relevant to water in our communities.

Activity 2: Water: Commodity or Commons

Exploration of the definitions for Commodity, Commons, Public water management and private water management, and learn to associate those terms with defining characteristics.

Activity 3: Personal Reflection – Water Democracy

Engage students in a personal reflection about our individual and collective responsibility to water, what democracy means for them.

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Section IV: Taking Action

Activity 1: Being a Global Citizen

A few activities are laid out to explore what being a global citizen means and how to do a life-cycle assessment for a product.

Activity 2: Bottled Water: Branding and Marketing A Product

Analyze the labels of a product, in this case bottled water, and what lies beneath.

Activity 3: Becoming Changemakers

Series of activities to explore a number of ways to take action on issues they are passionate about.

Each activity is structured as follows:

- Learning Goals
- Curriculum connection
- Description
- Time Required
- Materials and Preparation
- Teaching Strategy
- BLM (if applicable – student activity sheets, teacher reference or answer sheets, etc.)

Section I – Exploring Our Relationship to Water

Activity 1: Water Bingo

Learning Goals: To start exploring how we interact with, value and perceive water in our lives.

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

<p>Strand B – Civic Awareness <u>B1. Civic Issues, Democratic Values:</u> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one’s position on civic issues</p>	<p><u>B1.1</u> describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues <u>B1.2</u> describe fundamental beliefs and values associated with democratic citizenship in Canada and explain ways in which they are reflected in citizen actions</p>
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Description: Short group activity to get students to start reflecting on the relationship they and their peers have to water.

Overview: Introductory and interactive activity to get a sense of how students and their peers relate to water. The aim of the activity is to a) instill a notion that others have different as well as similar experiences and relationships with water; b) start an over-arching exploration of water issues as they relate to student’s lives, such as:

- Local geography and proximity to water
- Where tap water comes from
- Tap water vs. bottled water
- Access to clean drinking water
- Uses of water and associated impacts on water quality (gardening, working, industry pollution, etc.)
- First Nations communities & access to clean drinking water

Time Required: 15-30 minutes (half for activity, half for discussion)

Materials & Preparation:

- BLM 1.0 – Water BINGO grid; print out one sheet for each student.
- [Optional] BLM 1.1 – Teacher’s Resource Sheet; print one copy (if desired for reference)

Teaching Strategy:

1. The teacher will distribute a Water BINGO grid sheet to each student. The students will then be asked to mingle with other students and complete the grid. The activity goes as follows:

Description: Each student will ask other students in the class questions based on the information in the grid. If you find one *un-initialled* square that your fellow student relates to, have that student initial the square (note: it must be a square that has not already been initialled by someone else). Have the student who was asked the question reverse the exercise (asking the first student for something that relates to them in the grid). Change partners and repeat the exercise until one student has completed one line (horizontal, vertical or diagonal).

End of activity: Once one student has a bingo, i.e. gathered 4-5 initials in a line (horizontal, vertical, diagonal)

2. Post-activity discussion: Students can take their seats or sit in a circle after mingling and teacher will facilitate a debrief discussion. The teacher will ask general questions about the activity to get students to reflect on how they felt or what they noticed during the activity. Such as:
 - a) What did you learn during the activity?
 - b) How did you feel during the activity?
 - c) What squares were the easier ones to fill? Which ones were harder? Why?
 - d) Are there some squares where you aren't sure how they relate to water?
 - e) Ask students which statements in the Bingo grid would be easier to achieve if you, your family or your community had more money.

Differentiated Instruction:

This activity allows students to interact in a less formal way, but also to share observations in a larger group. Depending on the class you may want to split the group into smaller groups for debrief and ask a few questions one at a time to increase participation instead of doing it in a larger group. You may also want to consider reading aloud all the statements and answering any questions to make sure everyone understands them.

Assessment (as learning):

- Reflect on the experience they had with the activity, how they felt, what they learned, and share with the group.

(BLM 1.0) Water Bingo – Student Activity Sheet

B	I	N	G	O
Lives within walking distance of a river or creek	Parent or guardian has or has had a job that is related to water	Has had to boil or filter their water for it to be safe enough to drink	Knows someone who collects and uses rainwater	Water at home comes from a river or lake
Knows the name of one of the nearest First Nations communities	Likes being outside in the rain	Likes swimming in a lake	Has family or friends who drink bottled water regularly	Can name or describe a federal, provincial or municipal water policy or law
Never drinks bottled water, only water from the tap	Can name 3 companies that bottle water to sell it	FREE	Lives near a wetland (marsh, swamp, other)	Has lived in a community where tap water is unsafe or unavailable
Has helped to grow a vegetable garden or fished for food	Has seen an oil refinery or chemical plant up close	Drank bottled water this week	Water at home is from a well (groundwater)	Has seen a mine or quarry in person
Can name two species of fish in nearest body of water	Lives close to a lake or the ocean	Uses water conservation strategies at home	Uses a reusable water bottle	Has heard of or been to a protest to protect water

(BLM 1.1) Water Bingo – Teacher’s Resource Sheet

How elements in Water BINGO grid relate to water:

- **Lives within walking distance of a river or creek:** We want to get students to identify the proximity of their home to water as well as think about where water bodies are located near them.
- **Parent or guardian has or had a job that is related to water:** We want to get students to think about how other people in their lives relate to water.
- **Has had to boil or filter their water for it to be safe enough to drink:** We want to get students to think about the different places they’ve lived or been (note: filtering safe tap water doesn’t count, but camping would).
- **Knows someone who collects and uses rainwater:** We want to get students thinking about other uses for rainwater (ex: watering plants/garden, flushing toilets, etc.).
- **Water at home comes from a river or lake:** We want to get students to realize and think about where their tap water comes from. Students usually get water from lakes, rivers or groundwater sources.
- **Knows the name of one of the nearest First Nations Communities:** We want to get students to think about where the closest reserves or communities are. Many First Nations communities have low quality drinking water and ongoing boil-water advisories.
- **Likes being outside in the rain:** Different kind of way you can interact with water. Objective is to see if some students associate spending time outside in the rain with “having a good time”.
- **Likes swimming in a lake:** Find out if students have had experiences in the outdoors, outside of cities and swim in places other than pools, rivers or the ocean.
- **Has family or friends who drink bottled water regularly:** We want to get students to think about the water drinking habits of their family.
- **Can name/describe a federal, provincial or municipal water policy or law:** Bring awareness to the fact that many laws and policies affect how we treat and manage our water.
- **Never drinks bottled water, only water from the tap:** We want to get students to think about where they get the water they drink.
- **Can name 3 companies that bottle water to sell it:** We want to get students to think about the companies that sell bottled water (i.e., the corporations behind the brands); what do they think about the idea of selling water in a bottle? (Talking points: waste, cost, environmental impacts of production, etc.).
- **Lives near a wetland (marsh, swamp, other):** We want to get students to relate to water near them and wetlands are important bodies of water that we don’t talk about much. There are also many types of wetlands.
- **Has lived in a community where tap water is unsafe or unavailable:** We want to get students to identify and think about places they’ve been where water was unsafe or inaccessible.

- **Has helped to grow a vegetable garden or fish for food:** We want to get students to link water to gardening, how it is crucial to plants and another important part of their lives: food.
- **Has seen an oil refinery or chemical plant up close:** We want to get students to think about how chemical production and resource extraction can have important impacts on water quality and communities near these facilities. (could bring in current issues discussed in media here- e.g., oil industry, tar sands)
- **Drank bottled water this week:** We want to get students to think about recent drinking habits and get them to think about tap water VS bottled water drinking habit (costs, source, etc.).
- **Water at home is from a well (groundwater):** We want to get students to think about where their water comes from. Other main sources of water are lakes and rivers.
- **Has seen a mine or a quarry in person:** We want to get students to think about how resource extraction can use a lot of water and have important impacts on water quality and communities near these facilities or sites.
- **Can name two species of fish in nearest body of water:** We want to see if students have an understanding of other life forms that depend on water.
- **Lives close to a lake or the ocean:** We want to get students to reflect on and identify water sources in their surroundings.
- **Uses water conservation and protection strategies at home:** Examples of water conservation strategies: shorter showers, install of more efficient toilets (less water used for flushing), not running water unnecessarily (e.g., when brushing teeth, washing dishes), collecting rainwater & reusing grey water, not flushing toilet every time, watering outside to minimize evaporation, using environmentally friendly detergent and soap, disposing of chemicals and pharmaceuticals properly (i.e: not flushing chemicals/pharmaceuticals down the drain/toilet or putting in garbage), etc.
- **Uses a reusable water bottle for drinking on the go:** Get students to realize that there is a practical alternative to drinking bottled water—bring tap water with you!
- **Has heard of a rally or action to protect water:** We want to get students to start thinking about civic action related to water. Examples of protest themes: to stop the privatization of water, to stop the construction of houses near water, to stop the establishment of a landfill/quarry/mine/refinery/hydro dam/oil exploration project, etc., for the establishment of better water protection laws, for the protection of green spaces, to stop the pollution of a company, to stop the sales of bottled water in a school, to install more water fountains in a school, to use environmentally friendly cleaning products in a school, etc.

Activity 2: Water in your life

Learning Goal: To start exploring how we relate to and value water in our lives.

Curriculum Outcomes Targeted:

<p>Strand B – Civic Awareness <u>B1. Civic Issues, Democratic Values:</u> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues</p>	<p><u>B1.1</u> describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues <u>B1.2</u> describe fundamental beliefs and values associated with democratic citizenship in Canada and explain ways in which they are reflected in citizen actions</p>
<p>Strand C – Civic Engagement and Action <u>C2. Inclusion and Participation:</u> assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada</p>	<p><u>C2.1</u> analyse ways in which various beliefs, values, and perspectives are represented in their communities</p>

Description: Personal reflection and small group discussion by students on the role and importance of water in their lives and their community, their perspectives on water, the values we associate to water and how we relate to water.

Overview: Students will answer a series of questions individually to explore how they view water in their lives and how water is viewed in their communities. This will be followed by sharing some of these perspectives in a smaller and/or larger group.

Duration: 30 to 60 minutes

Preparation:

- BLM 1.2 – Questions for reflection and discussion; print or project on a screen
- [Optional] BLM 1.3 – Questions for expanded classroom discussion; print or project on a screen
- If time is limited you will want to select some of the questions in BLM 1.2 and some of the questions in BLM 1.3 if you opt to include it. Read and plan the process for the activity based on the description below.

Teaching Strategy:

Note: This short activity is designed to be an early exploration and identification of one's relationship to

water and the importance a student affords to water in their life. There are no good answers and it is only meant to try and get students stimulated and thinking about the place water occupies in their lives.

1. The teacher will explain the objectives for the activity:
 - a. We want students to identify the different aspects of their lives in which they interact with water
 - b. We want students to reflect on how important water is in their life and the lives of those around them
 - c. There are no right or “better” answers. You’ll find out that everyone relates and interacts with water differently.
 - d. The activity is mainly an individual written exercise, but we will be sharing some of these reflections with the rest of the group afterwards so that people can have insight into other’s perspectives when thinking about this issue.
2. The teacher will explain the tasks
 - a. (Optional – 3 minutes) Before you start, show this brief clip titled “Water As ?” (look this up if link below doesn’t work) about what water means or represents according to various perspectives: <http://www.youtube.com/watch?v=JybZVqOB5-U> – It is a short clip done following a bike tour of Lake Ontario for the “Great Lakes Commons Map Initiative”.
 - b. (10-20 minutes) Individually, get students to write short answers to the questions in BLM 1.2. A few sentences or bullet points should do for each.
 - c. (10-20 minutes) Sharing the reflection with classmates:
 - i. The class is split in small groups of about 5 people and each person in the small group shares their work each their turn. You can assign roles such as spokesperson, time-keeper, task-keeper, note-taker, or others.
 - d. Work will be submitted to the teacher for an assessment of learning.
 - e. EXTRA: (10-30 minutes) After the small group discussion and sharing, bring everyone back in a larger group and ask a few questions from BLM 1.3. These will allow for another level of sharing and help broaden the scope of the original reflection and look at some of the issues from different angles. In a larger group setting, show the questions one at a time and get some students to answer the questions as best as they can.

Differentiated Instruction:

This activity suggests reading aloud the questions and providing the questions in text format via the SMART board/ overhead projection. Reveal each quiz question one at a time so everyone in the class works at the same pace. There is individual, small group and larger group work and discussions to make sure people learn off each other and are allowed to do a personal reflection too. Depending on the class, you may want to adjust the strategy and use a different combination of reflection/sharing strategies.

Assessment (as learning):

- **Sharing and listening to other people’s answers and comparing to their own.**

(BLM 1.2) Questions for reflection and discussion

- Give examples of five ways you interact with water on a daily basis in your life.
- What role(s) or purposes does water play in your community? (If desired, use a mind-mind map to write down answers)
- What roles or purposes could someone else give to water that might be different from your own perspectives?
- How would you react if some of the waterways in or near to your community (lake, stream, river, groundwater, etc.) became suddenly highly polluted? Or if increasingly important water shortages were occurring?
- How do you think your community would react? Should react?

(BLM 1.3) Questions for expanded classroom discussion

- What are direct and indirect ways that we benefit from water in our lives?
 - (Direct VS Indirect use of water; Direct = brush teeth, drink water from tap, swim, etc. where water is directly and visibly involved; Indirect = items that require water to be made, grown or transformed such as food, going to a park, items we use on a daily basis such as metals, paint, electronics, clothing, etc.)
- Can you come up with examples of people, companies or groups in your community that appear to value or think about water much differently than you do?
- How does the way we “see” or “value” water influence how we “treat” water?
- Is it important to protect the water in our community from pollution or over-extraction? Why/why not?
- What could be some potential consequences of the pollution of our water? Immediate? Long-term?
- Are there any known threats to water in our community?

Activity 3: Assessing our water smarts

Learning Goals: Assess and share current group knowledge of relevant political and local knowledge related to water.

Curriculum Outcomes Targeted:

Strand B: Civic Awareness <u>B1. Civic Issues, Democratic Values:</u> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues	<u>B1.1</u> describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues
<u>B2. Governance in Canada</u> explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance	<u>B2.2</u> explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada and of key figures at each level
<u>B3. Rights and Responsibilities</u> analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected	<u>B3.2</u> analyse key responsibilities associated with Canadian citizenship

Description: Small group work and large group sharing of knowledge around water issues on different scales (local, national, etc.).

Overview: In small groups, then as a classroom, students will explore and share the knowledge they collectively possess on issues and concepts related to the water in their community including geography, water management, responsibility, impact on water, access to water, protection of water, etc.

Duration: 60-75 minutes

Preparation:

- BLM 1.4 – Water Assessment Questions; project questions on a screen one at a time to the class.
- If time is limited, select some of the questions to shorten time.
- Chalk board or flip chart or smart board to write down input from students/small groups on the questions during the large group debrief.

Teaching Strategy:

1. Split the class into small groups of 3-4 students. Ask the questions found in BLM 1.4 one at a time.
 - a. Project them on a screen or on the board in front of the classroom.

- b. Give students 3-5 minutes to reflect and discuss each question.
 - c. Ask one student per group to take notes of the answers discussed on a blank sheet of paper.
 - i. Take summarized notes of elements that each person in the group mentions so you can more easily remember and report back later to the larger group
 - ii. You can also assign roles such as spokesperson, time-keeper, task-keeper, note-taker, or others.
 - d. If time is limited, select some of the questions.
 - e. Remind students that the goal is to come up with multiple perspectives and answer the questions from as many different angles as possible. Short discussion on the answers is welcome.
2. Leaving students from small groups sitting next to each other (alternatively, get them to choose a spokesperson and get them to go back to their seats), start a discussion with the larger group.
- a. Go over each question one after the other.
 - b. Get ONE student from each group to give ONE answer to a question. After you go to each group once, you can ask if others want to share a few extra answers depending on how long it takes or how many answers you have collected already.
 - c. Ask them to explain their answers as needed.

Differentiated Instruction:

This activity suggests reading aloud the questions and providing the questions in text format via the SMART board/ overhead projection. Reveal each quiz question one at a time so everyone in the class works at the same pace. There is small group and larger group work and discussions to make sure people learn off each other and get to participate as much as possible. Depending on the class, you may want to adjust the strategy and use a different combination of reflection/sharing strategies.

Assessment (as learning):

- **Sharing answers from small group work with the larger group**

(BLM 1.4) Water Assessment Questions

- What are the names of some water bodies in and around the community? (Rivers, streams, lakes, marshes, etc.)
- Where does the tap water come from in our community? (school, home, town/urban center or rural areas, others?)
- Can you name a few industries or companies that use water or could have an impact on water in the community? If not, elsewhere?
 - Note: impact can mean use of water, pollution of water, changing configuration of waterways, changing availability of water, etc.
- Can you name ways that people, groups or companies in Canada have an impact on water in other countries?
 - Note: impact can mean use of water, pollution of water, changing configuration of waterways, changing availability of water, etc.
- Who is responsible for protecting the water in our community?
- What are the responsibilities of the different levels of government with regard to water?
- What are different ways that have been used to preserve, protect or defend water in your community or elsewhere in the province?
- As people living in Canada, do we have responsibilities towards water? Why/why not?

Section II – Water Politics

Activity 1 - Governments and Water

Learning Goals: To start exploring the different facets of how different levels of government work and how they currently protect water in our communities.

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

Strand B – Civic Awareness <u>B2. Governments in Canada:</u> explain, with reference to a range of issues of civic importance, the roles and responsibilities of various institutions, structures, and figures in Canadian governance	<u>B2.2</u> explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada
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Description: This is an association activity where students will learn about water regulations and how our governments protect our water. In groups, students will learn about this and try and associate various situations or responsibilities to a specific level of government. After the activity, students will discuss these answers in a larger group.

Time Required: 45-60 minutes

Materials & Preparation:

- Materials: Print out an information sheet and an Activity Sheet for every student
- Activity: Teacher can prepare for the activity by reading and understanding the Information Sheet (BLM 2.1), the Activity Sheet (BLM 2.2) and the Teacher Notes (BLM 2.3) to better answer questions from the students and to explain the activity

Teaching Strategy:

- Distribute the Information Sheet (BLM 2.1) and the Activity Sheet (BLM 2.2) to students
- Split class into groups of 2-4 people
- Explain the activity to the students:
 1. Individually or as a small group, read the Information Sheet (BLM 2.1) (5-10 minutes)
 2. Using the information sheet as a reference, fill in the Table in the Activity Sheet (BLM 2.2) by associating the proper responsibility to the proper category in the table that best explains “who” the responsible party is. Note that there can be more than one answer by question. Not all the answers are in the text. Some need to be deduced from similar examples. (10-15 minutes)

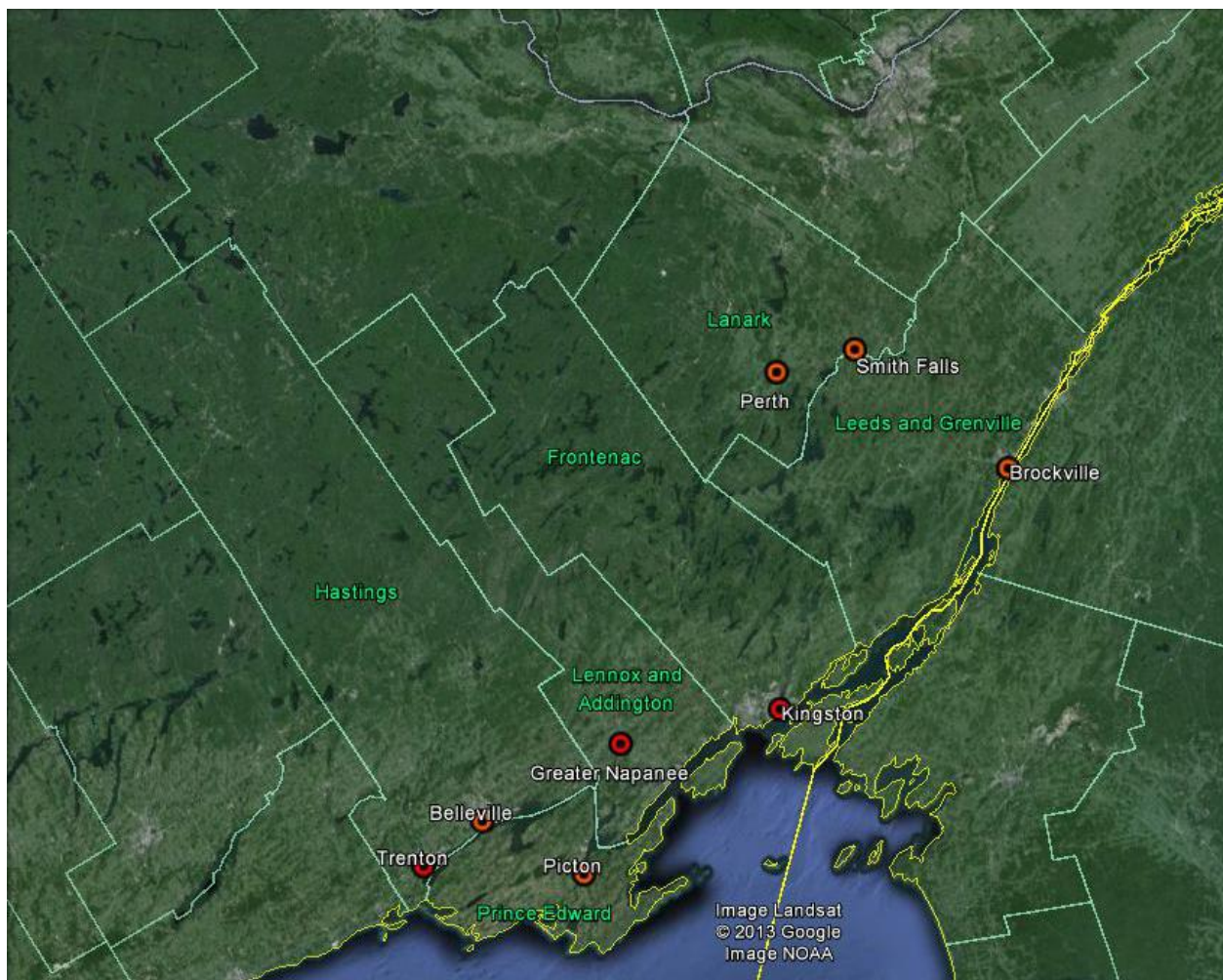
3. Go over answers and discuss them in a larger group. (Teacher can use Teacher Notes in BLM 2.3 as a reference) We recommend that the teacher asks students to provide answers and briefly explain why that is the correct answer. Other students can chime in with other opinions, and then the teacher can confirm the answer and add comments as necessary.
(15-25 minutes)

(BLM 2.1) – INFORMATION SHEET: Our governments and our water

Water Regulations and Current Government Responsibility for Six Counties in Eastern Ontario

August 2014 by Daniel Cayley-Daoust and Wesley Petite, Polaris Institute

Target Geographical Area: Counties of Frontenac, Hastings, Lanark, Leeds and Grenville, and Lennox and Addington, Prince Edward; in the province of Ontario, Canada



As members of a community, we interact with water often and in various ways, from using it to drink, swim or grow food, to using it to manufacture products and produce energy. We also know that our actions can have a negative impact on our water through pollution and its overuse or abuse for example. Governments have implemented rules and regulations to protect or treat the water that was or will be

used, often because of the historic need to have access to water for certain tasks and to have clean water for our communities. Regulations often try to mitigate and discourage negligent or accidental abuses caused by the activities of individuals or corporations, and can provide guidelines to follow to protect water or prevent pollution.

There is a shared responsibility for water protection (surface and groundwater) in Canada where the process of regulation is shared between the federal, provincial and municipal levels of government, meaning that the laws and policies of each of these levels of government will determine how water will be protected and who will protect it. First Nations water management falls under federal responsibility, but may be shared with First Nation governments under self-governance agreements. The federal government also has the responsibility for water protection in federal parks and for the territories of Nunavut and Northwest Territories, as well as for boundary waters, meaning waterways that cross borders with other countries as well as inter-provincial waterways. An example is Lake Ontario which needs be protected collaboratively between Ontario, New York State, Canada and the US, and all the States that are upstream of Lake Ontario. This can obviously prove to be quite a challenge. To this effect, the International Joint Commission was created in 1909 to foster Canada- US collaboration for the integrated management of the Great lakes and the St-Lawrence water system.

For logistical and practical reasons the responsibility of applying obligations set out in federal legislation is often delegated to the provinces. In turn, provinces will usually hand down many responsibilities such as permits to take large quantities of water, drinking water and wastewater management, to municipalities and cities within their own territories. However, provincial governments will most often retain some of those responsibilities in rural communities, especially for the more complex and costly responsibilities. For example, this is the case for permits to take large quantities of water.

Provincial Statutes Currently Protecting Water in Ontario

- *Ontario Water Resources Act*
- *Clean Water Act*
- *Environmental Assessment Act*
- *Water Opportunities and Water Conservation Act*
- *Safe Drinking Water Act*
- *Environmental Bill of Rights*
- *Drainage Act*
- *The Nutrient Management Act*
- *Pesticides Act*
- *Ontario Regulation 63/09*
- *The Great Lakes Strategy*
- *Provincial Policy Statement*
- *Ontario Regulation 387/04*
- *Conservation Authorities Act*

The Province of Ontario has many water regulations, policy commitments, and statutes as listed in the adjacent text box. Ontario also has a groundwater monitoring program with wells across Ontario that is used to gather information on water quality and quantity.

Both environmental enforcement (i.e. giving fines or other types of punishment to people and entities that pollute land, water and air) and finding a way to mitigate and clean up the pollution are the responsibility of the federal government when it involves federal laws and regulations, and the provincial government when it involved provincial laws and regulations.

Along with federal and provincial statutes and regulations governing water issues, there are also local policies and managers including municipalities, conservation authorities and privately owned conservation efforts. Within the province of Ontario there

are 36 Conservation Authorities that monitor some of the province's main waterways and catchment areas (watersheds). Conservation Authorities can also own conservation areas in their region which are used for recreation and sometimes education. The specific conservation authorities in the area under study are the Mississippi Valley Conservation, Quinte Conservation Authority, Rideau Valley Conservation Authority, Cataraqui Region Conservation Authority, Lower Trent Conservation, and Crowe Valley Conservation Authority.

In recent history there has been a shift in the regulation of freshwater resources in province of Ontario. Prior to the 2006 Clean Water Act, the main focus was on treatment methods to ensure high quality potable water for residential and commercial use. Given the costs associated with this approach and the benefits of having a cleaner environment overall, the focus of water policy has become the protection of the *source* of our drinking water be it a well for groundwater (water found in aquifers in the earth, or "underground") or rivers and lakes (surface water). Water source protection is now an official provincial policy. This represents a shift from a treatment and remediation approach towards one that is more community-based and focuses on pollution prevention.

Ontario's Clean Water Act requires an assessment of the threats to water quality and the actions to be taken in order to remedy and reduce risk of contamination to municipal drinking water supplies. Source protection areas and regions were established to this effect and each area/region has a source water protection committee which develops a source protection plan. This science driven approach emphasises local and public participation. There are five source protection areas/regions that pertain to the six counties profiled here. The three primary regions are the Rideau Mississippi Region, the Quinte Region and the Cataraqui Area, and the counties also peripherally touch the Raisin-South Nation and Trent Conservation Coalition source protection regions.

A few examples...

All in all, there are many angles and complexities involved in regulating and protecting water. When we examine even a simple thing like deciding if a beach stays open or not and we quickly realize that the management can be quite complex. Often this decision will have to do with the quality of water and the presence of various pollutants such as E. coli bacteria. Who makes this decision depends on which beach you are at. First off, someone will need to establish what represents a reasonable and healthy amount of e-coli in the water. Often these parameters are set by the federal government, namely Health Canada, but are monitored by the authority that is closest to the situation. So for example, if the lake or river is in a provincial park, it will be provincial responsibility, if it is a federal park, it will be federal responsibility. If it is in a city, it will be the city's responsibility. Public beaches in rural towns or municipalities are their responsibility. Then you also have private beaches and lakes with cottages that are often monitored by local groups, private companies or the provincial government.

Similarly, for something like drinking water, the limits for the amount of certain contaminants in your water and guidelines for how water is managed are jointly set by the federal, provincial and territorial governments and then enforced by the authority closest to the water. In cities and towns with public water

systems and water treatment plants, it is their direct responsibility to test according to federal and provincial guidelines and make sure the water is safe. Similarly, private property owners in rural areas are also responsible for doing the same thing with the water that they take from wells.

Note: Policies and regulations change with time, so it is entirely possible that there is new information available or that some of what is mentioned here is out of date!

Understanding regulations and its limitations

Understanding how governments and policies work is a complicated task. Regulations, norms, policies, etc., exist for all sorts of things such as air pollution, labour practices (such as maximum hours of work, parental leave, safety at work, minimum wage), universal health care, driving or education (curriculum, mandatory schooling, etc.). Governments set regulations and policies for water because water is in part viewed as a “public trust”, something no one can own, is a commons - inherited, shared, passed on - that needs to be protected or preserved for generations to come. Therefore these regulations are meant to establish practices, limits or norms that need to be respected to either prevent problems or to avoid pollution for example. While regulations have many uses in our society, they also have many limitations.

- 1) A regulation is a very political concept because governments are responsible for establishing them meaning that regulations can change based on the government that is in power. From one country to another there can be very stark differences on the types and strength of regulations that are in place, and the same goes for different provinces or municipalities within a country. In some cases this has meant that companies leave one country to go to another where they won't have as many regulations to follow and feel less restricted.
- 2) In theory, regulations are supposed to be in the public interest, or be what is best for the whole of society and for the common good. However, regulations, and the people who create them, bureaucrats (government workers) and politicians, can be influenced and pressured by private interests such as corporations who have the time, money and incentive to do so.
- 3) The access to adequate resources to implement a regulation is important. It is one thing to have a great regulation on paper, but if you don't provide the resources to make it a reality, whether it's to hire inspectors, restore habitat or buy equipment, it won't have the desired effect.
- 4) Regulations need to be written with very specific language to avoid being interpreted in different ways by competing interests, but this can also mean that it can be hard to adapt to special or new situations that weren't thought of or didn't exist when the regulations were drafted.
- 5) Conflicting jurisdictions or difficulty collaborating between jurisdictions can also add complications to the application and the efficiency of a regulation. If for example an issue arises and the province says it is the federal government's responsibility to address it, but the federal government refuses to recognize that responsibility, it can lead to conflict, legal action, or simply inaction and a continuation of a problem that needs to be addressed. While all

governments should be working together to protect water in our communities, sometimes conflicting priorities or lack of money can prevent this.

- 6) Finally, regulations can be advantageous for some people while being disadvantageous for others. For example, a large industrial company that owns a big factory typically doesn't enjoy restrictions on pollution imposed by specific regulations because it will cost the company a lot of money to prevent pollution. But on the flipside, it can be advantageous for communities living around the factory or downstream from water that is being polluted to prevent this pollution in the first place and create a healthier community. We see here the emergence of competing interests and conflict when situations like these arise.

Simply put, regulations can fail and can be inadequate. However, it does not mean that they are not useful, just not perfect. Measures can be taken to strengthen and make them more reliable. However, given these limitations it is important to understand that ultimately, it is the community and the people that live in the community that can best understand the state of the water where they live. Obviously, failure to protect this water will first and foremost impact the people that live there. Collectively monitoring the quality of the water in your community if the government is not doing a good job, or fighting to change a regulation that is bad for the community are important examples of ways to counter the limitations of regulations and ensure our communities are healthy.

(BLM 2.2) – ACTIVITY SHEET: Who is responsible for water?

Question: Who is responsible for...

Task: Associate the number of each water responsibility (see below) to the appropriate category below according to who is supposed to take action. A number can be associated to more than one category.

Categories:

A. <u>Individuals/families/communities</u>
B. <u>Municipality, City or County</u>
C. <u>Provincial government</u>
D. <u>Federal government</u>
E. <u>Other Countries</u>

Water Responsibilities

- 1) Ensuring that the water at a city public beach is safe to swim in?
- 2) Setting norms and limits for levels of contaminants that are acceptable for swimming or for drinking?
- 3) Testing, treating and distributing safe drinking water through a public water treatment and distribution system (cities, some towns)?
- 4) Testing and ensuring private wells are safe to drink from?
- 5) Giving fines to people and companies for polluting land or water?
- 6) Establishing guidelines for agriculture to avoid impacts of fertilizers, manure or pesticides on water resources?
- 7) Treating, collecting and disposing of wastewater in a setting with individual septic tanks (often rural)?
- 8) Treating, collecting and disposing of wastewater in a setting with a community collection and treatment system (city or other)?
- 9) Determining how much fish we can take from a lake?
- 10) Monitoring the health (water quality, life, etc.) of rivers and lakes within a province?
- 11) Monitoring the health (water quality, life, etc.) of rivers and lakes that cross provincial boundaries?
- 12) Monitoring the health (water quality, life, etc.) of rivers and lakes that cross country boundaries?
- 13) Regulating and monitoring pipeline safety of large pipelines that span more than one province?
- 14) Cleaning up abandoned mines?
- 15) First Nation's drinking water?

Note: This activity is adapted mostly to the province of Ontario and Canada. Policies and how responsibilities for water are attributed vary between provinces, between municipalities and between countries.

(BLM 2.3) – TEACHER NOTES: Who is responsible for water?

ANSWER SHEET:

A. Individuals/families/communities --- 4, 7
B. Municipality, city or county --- 1, 3, 8
C. Provincial or territory government --- 2, 5, 6, 9, 10, 11, 12, 14
D. Federal government --- 2, 5, 6, 11, 12, 13, 15
E. Other countries --- 12

TEACHER HELP for answers to questions.

- 1) Ensuring that the water at a city public beach is safe to swim in?
 - Cities are responsible for conducting regular testing of waters at public beaches.
- 2) Setting norms and limits for levels of contaminants that are acceptable for swimming or for drinking?
 - The federal government in collaboration with provinces and territories have had jointly established drinking water guidelines since 1968.
- 3) Testing, treating and distributing safe drinking water through a public water treatment and distribution system (cities, some towns)?
 - Cities are responsible for conducting daily testing of drinking water for municipal drinking water systems.
- 4) Testing and ensuring private wells are safe to drink from?
 - Owners are responsible for regularly testing the water from their well and ensuring it is safe to drink.
- 5) Giving fines to people and companies for polluting land or water?
 - It is the responsibility of the federal government when it involves federal laws and regulations, and the provincial government when it involved provincial laws and regulations.
- 6) Establishing guidelines for agriculture to avoid impacts of fertilizers, manure or pesticides on water resources?
 - This is also divided between the federal and provincial governments.
- 7) Treating, collecting and disposing of wastewater in a setting with individual septic tanks (often rural)?
 - Similar to the question about wells, it is the owner that is responsible to make sure the septic tank doesn't leak and to dispose of the effluents properly.
- 8) Treating, collecting and disposing of wastewater in a setting with a community collection and treatment system (city or other)?
 - Cities are responsible for collecting and treating wastewater before it is returned to a local lake or river.
- 9) Determining how much fish we can take from a lake?
 - The provincial and territorial governments are responsible for managing recreational fishing in freshwater (except for Salmon in BC). Note: the Federal government is responsible for most marine species (oceans).
- 10) Monitoring the health (water quality, life, etc.) of rivers and lakes within a province?
 - Provincial responsibility
- 11) Monitoring the health (water quality, life, etc.) of rivers and lakes that cross provincial boundaries?
 - Federal and provincial management

- 12) Monitoring the health (water quality, life, etc.) of rivers and lakes that cross country boundaries?
 - Federal, provincial and other countries need to collaborate because they can all have impacts independently on water quality and water quantity.
- 13) Regulating and monitoring pipeline for large pipelines that span more than one province?
 - This would be the National Energy Board, a federal agency. Provinces have their own agencies for smaller pipelines.
- 14) Cleaning up abandoned mines?
 - Provinces are responsible for cleaning up old mines that are still polluting the land with mine tailings but have been abandoned by companies, sometimes a long time ago. There are over 10,000 abandoned mines in Canada.
- 15) First Nation's drinking water?
 - The Federal government is responsible for this, sometimes jointly with First Nation communities under specific agreements.

Activity 2 - Asking the Right Questions

Learning Goals: Learn how to ask the right questions to properly analyse a situation or a problem as part of the inquiry-based process.

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

<p>Strand A – Political Inquiry and Skill Development <u>A1. Political Inquiry:</u> use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance</p>	<p><u>A1.1</u> formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance</p>
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Description: This activity focuses on formulating questions around a few different scenarios. Objectives are proposed to the student based on the problem or scenario. The student’s task would simply be to find questions that should be asked to properly address the situation and explore different types of questions to use.

Time Required: 60 minutes

Materials & Preparation:

- Materials: Put scenarios up on the board, project them onto a wall, or print them out for each group.
- Activity: (Optional) consider adapting or creating scenarios that are relevant to the local geographical reality. For example you could come up with a fictional scenario about a local lake or river, or you could write a real scenario that happened in the community related to water. Doing so can help students feel more connected to the activity and motivate the learning.
 - Adaptation to known realities: Simply replace the names of the river, lake, municipal council or high school with one that is relevant to the reality of the students’ life. Ex: name of high school you teach at, municipality you live in, river nearest to the school, etc.

Teaching Strategy:

1. Select Scenarios (See BLM 2.4) to be used or (*OPTIONAL*) come up with a locally (real or fictional) adapted scenarios. Provide scenarios to students (paper, projected on wall, written on chalkboard).
2. Split classroom into small groups of 2-4 students (*Alternative:* Get students to do 1-2 scenarios alone, then the last two in small groups)
3. Explain the task to the students:
 - For each scenario, your group will “play” the role described under it, so try as much as possible to put yourself in the shoes of that person.

- For each scenario you will need to come up with questions that you would need the answers to for the described objective.
- You will answer the questions one at a time (Note: teacher can reveal questions one at a time to keep students focused on the one)
- Between each question, share and discuss as a larger classroom.
- Teacher will read the scenarios to the whole class before you start answering.

4. Activity

- One scenario at a time, give small groups of students approximately 5 minutes each scenario to come up with as many questions as possible, preferably different kinds of questions.
- Between each scenario, come back to the larger group (without separating small groups) and ask each small group to share 2-3 examples of questions.
- Write a few of them on the board or screen and discuss what kind of questions they did ask and what questions they didn't ask.
- Teacher guidance: For the first scenario, leave it open ended test run to establish what kinds of questions they will come up with without guidance. After the first scenario introduce some reflections and suggestions on types of questions they should come up with (see BLM 2.5) based on what kinds of questions they come up with for the first scenario.

(BLM 2.4) ACTIVITY SHEET – Asking the Right Questions

Scenarios

- I. A large black viscous and oily film is discovered in a local river.

Student perspective: Journalist that is writing a news article on the situation.

- II. A student that is part of the local social justice or environmental club wants to start organizing a campaign to end the sales of bottled water at his high school.

Student perspective: Students that are part of this club and interested on planning this campaign.

- III. Your municipal council is considering a resolution or motion to limit the quantity of water a private company or an individual can use to 10 million litres of water per day from local water sources.

Student Perspective: Municipal councillor that needs to decide if they'll vote for or against the proposal.

- IV. A company wants to build a new factory that produces paints and solvents along the shores of a lake.

Student perspective: Concerned community member that lives on the shores of that lake. (How do we determine if factory is good? bad? or...?)

(BLM 2.5) TEACHER NOTES – Asking the Right Questions

Depending on the scenario chosen for the class, some of the elements in the teacher guideline may or may not apply.

Teacher guideline:

Hints or guiding concepts *(depending on the scenario, this could or could not be relevant)*

- Questions that will serve to EVALUATE
- Remember VIRTUAL WATER
- Remember UPSTREAM & DOWNSTREAM
- EXPAND GEOGRAPHY: Look farther away, not only in the immediate reality of the issue
- The connection behind the connection: DIRECT or INDIRECT elements
- TRAVEL IN TIME: Past, present, future implications
- Look for CREATIVE angles of looking at issue
- Create ALTERNATIVE conclusions or interpretations
- What if some of your assumptions are wrong or incomplete? CHALLENGE ASSUMPTIONS.
- Where does government fit into this scenario? Where does the community fit? Who has what responsibility?
- WHO could this impact? HOW could this impact those people?

Types of questions

- CLARIFICATION – related to specific aspects of immediate event or scenario
- WHY? – Origins, cause
- WHAT NOW? – Potential consequences, next steps, results
- HOW? – strategy, plan, process
- COMPARISON? – similarities, differences, history
- WHO? – who is responsible, decision-makers, jurisdiction, targets, stakeholders, those affected, etc.
- WHEN? – Timeline of events or actions, past & future

Activity 3 - The World Reaches for Water

Learning Goals: To understand what factors influence access to water locally and globally

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

<p>Strand B – Civic Awareness</p> <p><u>B3. Rights and Responsibilities:</u> analyse key rights and responsibilities associated with citizenship, in both the Canadian and global context, and some ways in which these rights are protected</p>	<p><u>B3.4</u> analyse rights and responsibilities of citizenship within a global context, including those related to international conventions, laws, and/or institutions</p>
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Description: The teacher narrates a scene with some participation from the class to illustrate some global water realities and gets students to reflect on concepts related to access to water and sanitation, water pollution and the link between access to water and economic disparities. This is an interactive activity.

Time Required: 30 minutes

Materials & Preparation:

- Materials:
 - *Money symbol:* Green \$ signs (Can be made out of coloured construction paper and drawn using a marker of another color so others can see from afar)
 - *Water symbol:* 9 glasses of water or reusable water bottles or blue water drops made of semi-rigid paper (you can also have drawings of a glass or container of water or a tap – AVOID bottled water – something that can represent access to clean drinking water)
 - *Sanitation symbol:* 6 rolls of toilet paper – taped or packaged to avoid having students roll it out and play with it (or drawings of toilets or other representation of sanitation)
- Activity: Read script to make sure you understand how the activity works and familiarize yourself with the script. Teachers will be responsible for the narration.

Teacher needs to familiarize self with script (to narrate) and statistics, and prepare props (colored cardboard and/or objects).

Teaching Strategy:

1. Read script from (BLM 2.6).
2. After the script is done, get students to return to their seats and do a debrief
3. Debrief
 - Explain that the activity was a generalization of how wealth is separated around the world and how easy it is to access water around the world. It is important to understand that

there are many other factors that influence how this works between countries, within a country and between different communities.

- Ask students to share what they learned during this activity? About accessing water, who has the most money, Sanitation, etc?

4. Notes for teachers

- During the narration, several questions are asked to students to prompt basic reflection on the statistics that you've presented. You don't need to spend very much time on each question and you don't need to get them to find all the best answers to the questions. A few good answers are good before continuing script.
- The activity is meant as an introduction to factors that influence people's ability to access good quality water infrastructure. It is meant to awaken some surface understanding of some of these issues, the inequalities of wealth and water use, and global water issues related to access and sanitation, by using a statistical, interactive and visual activity.
- The interactive part of the activity is meant to illustrate explicitly how inequalities work both regarding money and regarding ability to access water.
- Definition of Global South: roughly 133 countries with a human development index below .8. Mostly located in the southern hemisphere

Definition of Virtual Water: also known as water footprint, virtual water content of a product or good is the volume of water used in its production (think food and beverages). Virtual water is water that is taken out of a water system or watershed into another one.

(BLM 2.6) TEACHER NOTES – The World Reaches for Water

Script:

- 1) "I need 10 volunteers for this activity."
 - Choose 10 people and hand them each one Money Sign and one Water Sign and line them up in front of the class; the one on the left will eventually be the person who represents the richest 10% and the person on the right will eventually represent the poorest 10%; you can choose students who don't mind being the centre of attention for these roles to avoid discomfort.
- 2) "You 10 represent the world's population and the water that is used in the world."
- 3) "One of the most important recent achievements has been the recognition in July 2010 by the United Nations General Assembly of the **human right to water and sanitation**. The Assembly recognized the right of every human being to have access to **sufficient** water for personal and domestic uses (between 50 and 100 litres of water per person per day), which must be **safe, acceptable** and **affordable** (water costs should not exceed **3 per cent** of household income), and be **physically accessible** (the water source has to be within 1,000 metres of the home and collection time should not exceed 30 minutes)."
- Ask: "What do we use water for on a daily basis?" (below are some statistics you can share)
 - Toilet uses between 6 and 9 litres per flush
 - Shower uses between 3.5 and 7 litres per minute
 - Canadians currently use an average of 329 litres of water per person, per day — second only to the United States in the developed world, and more than twice as much as Europeans.
- "How different would your lives be if you had to spend 30 minutes one or several times a day to collect water?" (Note that it would affect your ability to go to school and for your family to take care of other household and daily needs or activities.)
- 4) "Now let's take a look at the state of water and sanitation. According to the UN, 748 million people, or 11 per cent of the global population, remain without access to a safe and accessible source of drinking water. — The first 9 people in the line (from the left) get to keep their Water Symbol. The person on the right has to give up their Water Symbol. The person without a Water Symbol represents that 11% (1 out of 10 approximately) that doesn't have access to a reliable source of water."
- "What are some ways that prevent water from being safe to drink?" (Look for answers like: lack of adequate infrastructure, low availability of water, polluted water, not enough money to build infrastructure, water costs too much, etc.)
- "Where do most people who lack access to clean water live? What parts of the world?" (Look for African countries, excluding South Africa and northern Africa, as well as Yemen, Afghanistan, Papua New Guinea, etc... The poorer areas of many of the Global South countries, or even many First Nation communities in Canada.)
- 5) "According to the World Health Organization, only 62% of the world has improved sanitation facilities (facilities that separate excrements from human contact). — The first 6 people in line (from the left) can take a roll of toilet paper (or chosen symbol). The remaining 4 people represent the close to 40% (4 out of 10) of people who don't have access to improved sanitation facilities." After they are done you can also add the following statistic: "It is also true that more people have a mobile phone than a toilet."

- “What are some consequences of poor water sanitation?” (Get them to identify that it would increase health impacts and water borne diseases)
 - After they give a few answers, you can add: “More than 3.4 million people die each year from water, sanitation, and hygiene-related causes. Nearly all deaths, 99 percent, occur in the developing world.”
- 6) “But who uses the most water? A mere 12 percent of the world’s population uses approximately 85 percent of its water. – So let’s rearrange the water here to represent this proportion.” - The 4th to 9th person should hand over their Water Symbol to the 1st one and touch the water signs of the 2nd or 3rd person in line – they have to share that water. The 10th person (last on the right) is still without any water.
- 7) “Generally, the way you are set up represents who uses water the most and also how easily people can access water. Many people have to share or ration their water or travel further for their water.”
- 8) “Why do some people use more water than others?” (Get them to talk about lifestyle and water use, as well as factors that influence access to water such as ability to pay or availability. If answers aren’t forthcoming, ask: “What main factors influence how easy or hard it will be to access water?” -- Get students to identify geographic availability, combined with demand and pressure on water resources, and ability to pay or money as the two main ones. In areas where water is limited, sometimes poorer communities have to compete with corporations who can pay more to access the same source of water, which can cause problems. Other factors or answers will not necessarily be wrong.)
- 9) “Which parts of the world use the most water? Who are some of the biggest users of water?” (Get students to identify that North America, Europe and so called “developed” countries use most of the water along with many large industries.)
- 10) Finish with:
- “The richest 10% of adults accounted for 85% of the world total wealth. In contrast, the poorest half of the world adult population owned barely 1% of global wealth. – So let’s rearrange the wealth here to represent this proportion.” – The 4th to 10th person should hand over their \$ sign to the 1st one and touch one of the \$ signs of the 2nd or 3rd person in line. They have to share what is left of the money.
 - “Where do we find most of the money in the world?” (Get students to identify that you find most of it in so called “developed” countries, in North America, Europe and a few of the richest people in the global south, as well as with large companies.)
 - “How does the money that an individual or a community has influence their ability to get clean drinking water in the global south or the so-called developing world?” (Get students to identify that a person with enough money can dig a personal well, buy a water treatment device, but in many countries only a very small % of people can do that on their own, and it can represent very large amounts of their income, meaning they would have to sacrifice income they need for food, education, housing, and transportation. Therefore, collectively-owned or publicly-owned water distribution systems are still the most cost effective and safe method to gain access to water. In places where this is not available, people with the least money have the most difficult time accessing clean drinking water.)

Activity 4 - Personal Reflection – Perspectives and conflict

Learning Goals: Explore your own relationship to water, how it might differ from someone else's, and how this can lead to conflict.

Curriculum Outcomes Targeted (Gr.10 Civics and Citizenship, 2013)

<p>Strand B – Civic Awareness</p> <p><u>B1. Civic Issues, Democratic Values:</u> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues</p>	<p><u>B1.1</u> describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues</p>
<p>Strand C – Civic Engagement and Action</p> <p><u>C2. Inclusion and Participation:</u></p> <p>assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada</p>	<p><u>C2.1</u> analyse ways in which various beliefs, values, and perspectives are represented in their communities</p>

Description: The activity is made to get students to reflect individually on larger questions related to water and their lives by writing down some thoughts (OPTIONAL: through artistic expression).

Time Required: 30-60 minutes

Materials & Preparation:

- Materials:
 - Students need paper and pen, or craft materials/art supplies if they choose to do an artistic visual representation (if teacher chooses this route).
 - Print or project questions from BLM 2.7 or an adaptation of those questions

Teaching Strategy:

1. Note: this activity is meant to monitor the progression of a student's reflection on water and their relationship to it.
2. The teacher will explain the tasks of the activity

- *Activity – 3 options* – Putting the reflection on paper (3 options, choice of the student OR teacher can choose one) – The reflection should address some (a few) or all of the guiding questions from BLM 2.7. Distribute question or project questions on the board when appropriate.
 - A. The student can choose to write one page of text that explores their relationship to water
- *Wrap-Up* - Sharing the reflection with classmates (3 options, class can vote or teacher can decide) -- suggested that the teacher chooses one or two questions.
 - A. Everyone shares their reflection by briefly sharing their work in front of the class
 - B. The class is split in small groups of about 5 people and each person in the group shares their reflection each their turn
 - C. A few volunteers share their work in front of the class
- *OPTIONAL – Artistic expression.*
 - A. Use questions 1,4,6 or 7 and ask students to do one of the following:
 - The student can write a one page poem accompanied by a short text that talks about what the poem is about.
 - The student can make a visual representation accompanied by a short reflection and contextualization or explanation. Students must be conscious of time constraints (i.e. needs to be simple).
 - B. Share result with classmates (see part 2 above)

(BLM 2.7) – Questions for Personal Reflection

1. Is water important in your life? Explain why?
2. Give a few reasons why or examples where someone might disagree with you.
3. Do you know anyone who takes their water from well water? Do you know someone who takes their water from municipal water systems? Do you know someone who lives on a first nation reserve with an active boil water advisory? Do you know someone who lives in another country and in a house where they can't drink the water from their tap?
4. What parts of your life would change if you didn't have running water at home?
5. Why could it be useful to understand how governments deal with water in your community?
6. Give an example or imagine a situation where two people come into conflict over water. Explain who the actors are (those who are involved), what the conflict is and possible outcomes.
7. Give an example or imagine a situation where a corporation and a community come into conflict over water. Explain who the actors are (those who are involved), what the conflict is and possible outcomes.

Activity 5 - Dealing with conflict

Learning Goals: Explore how we individually deal with interpersonal conflict and how do we deal with conflict collectively in our society.

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

<p>Strand C – Civic Engagement and Action</p> <p><u>C2. Inclusion and Participation:</u></p> <p>assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada</p>	<p><u>C2.1</u> analyse ways in which various beliefs, values, and perspectives are represented in their communities</p>
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Description: This activity uses simplified scenarios to get students to try and act out various ways people react to certain scenarios. Students will also reflect and discuss different ways people use to resolve conflict and differences in our society.

Time Required: 30-60 minutes

Materials & Preparation:

- Materials:
 - Print or project scenarios from BLM 2.8, an adaptation of those questions or new questions.
- Activity:
 - Choose the way to conduct the activity by either pairing students or having volunteers act out in front of the class (see below)
 - Teacher to read guiding questions and get familiar with activity to better facilitate the discussion.

Teaching Strategy:

1. Three options for activity
 - a. *Option 1* – Pair students up two-by-two. Have them stand up in front of each other. Have students act out the first scenario for two minutes, then have students reverse roles and re-do the scenario. Take a moment to get class to give their impressions (see below for possible guiding question for teachers). Then repeat for scenarios 2 and 3. Between each 4 minute set, discuss how each participant was feeling, and how the situation set the stage

for the type of interaction they were going to have. (see BLM 2.9 for guiding questions for teachers)

- b. *Option 2* – Have two volunteer students act out the scenario for about two minutes before having them reverse roles for the same scenario. Get the whole class to discuss what they saw (see BLM 2.9 for guiding questions for teachers). Repeat for scenarios 2 and 3.
 - c. *Option 3* – Have two volunteer students act out the scenario for about one or two minutes. Allow other students to replace one of the volunteers to offer alternative arguments or approaches. After nobody new wants to intervene or after 5-10 minutes, interrupt the scenario and get the whole class to discuss what they saw (see BLM 2.9 for guiding questions for teachers). Repeat for scenarios 2 and 3.
 - d. NOTES:
 - i. When showing questions, ask students if they have questions for clarification about certain words or roles before asking them to act out the scenario.
 - ii. Also, remember that much of this is improvisation and is not meant to be fully factual or realistic. It is meant to get students to try and embody a position that might not be there and choose an approach with which to interact with someone else.
2. Brief group discussion on types of conflict resolution and the factors that influence how we deal with conflict.
- a. Process:
 - i. In a large group, teacher poses question (, then asks student to generate ideas that you write down on the board as you go along. Discuss some of the answers (see guiding questions for group discussion). Once you are done (5-10 minutes max) go to the next question.

(BLM 2.8) – Short Scenarios

SCENARIO #1 – Well Water Contamination

STUDENT #1

Student is a farmer who is convinced that his well water has been contaminated by a nearby dump site. The farmer is pretty much set in his desires to see those responsible punished and full reparation for the fact that his family has been getting sick and animals on his farm too.

POSITION: uncompromising, angry

STUDENT #2

Student is a politician that is not convinced that the dump site is responsible and doesn't want to confirm this until he sees more scientific and medical proof that everything is connected. He doesn't want the city to spend too much money, but is ready to make some minor compromises.

POSITION: compromising, within certain boundaries

SCENARIO:

Politician goes to meet farmer at his home to try and reassure them and find a solution.

SCENARIO #2 – A citizen group requests municipality do more to protect river

STUDENT #1

Student is a representative of an environmental group. The group has clear demands to get the municipality to better protect the river, but they are willing to compromise. The representative's personal position is a little different and he doesn't think that they should not be compromising on this position and demand concrete investment and involvement of municipality in protecting the river. He is mandated to represent the group, but is obviously conflicted...

POSITION: compromising, with conflicting personal position

STUDENT #2

Student is a municipal councillor. Councillor wants to be reassuring and sound hopeful, but is not ready to invest money into this project at this time. He still wants to look good because he is shooting for his re-election. He hopes he can sweet-talk his way out of it and get the group to do all the work.

POSITION: Firm, but friendly

SCENARIO:

A meeting is held at the politician's office to discuss what the group wants.

SCENARIO #3 – A forest and its streams are threatened by residential development

STUDENT #1

Student is a representative of a residents/environmental group that want to protect a nearby forest they have been using for generations. A lot of them spend a lot of time in them either for leisure, connecting with nature, to collect plants for tea, observe wildlife, etc. They are uncompromising that no development should happen in this pristine and biodiverse forest.

POSITION: Uncompromizing

STUDENT #2

Student is the lead developer, president of a residential development company. He is convinced that his project is what is best for this neighborhood and that progress should not be stopped by these protesters. He recently acquired all the land and has done all his due diligence with regards to environmental evaluation. It is his right to develop his land.

POSITION: Uncompromizing

SCENARIO:

Environmental group was holding a relatively quiet protest outside the developer's office during which the president of the development company invites a representative to come into the office and talk about what they want.

(BLM 2.9) – Guiding questions for Scenarios (Teachers)

Guiding questions - Things to point out during discussion (if they aren't mentioned)

- Was it hard to embody the positions of these characters? Why?
- Did they have their minds made up at the beginning of the interaction?
- Was the conflict resolved?
- Did the conflict erupt before, during or after the scenario?
- The location of the meeting set the tone for the exchange
- The personal VS group position (for some of them)

Other notes and tips:

- Avoid discussing content, focus on approach.
- Let the students use their imaginations to think outside the box and improvise.

(BLM 2.10) – Activity Questions for group discussion for conflict resolution

1. What factors can influence how conflict and differences are dealt with?

2. What are different methods we use in our society to solve or deal with conflict or differences? (individuals, groups, institutions like countries or government or corporations)

(BLM 2.11) – Guiding questions for conflict resolution discussion (Teachers)

Teacher Tips to help students find answers to questions from BLM 2.10.

1- Factors that can influence how conflict is dealt with

- How open we are to other's perspectives and lived experiences
- How open we are to making a compromise
- Privilege and lived experience, or desire to maintain these
- Temperament
- Patience
- Decision-making processes and conflict resolution mechanisms
- Values, ideology and priorities (compassion, love, greed, hate, etc.)
- Perceived or real threats
- Individual/personal VS collective issues
- Veracity of facts

2- Methods of dealing with conflict (not necessarily all effective or positive)

- Diplomacy
- Lawsuits
- Compromise
- Discussion/clarification/communication
- Intimidation or manipulation
- Violence/war (imposing an agenda or authority on someone else or other communities)
- Social exclusion or marginalization (hateful messages, ignoring, exclusion from certain situations, etc.)
- Voting
- Group healing (when facing a common trauma or a common situation for example)

Note: These lists are not exhaustive.

Section III – Water Perspectives

Activity 1 - Water Conflicts

Learning Goals: To analyze various sources of information, identify bias and identify main characteristics of an event or situation.

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

<p>Strand A – Political Inquiry and Skill Development <u>A1. Political Inquiry:</u> use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance</p>	<p><u>A1.2</u> select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives <u>A1.3</u> assess the credibility of sources relevant to their investigations</p>
<p>Strand B – Civic Awareness <u>B1. Civic Issues, Democratic Values:</u> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues</p>	<p><u>B1.1</u> describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues</p>

Description: Different sources of information with various backgrounds or bias are presented to the students and they are then asked to answer a series of questions to analyze the information present in the documents and evaluate the information from various sources of information.

Time Required: 60 minutes (for one or two cases)

Materials & Preparation:

- **Materials:** Print out all of the sources of information (BLM 3.1) for selected event(s) and associated Question Sheet (BLM 3.2).
- **Activity:** The teacher can prepare the activity by choosing to use one or all of the cases presented (See BLM 3.1 – note that each event has more than one article or source associated with it). Note: you can get students to do one individually, and another one in small groups. Teacher could do activity to get familiar with texts and questions.

Teaching Strategy:

- Choose one of the following two approaches, or a combination of both:

- Individual work: Hand out event information to each student (BLM 3.1) and get them to answer the questions (BLM 3.2). Once that is complete, you can review answers in a larger group while seeking input from a wide variety of students in the class for each answer.
- Small group work: Divide class into small groups and hand out the information for one event to each group (BLM 3.1) and get them to answer the questions (BLM 3.2). Once that is complete, you can review answers in a larger group while seeking input from a wide variety of students in the class for each answer.
- Combination of individual and group work: Do one case individually, go over answers in a larger group, then do another case in a small groups and go over answers in a larger group. It will take more time than the other two options, but could also be inverted, or the individual one could be done as homework.
- The teacher can refer to (BLM 3.3) for tips and answers.

(BLM 3.1) – Events for analysis and associated texts

1st Event: Shale gas fracking to be banned in Nova Scotia

Description: September 3rd 2014, the Government of Nova Scotia made an announcement about upcoming legislation that will prohibit onshore shale gas fracking.

Document #1: Original Press Release by Nova Scotia Energy Minister

Date: September 3rd 2014

Source: News Release, Nova Scotia Province Website

Government to Prohibit Hydraulic Fracturing

Energy

September 3, 2014 2:07 PM

Energy Minister Andrew Younger announced today, Sept. 3, the government of Nova Scotia will introduce legislation this fall to prohibit high volume hydraulic fracturing for onshore shale gas.

"Nova Scotians have overwhelmingly expressed concern about allowing high volume hydraulic fracturing to be a part of onshore shale development in this province at this time," said Mr. Younger. "Our petroleum resources belong to Nova Scotians, and we must honour the trust people have put in us to understand their concerns. We will therefore introduce legislation to prohibit using this technique to stimulate onshore shale projects."

The decision comes after considering comments submitted by many Nova Scotians over the past 10 months, as well as studies, including an independent review commissioned by the government of Nova Scotia, and the recent Council of Canadian Academies' report for the federal government.

The minister and government have also received input from Mi'kmaq communities in a variety of ways.

"I also spoke this morning with Mi'kmaq Chiefs Paul Prosper, Terrance Paul, and Sidney Peters and they expressed support for the government's decision to prohibit hydraulic fracturing operations in shale petroleum developments," said Mr. Younger. "Our cabinet met with the Assembly of Nova Scotia Mi'kmaq Chiefs earlier this year and this was among the issues discussed at that time.

"The first onshore well in Nova Scotia was drilled in 1869 and petroleum development remains an important part of our energy and economic future. Coal gas methane projects, such as the current well-supported project in Stellarton, and developing our offshore resources remain key priorities of government."

All submissions, presentations, and documents for the hydraulic fracturing review are available at www.cbu.ca/hfstudy.

The hydraulic fracturing report is available at <http://energy.novascotia.ca/oil-and-gas/onshore/hydraulic-fracturing-review>

Document #2: Article published on the Globe and Mail website from Canadian Press

Date: September 3rd 2014

Source: Canadian Press article

Nova Scotia to introduce legislation to ban fracking for onshore shale gas

The Canadian Press

The Nova Scotia government says it will introduce legislation this fall to prohibit high-volume hydraulic fracturing for onshore shale gas.

Energy Minister Andrew Younger says he believes Nova Scotians are not comfortable with fracking.

Younger's announcement today comes less than a week after a panel of experts released a report saying fracking shouldn't be allowed until more independent research is done on health, environmental and economic impacts.

The panel also recommended setting up a process to get a community's permission before a project is allowed to proceed.

A two-year moratorium on fracking was put in place by the previous NDP government in 2012 as public protests grew in Nova Scotia and in neighbouring New Brunswick.

Younger says the Liberal government made its decision following input from the public, including aboriginal leaders in the province.

"Nova Scotians have overwhelmingly expressed concern about allowing high-volume hydraulic fracturing to be a part of onshore shale development in this province at this time," Younger said in a statement.

"Our petroleum resources belong to Nova Scotians, and we must honour the trust people have put in us to understand their concerns."

Proponents of fracking say the industry could spur Nova Scotia's stalled economy and reduce its reliance on polluting, coal-fired plants.

Fracking is a process that forces pressurized water and chemicals into layers of rock to release trapped oil and natural gas.

Document #3: Media Release reaction from Canadian Association of Petroleum Producers

Date: September 3rd 2014

Source: Media Release from Canadian Association of Petroleum Producers website

Nova Scotia govt.'s decision may result in missed opportunity

September 3, 2014

CALGARY, Alberta (September 3, 2014) – The Canadian Association of Petroleum Producers today expressed disappointment with the Nova Scotia government's decision to preclude the use of hydraulic fracturing to develop the province's onshore natural gas resources.

"The government's decision appears to be largely based on considerations other than the technical knowledge and experience of industry regulators and experts in Canadian jurisdictions where hydraulic fracturing has been used safely for many decades to develop natural gas," said Dave Collyer, president and CEO of the Canadian Association of Petroleum Producers. "While the commercial viability of Nova Scotia's onshore natural gas resource has yet to be fully proven, today's announcement has the potential to preclude Nova Scotians from benefitting from the responsible development of this resource."

Hydraulic fracturing has been used safely for more than 60 years in Western Canada, according to the provincial regulators in British Columbia and Alberta. Comprehensive government regulations and industry operating practices are in place in jurisdictions where natural gas is produced to ensure public safety and the protection of the environment.

We expect technology to continue to improve, and this will be reflected in both industry performance and regulatory requirements.

"We encourage the government of Nova Scotia to continue to assess regulations, industry's strong technical base and safe operating practices used in other parts of Canada," Collyer said. "We also encourage the Nova Scotia government to provide the flexibility to allow the future development of onshore natural gas as it drafts legislation this fall."

The Canadian Association of Petroleum Producers (CAPP) represents companies, large and small, that explore for, develop and produce natural gas and crude oil throughout Canada. CAPP's member companies produce about 90 per cent of Canada's natural gas and crude oil. CAPP's associate members provide a wide range of services that support the upstream crude oil and natural gas industry. Together CAPP's members and associate members are an important part of a national industry with revenues of about \$110 billion a year. CAPP's mission is to enhance the economic sustainability of the Canadian upstream petroleum industry in a safe and environmentally and socially responsible manner, through constructive engagement and communication with governments, the public and stakeholders in the communities in which we operate.

Document #4: Ecology Action Centre Celebratory press release

Date: September 4th 2014

Source: Release from Ecology Action Centre website

EAC Celebrates Forthcoming Anti-Fracking Legislation

Halifax -- The Ecology Action Centre is celebrating the Government of Nova Scotia's announcement that it will introduce legislation to prohibit fracking in our province this fall.

"This announcement comes after months of hard work by people in Nova Scotia showing that fracking is not part of our future we need," says Jennifer West, Ecology Action Centre's geoscience coordinator. "This is truly a win for communities in Nova Scotia, and shows that the government and the public are willing to take leadership on the very complicated issue that is fracking."

"We look forward to seeing the legislation and are eager to continue to be part of this important discussion. But for today, I'm happy knowing that fracking will stay out of Nova Scotia for the foreseeable future," says West.

"I'm also very interested to know what the province's plans are for regulating shale gas and coal bed methane exploration – as we know, exploration has been a huge issue in New Brunswick, and one we'd like to avoid here."

"This process has shown that people in Nova Scotia are very interested in being consulted on all oil and gas extraction projects in the province," says West. "I'm interested to see how the government plans to engage people in these issues."

The Ecology Action will remain engaged in this issue as the legislation and regulations unfold, and encourage other people to stay informed and engaged as well.

We'd like to thank Dr. Wheeler and the panelists for their hard work throughout the fracking review. We'd also like to thank Minister Younger for making a swift decision about the panel's recommendations and for recognizing the public's opposition to fracking.

Most of all we'd like to thank every person who raised his or her voice and participated in this important discussion and made this legislation a possibility.

2nd Event: The City of Niagara Falls commits to phasing out bottled water

Description: *In February 2009, the City of Niagara Falls accepted a recommendation put forward by community committee Park in the City that the city should eliminate the purchase and sales of bottled water.*

Document #1: Letter from John Challinor, representative of Nestle Water Canada to Council

Date: February 23rd 2009

Source: Excerpt of letter submitted to Councillors

Dear Mayor and Members of Council,

The purpose of my writing is to correct information that appears in the Community Services Department Report 20R0069 Plastic Water Bottle Update of February 23 2009 and may be repeated again this evening by staff as well as by various individuals and organizations who appear before you opposed to the sale of bottled water in vending machines at City of Niagara Falls facilities.

I chose to write this letter to you rather than address these matters during my formal remarks this evening because my allocated presentation time will not afford me the time required to adequately address this misinformation.

My specific comments about certain statements in the report are as follows

“Bottled water in Canada is treated as food and is regulated under the Food and Drug Act and its regulations. As such water bottling plants are inspected on average only once every three years.”

This is incorrect Bottled water is held to the same scrutiny as tap water By aw Health Canada regulations for bottled water must be as strong and protective of public health as Ontario Ministry of Environment regulations for tap water Bottled water is regulated as a packaged food product by Health Canada through the Food and Drug Act With respect to regulation the Regional Municipality of Waterloo for example reported on September 9 2008 talt it did 0000 tests on its water supply in 2007 Nestle Waters Canada performs more than 1700 tests on its water supply daily at its Aberfoyle p1anY or more in one week than Waterloo Region does in one year A copy of our testing acYivities is available upon request Testing is also conducted via surprise inspections by the Canadian Food Inspection Agency Health Canada the Canadian Bottled Water Association and NSF Nestle Waters Canada takes abmaruriletriapproach to water safety The Company subjects its finished products and source water to microbiological analysis every day that exceeds the microbiological requirements outlined in the Safe Water Drinking Act which governs both municipal tap water and bottled water.

The Company is required to test for 160 cotnpounds in both source and finished product for coliform cEoli daily coliform cEoli weekly chemicals qeuralyrt and metals chemicals and minerals annually Water samples are also sent to a third party independent lab for analysis every week Basic chemical and physica analysis ofbottled water is completed daily Annually we conduct a full spectrum analysis on each water source for primary inorganics secoadary inorganics radiologicals volatile organic coropounds organics disinfection byproducts pesticides herbicides physical contaminants as well as several other potentia chemical contaminants In addition to the tests identified above there are many ionnequality checks performed by our operators on an hourly basis to ensure the chemical microbiological and physical safety ofthe finished goods produced at our pslan Our testing levels meet or exceed all requirements of

Health Canada and other governing bodies The annual monitoring reports are conditions of our permits and are submitted to the province and other public agencies As such they become public documents upon receipt.

“According to recent Member Communication provided by AMO Municipal councils across i Canada including 13 Ontario municipalities have taken action in recent months to limit the use of bottled water in municipalities where appropriateadto support the use of municipal tap water by residents and visitors”

This is incorrect tTwhirotly municipalities and schoo boards across Canada have formally rejected calls for bans on bottled water whilejust 14 local governments including eight from Ontario have approved same to date Anotlier 19 localjurisdictions are currently reviewing their osptio including the City of Niagara Falls But rather than focus on bottled water several thousand local governments have quite rightly determined that repairing aging water and sewer infrastructure improving on the delivery of basic municipal services and keeping property taxes low are more important priorities and mostCanadians agree In a survey conducted last Fall by Leger Marketing a majority of Canadian taxpayers said they are opposed to bans on bottled water.

“Canada’s Parliament is currently considering a ban on plastic water bottles at the Parliament Buildings.”

This is incorrect.

[...] (comments made on many other statements, then concluding remarks below)

Mayor Salci and members of Council, our Company and our industry have nothing but the greatest respect for the democratic system and the right of individuals to express their opinions in a public forum such as a Committee or Council meeting of the City of Niagara Falls.

However the Council is a quasi-judicial entity and as such all statements made by individuals and organizations appearing before it should be based on fact Our Company refuses to make statements that cannot be verified at source or through independent third party research

Statements made quoting research about our business from such environmental lobbyists as the Council of Canadians, the Polaris Institute or the Suzuki Foundation are false statements as these organizations do not perform scientific peer reviewed studies of water, the bottled water industry or hydrogeology. The Suzuki Foundation, the Council of Canadians and Polaris Institute typically quote information found on the Internet or attributed to the Earth Policy Institute or the Pacific Institute, American environmental lobby groups that have no record of funding independent third party research on these matters.

We respectfully request that those opposed to bottled water no longer be given the intellectual free pass they have been afforded of late by some in the media and some in local government. As civic leaders we ask that you demand the same level of intellectual rigour from them that you expect of us.

Should you have any questions comments or concerns please do not hesitate to contact me at your earliest convenience.

Sincerely,

John B Challinor II APR
Director of Corporate Affairs

Document #2: Resolution adopted by Niagara Falls City Council

Date: February 23rd 2009

Source: Excerpt from the City of Niagara City Council meeting minutes

Park in the City Committee

R-2009-06 – Chief Administrative Officer – Plastic Water Bottle Update

The report recommends:

1. That the City of Niagara Falls eliminate the sale of bottled water at City owned facilities, municipal buildings, and recreation facilities and parks effective May 1, 2009.
2. That staff develop a recommended implementation plan to increase the access to, and the availability of municipal water through public drinking fountains in municipal indoor and outdoor facilities, and outline the costs in the 2009 capital budget for the consideration of Council.

ORDERED on the motion of Councillor Wing, seconded by Councillor Pietrangelo that John Challinor, Nestle Waters Canada be permitted to speak.

Carried Unanimously

John Challinor, Director of Corporate Affairs, Nestle Waters Canada, indicated that Nestle sells bottled water to stores and does not supply to vending machines. Nestle supports the use of tap water in pitchers at municipal meetings, as the bottled water is primarily an out-of home product. He argued that banning bottled water will be problematic for emergency services and will force consumers at City facilities to switch to other less healthy beverages such as pop, which will not reduce plastic. Mr. Challinor indicated that a similar proposed Provincial bill was not passed. He advised that Nestle funds substantial curbside recycling.

Frank Fohr, on behalf of the Park in the City Committee, stressed that the municipal tap water is produced and distributed by Regional and local governments under strict Provincial standards and legislated controls. The elimination of the sale of bottled water will contribute to the reduction of plastic in landfills. Plastic water bottles can take up to 1000 years to degrade. Mr. Fohr clarified that what is proposed is not a ban on water bottles but elimination of their sale at City facilities.

Christopher Colaneri and Harish Aggarwal, members of the Mayor's Youth Advisory Committee showed a short clip from a 2008 Good Morning America show about "Great Pacific Garbage patch". The committee advised that they are in support of the staff report and recommendations and asked that Council approve the report. This is the first step in making a big difference in reducing the stress on our environment.

ORDERED on the motion of Councillor Ioannoni, seconded by Councillor Wing that the City of Niagara Falls eliminate the sale of plastic beverage bottles at City owned facilities, municipal buildings, recreation facilities and parks effective May 1, 2009; and

That staff develop a recommended implementation plan to increase the access to, and the availability of municipal water through public drinking fountains in municipal indoor and outdoor facilities, and outline the costs in the 2009 capital budget for the consideration of Council.

Carried Unanimously

Document #3: Local news article announcing the decision by Niagara Falls Council

Date: February 24th 2009

Source: The Hamilton Spectator (community news)

Niagara Falls bans bottled water

Hamilton Spectator

Niagara Falls has voted to stop selling bottled water at city facilities despite last-minute lobbying efforts from Nestle Waters Canada.

Maude Barlow, a senior UN adviser on water and national chairperson of the Council of Canadians, commended the decision. She called it a new milestone in the international struggle against the commodification of water.

"When a city with the international profile of Niagara Falls recognizes this, and recognizes its responsibility to improve access to public water supplies, the days of bottled water are numbered across Canada and around the world," said Barlow.

"This is about saying no to an irresponsible and redundant product," says Stuart Trew, Ontario-Quebec Regional Organizer with the Council of Canadians, who was present for the vote.

He also said, "the bottled water industry has spent millions trying to convince Canadians to buy a product that we can get from our taps. The environmental impacts of bottling water, and the fact that many plastic bottles end up in the landfill, just add to the number of reasons Niagara Falls, and other cities across Canada, have voted to stop selling bottled water in municipal facilities."

Local community group Park in the City played an important role in recommending the resolution.

3rd Event: Uranium Mining Project Near Sharbot Lake, Ontario

Description: From 2007 to 2008, there was a rather heated conflict between Algonquin communities near Sharbot Lake and mining company Frontenac Ventures bid to explore for uranium in their community.

Document #1: News article outlining the rising tension and protests in Sharbot Lake

Date: September 24th 2007

Source: The Dominion publication news article written by Megan Hughes

Algonquin Resist Uranium Mine

Sharbot Lake Algonquins and locals occupy mining site and enforce land claim

by **MEGAN HUGHES, SEPTEMBER 24TH 2007**



Welcome to Frontenac County. PHOTO: MEGAN HUGHES

Welcome to Frontenac County. Ottawa is an hour's drive to the northeast, Kingston a similar distance to the south. Algonquin Provincial Park lies to the northwest.

This beautiful lake is one of many in the centre of an ongoing uranium mining controversy. The 30,000 acres surrounding this lake in North Frontenac lie atop the edge of the Ottawa Valley's Canadian Shield. This land is often referred to as the "Land 'O' Lakes" tourist region.

With vast areas of Crown land, this region is also home to a healthy deer, wolf and moose population, and other rare or endangered species such as the blue lined skink and flying squirrel. Many residents live in the strip of forest and wetlands between Bon Echo and Sharbot Lake provincial parks. Many who live in the region have conservation in their bones, and local political issues, prior to this year, included deer management and spring bear hunting.

However, residents and tourists alike have recently learned that this area is also rich in uranium. A recent worldwide surge in nuclear power development has driven up the price of uranium, leading many companies to begin exploring the possibility of mining for the radioactive element.

Canada has a long history of uranium mining. Uranium mined by Sahtugot'ine (the Dene First Nation of Sahtu, or Great Bear Lake), who were hired by the government, was used to create the first atomic bombs, detonated on the Japanese cities of Hiroshima and Nagasaki in 1945. **C.D. Howe**, then Minister of Munitions and Supply in William Lyon Mackenzie King's Liberal Government, issued a press statement saying, "It is a particular pleasure for me to announce that Canadian scientists have played an intimate part, and have been associated in an effective way with this great scientific development." Though an **official warning** was issued by the federal government in 1931, warning of the risks of handling uranium ore, mine workers were not informed of the risk.

In the 1960s, many of the Sahtugot'ine workers began to die of cancer of the lung, colon, and kidney. Studies of radioactive-based illnesses in the Elliot Lake region of northern Ontario, dating back to 1974, show the same

correlation between uranium mining and carcinogenic diseases.

Today, Canada is the largest producer of uranium in the world, accounting for an estimated 27.9 per cent of world's uranium production. About 15 per cent of Canada's electricity comes from the country's 18 nuclear reactors.

Frontenac County is also home to a strong off-reserve Aboriginal population. About two months ago, when it was discovered that the Frontenac Ventures Development Corporation had begun staking Crown land for mining exploration, this community began protesting the potential mine.

Staking of land by hired prospectors has been done since settlers first arrived in Canada. Prospectors are allowed, according to the Ontario mining law of 1870, to enter any land, including that designated as Crown land or which is privately owned, and stake claims on the subsurface rights for future mining exploration. To date there have been 70 claims staked in North Frontenac alone.

The only obstacle to the 1870 mining law is a land claim filed by local Algonquins that dates back to 1772. Despite a "dispute" process set up by the Ministry of Mining and Northern Development, which allows land owners to disagree with the presence of prospecting stakes on their property, there is no process in place to deal with mining exploration on aboriginal land. Landowners in Frontenac County have little recourse when it comes to the mining company's plans, which include digging trenches, cutting trees, pulling out core samples and releasing uranium into groundwater supplies and the air. As a result, many such residents have supported the cause of the aboriginal land claim.



The protest began on June 29, day of National protest by Aboriginal peoples across Canada. Members of the Ardoch Algonquin First Nation occupied Frontenac Ventures' base camp on Road 509, just north of the village of Sharbot Lake, Ontario.

If Frontenac Ventures has its way, it will drill for uranium samples which many say will spoil the land, air, and water for the thousands of local residents, cottagers and tourists. The company's staked land encompasses a large part of North and Central Frontenac, a watershed region that is linked to Ottawa via the Mississippi River.

Once exposed to the open air, uranium dust can travel for thousands of kilometres. Uranium tailings (waste left behind after mining) are radioactive, and remain so for millions of years. The company plans to use one of the local lakes to

"bury" the tailings left over from uranium exploration and mining. In this Land 'O' Lakes, each lake connects to the next, up to the Mississippi River, which connects to the Ottawa River.

To date, Parliament has made no statements about the mining project. Ontario Premier Dalton McGuinty, demonstrators say, has the power to call an immediate moratorium on uranium mining in Ontario. To the chagrin of many local residents, McGuinty has not spoken to the issue of uranium mining.





The Ardoch Algonquin First Nation and the Shabot Obaadjiwan First Nation, both local to Frontenac County, came together to present a united front against uranium mining. They say that the subsurface rights in the area (all land below the surface) belong to them via a land claim which reaches back to 1772. The mining company argues that the subsurface rights are Crown land, for which the law says mining is allowed by anyone who legally stakes it, according to the Ontario mining law of 1870. Frontenac Ventures has staked about 30,000 acres for mining, including both Crown land and privately owned land. The current mining law states that the company can stake subsurface land anywhere, no matter who owns it. The company's exploration process includes the digging of trenches and holes, the cutting of trees and taking out any obstacles to the mining exploration, including roads owned by the township. So far there have been 70 land parcels of at least one hectare each staked in Frontenac county for the purposes of uranium exploration. Landowners in the area have no workable solution. But there is one exception: an unsettled Aboriginal claim can supercede the

mining law.

On June 29th, the Ardoch Frontenac camp site, now Road 509 Sharbot Lake. at the site ever September 24, party, new election anyone



2007, a day of National Aboriginal Protests, Algonquins began to occupy the site where Ventures had set up its base camp. The base the protest site, is north of Highway 7, up about 10 kilometres, near the town of The AFFNA and Shabot bands have remained since, in protest of mining activity. On 2007, John Tory, leader of the Conservative announced via the media that as part of his platform he would like to see a "fine for occupying land that is not owned by them, in

the amount of \$2500.00 per day." It is assumed that he was referring in part to the Frontenac uranium protest, but again the issue was not brought to the forefront by the politicians themselves.



Locals who have had their land staked by the corporation, as well as supporters from many other areas, have been a presence outside the base camp gate. Only the aboriginal groups enter the base camp, which they claim is their land to do with as they please. Settlers, though they may own land, cannot make the same claim as the Algonquins to mining sites and subsurface land rights. The settlers and tourists alike are, for the majority, supporting the Algonquins in their protest; the only alternative is to adhere to the present mining laws,



which have not been revised since their inception in 1870. Both the Algonquins and the settlers have been attempting to have their voices heard in Parliament; they want a moratorium of this outdated mining law.

The Canadian Shield is in the immediate vicinity of cities lying to the south of Highway 7 (Kingston, Belleville, Frontenac), as well as Ottawa. Many protesters and locals are asking: how small does Ottawa think its backyard is?



Locals who support the Algonquins have camped at the site or have dropped by to show support. They have brought food, water and fuel to the protesters. The temporary camp put up by the Algonquins is becoming permanent. Efforts are now underway to ensure that, if necessary, the Algonquin protesters can remain at the site throughout the winter season. Donations of food and money for legal fees are being collected toward this goal.

Anti-uranium signs dot the tree-filled landscape in Frontenac County. The issue is regularly reported in the local paper, [The Frontenac News](#). Some papers in Kingston and Ottawa have also

covered the mining controversy. Greenpeace and the Christian Peacemaker Team have joined in the cause. Most recently Elizabeth May, leader of the Green Party, has spoken out against uranium mining in Ontario, and in support of this protest. A judge from the provincial Superior Court in Kingston has served two injunctions, telling the Ontario Provincial Police (OPP) to remove protesters and supporters if they deem removal to be necessary. The OPP have been seen in the area regularly, but have yet to make moves toward removing protesters. The OPP claim that their stance as moderators and peacekeepers has not allowed them to arrest or remove any protesters to date.



any



The Algonquins have told the court that they will not participate in the injunction orders. Citing Ipperwash and Oka as examples, the Algonquins state that injunctions do not take the place of discussion. They have invited the Minister of Aboriginal Affairs to come and speak to them. As of this writing, this visit has not happened. Frontenac Ventures Corp. has filed papers to sue the Algonquins and their supporters for \$77 million dollars in "projected losses." They have also offered the government a way out of this issue: The mining company is willing to sell their staked land and business prospects in the area to the government. The starting price? \$80 million. The Algonquins are planning to counter-sue both the mining company and the government for misuse of traditional lands.

The aim of the peaceful protest, demonstrators say, is to remain in

the mining base camp until Dalton McGuinty calls a moratorium on uranium mining in Ontario. Many local councils have already passed resolutions against uranium mining through their own channels. When Ottawa finally makes its move, those opposed to uranium mining worry that it may be all rain or all shine for Frontenac County, for Ottawa, for Kingston and all of the other towns and cities within uranium dust-blowing distance.

Update: On Saturday, September 22, two canoes were launched from the head of the Mississippi River in Ardoch, Ontario. They will travel to the Parliament buildings in Ottawa in order to demonstrate that the water systems connect and that, for the safety of all residents within air and water distance of the potential uranium mine, an immediate solution must be found.

*Megan Hughes is the author of **Me and My Bike: An Ontario motojournal***



Document #2: Local University Student paper reporting on arrest of professor

Date: February 29th 2008

Source: Queens Journal article written by

Queen's professor jailed for protest

Ardoch Algonquin aboriginals oppose uranium mining on land involved in claim dispute

BY [JANE SWITZER](#), ASSISTANT NEWS EDITOR



Supporters rally in Napanee to protest uranium mining. ([Erin Flegg](#))

A Queen's professor is in jail for continuing to protest uranium exploration on disputed land.

Robert Lovelace is a former Ardoch Algonquin First Nations chief and teaches Devs 220 and Devs 221 at Queen's. He also teaches at Sir Sanford Fleming College.

Lovelace has been part of a protest against the Oakville-based mining company Frontenac Ventures Corporation that began on June 28, 2007. Members of the Ardoch Algonquin First Nation and the Shabot Obaadjiwan Algonquin living in the Ardoch area believe they hold unceded interest in Crown lands to which Frontenac Ventures has laid claim, and that the provincial government should not have granted prospecting rights without consulting them.

They and some of their neighbours also fear that exploratory drilling will contaminate the area's groundwater. Consequently, protesters set up a camp on the site near Sharbot Lake last June and prevented the mining exploration company from working on the site.

In a statement on the Ardoch Algonquin website, issued last June, Lovelace said Frontenac Ventures purchased the land, which is traditional Ardoch Algonquin Land, without their consent. "Frontenac Ventures Corporation should not have been granted claims or staking rights on our traditional lands without prior notification by the Ministry of Mining and Northern Development, and they should not have been allowed to purchase our lands without our consent, as we are the only autonomous authority within those lands," Lovelace wrote.

On Feb. 15 at Kingston's Superior Court, Justice Douglas Cunningham found Lovelace guilty of contempt of court for failing to obey an injunction issued September 27, 2007 ordering him to stop months in jail and fined \$25,000.

Lovelace's co-defendant, Ardoch Algonquin chief Paula Sherman was also found guilty of contempt of court and was fined \$15,000, but waved her six-month jail sentence by agreeing to abide by the injunction. The injunction prohibits Sherman from participating in, or advocating other to participate in, a blockade. It requires her to recommend or use best efforts to persuade other people to also obey the court orders.

Rachel Kelleher, ArtSci '10, is enrolled in the Devs 221 class Lovelace taught up until Feb. 13.

"As a professor he's very engaging and compassionate," she said. "He's very encouraging of students who may have a different perspective."

Bonita Lawrence, a professor from York University and friend of Lovelace, has taken over teaching the class.

"She had an understanding with him prior to his sentencing that if he should be sentenced she would come in and take over his class," she said. "She's very knowledgeable about the situation and encourages open discussion."

Kelleher, who was present at Lovelace's sentencing, said she thought the sentence was too harsh.

"I felt outraged at the fact that a professor I held in such high regard was being treated like a common criminal when he was standing up for what he thought was just."



Area resident and uranium mining protestor Donna Dillman reads a letter from Lorraine Rekmans, Green Party Aboriginal critic, to Robert Lovelace at the rally in his support Napanee last Saturday. Lovelace is in jail for contempt of court. ([Erin Flegg](#))

Ardoch Algonquin First Nations lawyer Christopher Reid said Lovelace's sentence wasn't a surprise.

"It's harsh, but it's not unexpected," he said. "Although it's at the high end, it's not completely outside of the range."

Lovelace is being held in the Central East Correctional Centre in Lindsay, ON. There's no guarantee Lovelace will be released from the correctional centre before his six month sentence is up.

“Even if we do appeal, they won’t likely let him out unless he’s willing to sign an undertaking saying he won’t return to protesting,” he said. “When I spoke to him [on Tuesday], he said he’s not prepared to do that.” Reid said part of the problem is that it’s almost impossible to reconcile Canadian and Algonquin law.

“This case is an example of that,” he said. “[The Algonquins] feel like they’re in a foreign justice system, and can’t convey to the court why they feel it’s a violation of human rights. ... [Lovelace] testified to in court that it was his understanding through talks with elders that uranium is something that should stay in the ground and shouldn’t be mined.” Frontenac Ventures lawyer Neal Smitheman said he thinks Lovelace’s sentence was fair, given the circumstances. “Mr. Lovelace was given the opportunity to purge his contempt,” he said. “I think it was a fair sentence, and it allows Mr. Lovelace to reconsider his decision.”

Smitheman said Canadian law should apply to all Canadian citizens. “The trick is to find a way to accommodate different cultures, but in order to have peace, order and good government, which is the foundation of our society, there can really only be one law that the court can impose on the citizens, and that’s what happened in this case.” Smitheman said he found it odd that Algonquin law has a specific law against uranium mining.

Smitheman said that, because Lovelace refused to obey Canadian law, going to court was the only way to resolve the issue.

“That may sound harsh, but those who obey the law should be able to expect protection of the law,” he said. “Those who don’t will have to expect punishment. That’s the basis of a liberal democracy.”

Smitheman said he thinks disobeying laws you disagree with isn’t the right way to resolve legal issues.

“If you do that, that’s the road to anarchy,” he said. “You may have some sympathy for those who do not support the mining act or having uranium mined, and those are all legitimate concerns, but to refuse to obey a court order is simply not acceptable in a free and democratic society.”

Vice-Principal (Academic) Patrick Deane said the University doesn’t involve itself in political issues and has no official stance on the Lovelace case.

“We do, however, believe very firmly in freedom of speech and expression, and it is the right of members of our society to state their opposition to what is going on and to do what they believe is necessary,” he said. If a professor has to leave his or her job because of imprisonment, Deane said the University takes into account the level at which their absence impinges on their work before looking into terminating the professor’s job.

“In the case of Lovelace, he’s very well known to be a very professional and effective instructor,” Deane said. “Our view is that he is unable to fulfill his duties here [while imprisoned], and that’s something we accept. We recognize he has made provisions for his students, and there’s no reason at all at the end of his term for his imprisonment he couldn’t come back and resume his work.”

Although the University administration isn’t taking a side on the issue, Deane said he encourages discourse between students and faculty.

“In this particular instance, the University would strongly recommend that issues raised by this case be discussed and considered by the academic community for the interests in arriving at the most informed conclusion.”

Document #3: Local Frontenac paper talks about stalled exploration plans for company

Date: June 10th 2010

Source: *Frontenac News* online and print publication

Frontenac Ventures still beating the bushes for funding

Written by Jeff Green

Frontenac Ventures Corporation has not given up on their uranium exploration project in North Frontenac Township, but finding funding for the next phase of drilling is a persistent obstacle.

When contacted, Frontenac Ventures President George White said that all of the potential funding sources are coming from overseas, particularly Asia, and “when you are dealing with India and China, nothing moves quickly.”

White also pointed out that finding funding has been difficult for even some extremely rich new uranium deposits that have been located in Saskatchewan, which is the source of most of the world’s uranium. Among those new deposits is one that White described as “a thousand times as concentrated as ours”.

The market price for uranium is just over \$40 US this week, about 1/3 what it was when Frontenac Ventures commenced the drilling program that sparked a protest and occupation of their exploration headquarters at the Robertsville mine three years ago this month.

Nonetheless, a teleconference court hearing took place on May 31, wherein Frontenac Ventures asked Justice Cunningham to renew the warrants he had issued late in the summer of 2007, warrants that compelled the Ontario Provincial Police to enforce a court injunction barring protesters from the vicinity of the Robertsville mine.

According to George White, the warrants have been re-issued by Cunningham as a matter of course on other occasions, but this time the OPP objected to some of the conditions and a further hearing is being scheduled for early July.

But warrants or not, Frontenac Ventures does not appear to have any plans to re-start their uranium exploration program at this time.

(BLM 3.2) - Question Sheet

1. Who are the different stakeholders, people or groups that have an interest or are impacted by events described in the series of texts?
(Try and also think of stakeholders that might not be mentioned in the texts)
2. What interests are stakeholders defending? What do they have to gain, or lose? *(Think outside the box, try and analyze the information and come up with answers to this question that might not be in the text)*
3. Choose two stakeholders with differing interests and summarize their position on the events described in the texts.
4. Is there information missing from the available texts that could help you get a clearer picture of the events? What information is missing?

BONUS: Questions on media

- A. What factors can influence the way a journalist/reporter would report an event?

(BLM 3.3) Teacher guide and answer sheet

Note #1: These answers aren't all explicitly expressed in the texts, much reading between the lines and "imagining" needs to be done. This might be more difficult for some people and I wouldn't expect anyone to get all the answers right, but together they can maybe piece together most of it! I would encourage them to think outside the box on this one.

Note #2: Some of the answers are also open to interpretation such as "the government of Nova Scotia is looking out for the interests of Nova Scotians" can be open to debate depending on issues at hand or opportunism, reputational risk, etc.

Note #3: These aren't all the possible answers, but only some possible answers. Also, important to make a difference between what they interests "should be" and what they are. (ex: it could be argued that government should prioritize public interest, but it can sometimes, or often, seem like that is not what it is doing)

Event #1

Question 1 & 2

- **Government of Nova Scotia:** Being elected, reputation, interests of people in Nova Scotia, public interest, financial health of the province, jobs
- **Mi'kmaq nation:** The interests of their community, the land they live on, the environment, their values
- **Residents:** From land they live on, water, respect for First Nations, to jobs, democracy, etc.(most answers are good - obviously varies from one person to another, from one community to another)
- **Industry (Fracking industry, CAPP, etc.):** Their business, making money, getting product out of the ground, getting permit from government
- **Environmental groups (Ecology Action Centre, etc.):** Protect water, fight climate change

Question 3

(see texts for information; should choose stakeholders whose positions are well defined in the texts)

Question 4

(Open to interpretation, can be small pieces of information or large ones. Examples below)

- More information about the review panel
- More information about the position of the environmentalists

Event #2

Question 1 & 2

- **City of Niagara Falls (City Council):** Public Interest, expenses, opinion of its constituents
- **Nestle Waters Canada & the bottled water industry:** Reputation of their product and company, selling bottled water, captive markets

- **Environmental and social justice groups:** Environmental concerns, water protection, climate change, how expensive bottled water is, waste management concerns, regulation of water, etc.
- **Residents and consumers:** Good quality drinking water, good access to water, how expensive it is, etc. (most answers are good - obviously varies from one person to another, from one community to another)

Question 3

(see texts for information; should choose stakeholders whose positions are well defined in the texts)

Question 4

(Open to interpretation, can be small pieces of information or large ones. Examples below)

- More information about the position of environmental and social justice groups (omitted here)
- More information on events leading up to this decision
- More information on what other cities have done or are doing

Event #3

Question 1 & 2

- **Ardoch Algonquin, Shabot Obaadjiwan First Nation:** Protect the land, their tradition, interests of their community, sovereignty over decisions that affect them and their lands (i.e. rights to the land), protect the water, etc.
- **Frontenac Ventures:** open up mine, make money, attract shareholders
- **Courts:** Uphold various parts of the existing law, charter, etc.
- **Non-indigenous residents that support the algonquin:** Protect their homes and water, support algonquin opposed to the uranium mine
- **Government of Ontario:** Financial interests, public interest, reputation, re-election, etc.

Question 3

(see texts for information; should choose stakeholders whose positions are well defined in the texts)

Question 4

(Open to interpretation, can be small pieces of information or large ones. Examples below)

- More information on the events leading to arrest and after the arrest
- More information on the company and the government position

Activity 2 - Water: Commodity or Commons?

Learning Goals: Explore different definitions and ways water is viewed, used and treated in the world, and forge an opinion about water in our society.

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

Strand B – Civic Awareness <u>B1. Civic Issues, Democratic Values:</u> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues	<u>B1.1</u> describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues
Strand C – Civic Engagement and Action <u>C2. Inclusion and Participation:</u> assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada	<u>C2.1</u> analyse ways in which various beliefs, values, and perspectives are represented in their communities and assess whether all perspectives are represented or are valued equally

Description: Definitions and statements for four concepts (privatization of water, public management of water, commodification of water, and water as a commons) are presented to students. Students must associate the statements with the definition. Subsequent to that activity, students are invited to develop an opinion about how we should handle water in our society.

Time Required: 60 minutes (30 minutes per activity)

Materials & Preparation:

- Materials: Print out the Activity sheet (BLM 3.4); The definitions can be projected on a screen.
- Activity: The teacher should familiarize with the activity (BLM 3.4) and the answers (BLM 3.5)

Teaching Strategy:

This lesson is divided into two activities as described below

- **Activity 1 – Politics of the Control of Water: What's What?** (see BLM 3.4)
 - It can be helpful to review the definitions as a class ahead of the activity.
 - This activity can be done individually or in small groups. We also suggest finishing the activity by reviewing answers and answering questions in a larger group can be helpful.
- **Activity 2 – Dealing with water**
 - Answer the following question:
 - Drawing from, but not limiting yourself to, some of the concepts defined in the previous activity, explain in your own words how your community or how our society should behave with regards to water considering that water can be polluted and is available in limited quantity.

EXTRA:

- WATCH: [Re-Municipalisation video](#) (5 minutes)
- WATCH: [The Story of Bottled Water](#) (8 minutes)
- CONTRIBUTE: [Great Lakes Commons Map](#) (Read and share stories)

(BLM 3.4) – Activity sheet 1: Politics of the Control of Water: What's What?

Definitions:

- 1) **Public Water Services:** When a water system (treatment and distribution of water and wastewater) for a group of houses, town or city is the responsibility of a public body or government, often a municipality or City. Expenses for building, maintenance and operations are covered through municipal taxes or a separate water fee collected by the same government.

- 2) **Private Water Services:** When a water system (treatment and distribution of water and wastewater) for a group of houses, town or city is the responsibility of a private company that collects fees directly from people and companies who need and use the water or sometimes from a government body like a city.

- 3) **Water as a commons:** We call a commons what we share, inherit and pass on to future generations, the elements that everyone depends on to live, e.g. air, water, land and forests. We also call “cultural commons” anything that is a collective creation, e.g. art, film, literature, radio, music. And finally we call a social commons a concept that includes equity and guarantees intergenerational access to health care, education and social security. A commons is not owned by private interests or individuals but held collectively. In the case of water as a commons, water is seen as something everyone should have access to for their basic needs, but also everyone’s responsibility. Water is outside the purview of the market (i.e. can’t be bought or sold).

- 4) **Water as a commodity:** A commodity is a good (ex: wheat, oil, water) or service that can be traded or exchanged in the marketplace for another commodity or money. This means that a monetary value is put on the good.

Statements:

Which of the four concepts defined above explain best or can be linked to what is happening in the statements below?

#	Statements
	A. Blue collar workers are responsible for managing the treatment and distribution of drinking water for a city.
	B. Lake Ontario Waterkeeper is an organization that is fighting to protect the Lake Ontario watershed, which includes all tributaries that drain into Lake Ontario.
	C. A city government owns all infrastructures (structure & equipment) used to treat its drinking water.
	D. A company is hired by a city to treat and distribute water to its residents.
	E. Selling and Buying Bottled Water
	F. A town in India is running out of water because a bottled water plant dug a deeper well and is taking the entire town's water.
	G. Local environment group is organizing a spring shoreline clean-up for a river.
	H. Rural residents in Ontario are seeing the level of water in their wells drop because a local golf course or mine is taking too much water.
	I. Communities in India started a campaign called "Quit India Coca-Cola" to reclaim control over their water where Coca-Cola plants have been causing many problems, including overusing water.
	J. In 2008, the city of Paris France decides to re-municipalize its water services after two decades of mismanagement by 3 private companies, meaning that the municipal government will now be in charge of managing the water services.
	K. In 2009, the Government of Canada introduces policies to encourage the management of municipal water services by water companies on contracts of 25 to 30 years.

(BLM 3.5) – Activity Answer Sheet

#	Statements
1	A. Blue collar workers are responsible for managing the treatment and distribution of drinking water for a city.
3	B. Lake Ontario Waterkeeper is an organization that is fighting to protect the Lake Ontario watershed, which includes all tributaries that drain into Lake Ontario.
1	C. A city government owns all infrastructures (buildings and equipment) required to treat its drinking water.
2	D. A company is hired by a city to treat and distribute water to its residents.
4	E. Selling and Buying Bottled Water
4	F. A town in India is running out of water because a bottled water plant dug a deeper well and is taking the entire town's water.
3	G. Local environment group is organizing a spring shoreline clean-up for a river.
4	H. Rural residents in Ontario are seeing the level of water in their wells drop because a local golf course or mine is taking too much water.
3	I. Communities in India started a campaign called "Quit India Coca-Cola" to reclaim control over their water where Coca-Cola plants have been causing many problems, including overusing water.
1	J. In 2008, the city of Paris France decides to re-municipalize its water services after two decades of mismanagement by 3 private companies, meaning that the municipal government will now be in charge of managing the water services.
2	K. In 2009, the Government of Canada introduces policies to encourage the management of municipal water services by water companies on contracts of 25 to 30 years.

Activity 3 - Personal Reflection – Water Democracy & Action

Learning Goals: Reflect about concepts of democracy and active participation in society in relation to water

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

<p>Strand B – Civic Awareness <u>B1. Civic Issues, Democratic Values:</u> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one's position on civic issues</p>	<p><u>B1.1</u> describe some civic issues of local, national, and/or global significance and compare the perspectives of different groups on selected issues</p>
<p>Strand C – Civic Engagement and Action <u>C2. Inclusion and Participation:</u> assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada</p>	<p><u>C2.1</u> analyse ways in which various beliefs, values, and perspectives are represented in their communities and assess whether all perspectives are represented or are valued equally</p>

Description: Have students reflect about a few questions and write down answers to each question. Questions relate to water, democracy, and responsibility to water.

Time Required: 30-60 minutes

Materials & Preparation:

- Materials: Show questions on a screen or print out questions on a paper to hand out to students (BLM 3.5)

Teaching Strategy:

3. The teacher will explain the tasks of the activity
 - Activity: 3 options (choice of student or teacher) - The reflection should address some (a few) or all of the guiding questions in BLM 3.5.
 - i. The student can choose to write one page of text that explores their relationship to water
 - ii. The student can write a one page poem accompanied by a short contextualization or explanation (what is the poem talking about).
 - iii. The student can make a visual representation accompanied by a short contextualization or explanation. Students must be conscious of time constraints.
 - Wrap-up: Sharing the reflection with classmates. 3 options, class can vote or teacher can decide:
 - i. Everyone share the reflection by briefly talking about their work in front of the class
 - ii. The class is split in small groups of about 5 people and each person in the group shares their reflection each their turn
 - iii. A few volunteers share their work in front of the class

(BLM 3.5) – Guiding Questions for Activity

1. What is your relationship to water in your community (school, neighbourhood, town, etc.)?
2. What is your responsibility to water in your community (school, neighbourhood, town, etc.)?
3. What does it mean to be an active citizen or active participant in our society?
4. What are reasons why someone might take action to protect water in their community (school, neighbourhood, town, etc.)?
5. Would you work with others in your community to protect water? Can you describe situations where you might or could do this?

Section IV – Taking Action

Activity 1 - Being A Global Citizen

Learning Goals: Understand what being a “global citizen” means and the concept of a life-cycle analysis.

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

Strand A – Political Inquiry and Skill Development <u>A1. Political Inquiry:</u> use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance	<u>A1.2</u> select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives
Strand B – Civic Awareness <u>B1. Civic Issues, Democratic Values:</u> describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one’s position on civic issues	<u>B1.1</u> describe some civic issues of local, national, and/or global significance <u>B1.3</u> explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action

Description: Class will explore the concepts of global citizenship and life-cycle analysis through a series of activities including discussion, screening of the Story of Stuff and through the analysis of the life-cycle of products that they use in their daily lives.

Time Required: Activities #1 & #2 = 15 minutes each; Activities #3 & #4 = 60 minutes each (research required)

Materials & Preparation:

- Materials:
 - a. Video projection equipment and internet (or copy of Story of Stuff) for activity #2.
 - b. Computer to do the research for #3 and #4, or can be done as homework.
 - c. Print or project (BLM 4.1) for activities #2 and/or #4
 - d. Consider purchasing the poster titled “How to Build Global Community” that was created by Syracuse Cultural Workers
- Activity:
 - a. Familiarize yourself with topics and questions to ask students. Teachers should prepare questions before they ask them and project them on a screen for visual learners.
 - b. Teacher should do activity number 3 to better be able to accompany students.

Teaching Strategy:

4 Parts to this activity

- 1) **Opening discussion.** Teacher can ask the following questions to assess student knowledge. Writing the answers on the board as they are mentioned can help more visual students follow the conversation better (you can get a student to do this, or teacher can do it).
 - Question 1 – What does “being a global citizen mean”?
 - Question 2 – What are the different steps in the “Life Cycle of a product”?
 - a) Definition of Life-Cycle Assessment (Also known as “cradle-to-grave” analysis):
 “technique to assess environmental impacts associated with all the stages of a product's life from-cradle-to-grave(i.e., from raw material extraction through materials processing, manufacture, distribution, use, repair and maintenance, and disposal or recycling)”
 - b) See (BLM 4.1) for a Life-Cycle Assessment graphic.
- 2) **WATCH** the Story of Stuff video (you can easily find it online). Suggest that you collect impressions from students afterwards: what did you learn? What did you already know? What surprised you? Why is it important to understand this?
- 3) **Short research project:** Members of the Syracuse Cultural Workers drafted the text for a series of great posters including one titled “How to Build Global Community” from which the following quote is taken: *“Know where your water comes from and where your wastes go”*. Keeping that in mind, **answer the following questions** individually or in small groups. Consulting the internet or other sources of information will probably be necessary to answer questions. EXECUTION: You may want to assign this project to small groups of 4 or 5 rather than individuals. Some of this research might require phoning people. You can also make this a class project where discussion happens in a group, and phoning and research is split up into small groups. You could also combine this with activity 4 and give other groups the responsibility of doing a life cycle assessment.
 - A. Where does your drinking water come from? (School or home; looking for type of water distribution and source of water)
 - B. Where does your wastewater go? (School or home; type of wastewater treatment and source of water it is sent back to)
 - C. Where does the water inside bottles or cans of Coca-Cola or Pepsi come from? (look at products in local convenient store or grocery store for examples of sources of water – varies from one product to another)
 - D. What can be the consequences of taking large quantities of water from a watershed and exporting it somewhere else as food, bottled water or pop? (Hint: virtual water)
 - NOTES FOR TEACHERS
 - a) The water will come from either a well or a public water system. Wells will mean it's a groundwater source of water. Public water system can mean lake, river or groundwater source. In the case of public water systems (likely for a school) you might be able to find out where the water is sourced by looking at info from source protection area relevant to where you are, contacting your conservation authority or contacting your municipality.

- b) For residences with wells, wastewater will usually be stored in septic tanks. For public water systems, it's less certain, but often there will be some sort of waste treatment system and it will then be released in the same water body it was taken from in the first place. Similar to a, contacting municipalities or conservation authorities should yield the information you are looking for
- c) You may be able to find this on the can or by calling the company or by looking at where the closest bottling plant is located. These two companies use city tap water for soft drinks, so it's often located in places like Montreal, Mississauga, Vancouver, and Calgary.
- d) **Food:** Look at the definition of virtual water.

See: <http://www.angelamorelli.com/water/#.UIU7eufwxws.twitter> for a great explanation of visible/direct water use VS virtual water for food.

Bottled water/pop cans: Regardless of conditions, extracting large quantities of water can have direct impacts on ecosystems and availability of water.

That being said, many local water uses (brushing teeth, toilet, etc.) involve consumption or use and waste disposal within the same watershed, sort of like a water cycle which means that the impact on water is lower than if the water leaves the watershed. Aside from evaporation that can leave the area of interest, the rest of the water should stay in the same watershed.

However, bottling products made from water and selling it outside the watershed will likely mean that the water will return in another watershed instead of its watershed of origin. If large quantities are taken in one watershed and returned to others, it can mean that there will be less water available in the original watershed, putting added pressures on water availability and ecosystems.

In places where water is scarcer, it will be much more noticeable regardless of if the water stays in the same watershed. But bottling plants tend to take many millions of litres of water per day and can affect even watersheds with historically high levels of water after several years.

There is also a big difference between taking groundwater and surface water. Groundwater aquifers can often take years or decades to recharge their water, so the impact of taking water from ground water sources is much greater because it can't be put back the same way.

Fun fact: 99% of the water in the great lakes is a remnant from glaciers and is not renewable, which makes an interesting case against exporting water in large quantities.

- 4) Choose one of the following and **do an assessment of its life cycle**. Search the internet for the answers.
- Food (choose a food)
 - Plastic water bottles or pop sold in plastic bottles
 - Pop sold in aluminum cans
 - 100% cotton t-shirt

- Computer
- Car
- Your electricity (choose a type of source of energy)

Questions you need to answer to get the life cycle assessment

1. What are the main resources needed to produce this product? (raw materials, energy)
2. How is it made?
3. How is it transported?
4. From where is it transported?
5. Where do you buy it?
6. How do you dispose of it? (multiple... energy and other resource needs for disposal... transportation)

EXTRA #1: Consider asking students, either in relation to water, or generally, to think about what it means to them to be a global citizen and to think globally. Consider getting students to do shorts skits in small groups or to write something down. If you want to expand beyond water, you can also draw inspiration from the Syracuse Cultural Workers poster, “How to Build Global Community”, and assign one of the statements found on that to each group.

(BLM 4.1) – Life Cycle Assessment graphic



Activity 2 - Bottled Water: Branding and Marketing a product

Learning Goals: Learning to interpret product labels including understanding the difference between product brand and companies that manufacture the product.

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

<p>Strand C – CIVIC ENGAGEMENT AND ACTION</p> <p><u>C1. Civic Contributions:</u> analyse a variety of civic contributions, and ways in which people can contribute to the common good</p> <p><u>C3. Personal Action on Civic Issues:</u> analyse a civic issue of personal interest and develop a plan of action to address it</p>	<p><u>C1.1</u> assess the significance, both in Canada and internationally, of the civic contributions of some individuals and organizations</p> <p><u>C1.2</u> describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level</p> <p><u>C1.3</u> explain how various actions can contribute to the common good at the local, national, and/or global level</p> <p><u>C3.2</u> propose different courses of action that could be used to address a specific civic issue</p>
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Description: Using bottled water as the main example, in small groups, students will interpret the labels of empty bottles of water from brands that dominate the industry. This activity could also be expanded to other types of products.

Time Required: 30 minutes

Materials & Preparation:

- Materials:
 - a. Teacher must find empty bottles of water: either by asking students to collect from recycling or trash, bring from home, etc. You just need one or two of each brand, but make sure you have enough for all groups (suggested that students be split in groups of about 3 people). Prioritize brands such as Aquafina, Dasani, Pure Life, Evian (try and make sure you have one of each for these four, or three of them). Discourage or try not to “purchase” the bottles of water. Recycle or keep the bottles afterwards.
 - b. Ability to project the questions on a screen.
 - c. Ability to show a short video to the classroom.
- Activity: Teacher should familiarize selves with the activity to be able to facilitate the different steps of the activity and the discussion.

Teaching Strategy:

2 parts to the activity:

- 1) Product Analysis
 - Split the class into small groups of 3 people.
 - Provide each group with one empty bottle of water.

- Ask them to explore and answer the following questions.
 1. What is the brand of this bottled water product?
 2. What company produces this brand of bottled water?
 3. Where does the water come from (geographical location)?
 4. What aspects or elements of the packaging and physical bottle is used as a marketing strategy?
 5. Why are those images, words and colors associated with bottled water?
 6. Does the marketing reflect reality? (Is the water pure or purer than tap water? Does it come from the mountain or the city tap? etc.)
 7. How does the way they advertise their product make you feel?
 - Larger classroom report-back: Depending on the quantity of small groups, go brand by brand and ask each group to answer the questions in an alternating fashion. For the marketing question, ask each group to name 1 or 2 answers. You can also ask students general reflection questions such as, “what did you learn”, “what are some main differences between brands”, “what other products or brands do these companies own”, “What is the implication of the geographical location of this water” (i.e. it comes from far away usually and needs to be trucked to your local store, climate change, etc.)
 - NOTE: some types of bottled water don’t indicate where the water is from
 - NOTE 2: Marketing facets of a bottle can include color of bottle shape and design of the plastic bottle, slogans, names chosen for the brand, images on the label such as families, glaciers, mountains, or other text on the label.
- 2) WATCH the short documentary titled: “The Story of Bottled Water” (8 mins)
- 3) EXTRA: find video ads for bottled water on youtube and analyze the marketing and the values, images and relationships that are associated with the product.

Activity 3 - Becoming Changemakers

Learning Goals: Discover and imagine different ways you can make individual and collective change in society.

Curriculum Outcomes Targeted (Gr 10 Civics and Citizenship, 2013)

<p>Strand C – CIVIC ENGAGEMENT AND ACTION</p> <p><u>C1. Civic Contributions:</u> analyse a variety of civic contributions, and ways in which people can contribute to the common good</p> <p><u>C3. Personal Action on Civic Issues:</u> analyse a civic issue of personal interest and develop a plan of action to address it</p>	<p><u>C1.1</u> assess the significance, both in Canada and internationally, of the civic contributions of some individuals and organizations</p> <p><u>C1.2</u> describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level</p> <p><u>C1.3</u> explain how various actions can contribute to the common good at the local, national, and/or global level</p> <p><u>C3.2</u> propose different courses of action that could be used to address a specific civic issue</p>
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Description: This series of short activities will allow students to imagine different ways to take action and discover new ways of taking action to create change we want to see in society.

Time Required: 90 minutes (There are many “Extra” activities that will require more time, see below)

Materials & Preparation:

- Materials:
 - a. Print out (BLM 4.2), or ensure you are able to project them on a screen when necessary.
 - b. For EXTRA #1, have the ability to show videos to the class.
 - c. For EXTRA #2, have access to the internet and/or books for research; and have materials to make a poster, if that option is chosen.
- Activity: Teacher should familiarize themselves with the definitions and examples to be able to answer question to the best of your ability.

Teaching Strategy:

There are four main activities and four EXTRA activities that deepen the learning started by the first four activities.

1. Activity #1 (15 minutes): Generating ideas: In a large classroom setting (or small groups, then larger group), get students to explore different kinds of actions they can do to promote the right to water, access to water or to take action on other social justice issues they care about. We suggest that you write proposals clearly on the board. (ex: petition for something to present to someone, conference on a theme, workshop, clean up a creek, art show, posters, install a solar panel on school roof, etc.)

- Aim to have a diversity of options. If examples are too similar, encourage students to think outside the box. Aim for 10-15 ideas before moving on to activity #2.
 - 1) So you have a proposed outcome, but what are ways you can achieve that? How can you get to the results you want?
 - 2) What if the actions you propose don't work to influence the stakeholders you wanted to influence and they say no, is there anything else you could do to change things?
 - 3) So that is an individual action, is there a way you could work in a larger collective setting towards a common goal?
 - 4) Do we have all the information, support and skills needed to achieve this? How do we get that?
- 2. **Activity #2** (30 minutes): Go over Actions 1 to 8 in ([BLM 4.2](#)) and see in which categories all the actions or projects they have imagined fit in the previous activity could fit. (could also be in actions #9-12) – Most likely a large number of ideas will fit in a select number of categories. The idea is to open their minds up to other ways of taking action.
- 3. **Activity #3** (30 minutes): Now that students are familiar with Actions 1 to 8, in small groups, get students to imagine new ideas for each category. Get students to be as specific as possible with their ideas. Focus on the school or the broader town or other community. You can request that students focus on water related initiatives. Get students to share their examples in the larger group afterwards.
 - *ALTERNATIVE*: Instead of starting with the idea generation activity, you can present each category of action one at a time. After presenting the definition and the examples of the first one, get students, in small groups, to imagine other actions that they could do individually, as a group or as a community. Repeat for each category from 1 to 8.
- 4. **Activity #4** (15 minutes): Go over Actions 9-12 in ([BLM 4.2](#)) and explore examples as a group.
 - *EXTRA #1* (10 to 60 minutes): show videos for some of the examples of Actions. After viewing videos, ask students what types of actions fit within each example showed in the video (not just 9-12). Examples of videos that could be used:
 - 1) [A Force More Powerful](#) (110 mins, 1999)
 - 2) [As Long as the Rivers Flow: The Story of the Grassy Narrows Blockade](#) (at least 10 mins, 2002-2003, independent)
 - 3) [Meshkanu: The Long Walk of Elizabeth Penashue](#) (20 mins, 2013, Black Kettle Films)
 - 4) [February 13 2013 Keystone XL pipeline civil disobedience](#) (4 minutes, 2013, youtube, 350.org)
 - *EXTRA #2* (60 to 120 minutes +, can be homework): get students, individually or in small groups, to select one example that is either listed in action 9 to 12 in ([BLM 4.2](#)) or that they come up with on their own. Research the example and do a presentation, poster and/or skit (skit needs to stay respectful of other cultures if they choose one of those examples)
- 5. *EXTRA #3* (15-20 minutes) – Get students to reflect individually on paper, or get students to have a large or small group discussion about how each action type can complement each other, builds

upon each other, how alone, each action doesn't amount to much without the others, and how it can take a wide variety of actions to tackle larger social problems. WATCH: Story of Change (<http://storyofstuff.org/movies/story-of-change/>) Questions you could ask include:

- Do you think that education alone will bring about the change that we need in our society?
- Can you combine different types of actions? How?
- Will each of the types of action have the same effect depending on the objectives, what you want to change? Explain with examples.

6. *EXTRA #4* (30-60 minutes) – In small groups, get students to imagine a series of actions that could be taken to phase out bottled water sales and purchases within your school, school board or municipality (choose one). After, allow students to compare and combine their “plans” into one in a classroom setting. (Note: 1- You can choose a topic that is different than bottled water, but it should be local and achievable or imaginable; 2- Depending on timing or other considerations, you could choose to take all or parts of the plan of action and get students to start working on it as a class project)

(BLM 4.2) – List of Actions for Change

1. Education & raising awareness

A. **Definition:** Creating or using opportunities to share information and raise individual or collective awareness with the public, your friends, family or colleagues. (Note: never forget that you can also learn from others along the way)

B. **Examples:**

- Create posters on various issues and put them up in the hallway of your school
- Prepare an information table during an event or during lunchtime
- Organize a public conference or workshop
- Use street theatre performances to raise awareness
- Create a social media campaign to Raise awareness

2. Investigation & Research

A. **Definition:** This is often an important task to conduct in preparation of any type of action. Investigation and research to advance and develop knowledge around specific issues can also be part of this category.

B. **Examples:**

- Investigative journalism
- Writing an in-depth report
- Filing access to information requests
- Research existing information to prepare for an education activity

3. Skill Building

A. **Definition:** Exercises or practice that leads to developing individual or groups capacity and skills. You can also often learn skills through mentorship, training or just plain observation and practice.

B. **Examples:**

- Leadership, facilitation or public speaking training
- Workshop to learn how to do research or how to create neat graphics or posters
- Civil disobedience training as was repeatedly done in churches during the civil rights movement in the United States
- Fundraising or outreach training
- Skill building conference

4. Community Building

A. **Definition:** Any attitude or initiative that leads to strengthening a community and creating a more open (ability to understand differences and to welcome new people) and resilient (ability to face crises) community. Can include education, building relationships, creating common spaces, dealing with conflict, etc.

B. **Examples:** (See also Syracuse Cultural Workers poster on “How to Build Community” for other ideas to explore with the classroom)

- Working to resolve a community conflict in a lasting and constructive manner

- Creating a community group to represent collective interests
- Holding a street party or building a community garden
- Welcoming new neighbours and creating relationships with your neighbours
- Spending time near the water with friends or neighbours (creek, beach...)

5. Relationship Building

A. **Definition:** The act of creating various kinds of relationships between individuals or groups of individuals. This allows for sharing of information, experience and building overall cohesion within groups or between groups. The more you are comfortable with and trust someone, the easier it will be to collaborate for example. Relationships can reach various levels: acquaintance, neighbor, friend, ally, best of friends, etc. Relationship building can also be about healing relationships that are toxic, making an acquaintance or a friend out of an enemy or a relationship that is normally hostile.

B. **Examples:**

- Sharing food or garden tools with your neighbors
- Organizing a multi-school conference on social justice or the environment to get to know people or groups from other schools
- Creating a multi-faith community network to bring together communities of different faith groups.
- Doing an out-of-school activity with school friends that you normally only see at school or inviting some friends to meet your family, to get to know you better
- Participate in multi-generational activities and learn from your elders and vice-versa (ex: young people interacting and learning from elders, grand-parents, etc.)
- Organize activities that will foster cultural exchange and developing relationships with first nation communities

6. Collective Organizing

A. **Definition:** Bringing people together to form a group that will represent specific interests or advocate for a specific issue such as weater.

B. **Examples:**

- School club
- Student associations with elected representatives and general assemblies
- Creating or joining a union to represent workers to fight for better working conditions such as better health and safety practices, fair wages or health coverage
- Creating a watershed group
- Create a coalition of community organizations to fight against industrial pollution of water

7. Legislative Change & Political Campaigns

A. **Definition:** Working on a campaign or effort to change laws or policies that affect your lives or issues you care about. This can go from trying to change institutional policy within a school or school board to trying to get the Federal Government to better protect endangered species.

B. Examples:

- Get your local school, school board, municipality to stop selling bottled water
- Get the government to invest more into education to reduce the size of classrooms
- Demand that the government invest more in renewable energy and stop subsidizing the fossil fuel industry
- Demand that the government invest more in First Nation drinking water to ensure that First Nation communities have access to clean drinking water

8. Legal Action

A. Definition: Using the courts to get justice on specific issues such as human rights issues, corporate crimes or government related issues. There are multiple levels of courts, but most often you will be looking at provincial, federal or supreme courts in Canada. These are often long and expensive processes.

B. Examples:

- A group of First Nation communities in Northern Ontario sue the federal government for failing to comply with treaty obligations of providing safe drinking water to their communities.
- Families from mining impacted communities in Guatemala sue the Canadian company that operates the mine for human rights violations.
- A group of environmental NGOs sue the federal government for failing to apply laws that are supposed to protect water
- A municipality sues a private company for responsibility in the explosion and destruction of part of their town after the derailment of one of their trains carrying heavy oil

9. Direct Support to Affected Communities

A. Definition: Finding ways of supporting or working directly with communities that are affected by industrial or resource extraction projects, or by industrial catastrophes (ex: oil or chemical spill). This can be done by directly going to those communities or from a distance, but is always done in partnership and according to the priorities set out by those communities. Affected communities are most often indigenous communities because resource extraction projects are often located in more remote areas where mainly indigenous people live.

B. Examples:

- Accompaniment in southern communities that face violent repression of organized resistance (ex: Quebec- Guatemala Accompaniment Project that accompanies mainly leaders from communities affected by mining that don't want mining and where the presence of foreigners as observers deters police and local company security from being violent with the community.)
- Fundraising to allow leaders from communities opposing extraction projects to share their story outside of their community OR for legal fees to try and bring their case to national or international tribunals.

- Making a video documentary in partnerships with local communities to document stories of resistance that are made invisible
- Fighting to stop new pipeline projects linked to the tar sands at the request of indigenous communities that are being destroyed by the rapid expansion of the industry in Northern Alberta.

10. Building Alternatives

- A. **Definition:** Any initiative or project that aims to build and propose alternatives to current social problems and social systems that can be problematic such as our dependency to fossil fuels, industrial food systems, etc.
- B. **Examples:**
- Developing local farmers networks to encourage local alternatives for our food needs instead of relying on industrial options that come from far away
 - Working to install community run windmills and solar panels on public buildings to reduce our reliance on fossil fuels
 - Preserve and create more green spaces to reduce our impact on water and restore ecosystems.
 - Encourage the proper maintenance and construction of publicly-owned water treatment and distribution systems.

11. Civil Disobedience

- A. **Definition:** The active, professed refusal to obey certain laws, demands, or commands of a government, or of an occupying international power, with a sense to directly challenge those laws or to change specific laws or policies. The objective is to demonstrate that policies, decisions or laws are unjust and need to be changed.
- B. **Examples:**
- Doing a sit-in in an explicitly unauthorized location to protest laws around climate change, as was the case with some of the protests against the Keystone XL pipeline in the US
 - 1989 Cape Town Peace March in South Africa was a large protest held in defiance of State of Emergency conditions and apartheid laws that enforced racial segregation.
 - Rosa Parks and other African American activists sitting in “white-only” buses during the civil rights movements in the US
 - In 2013, student protesters and residents of Montreal and surrounding regions organized a large march and protest in defiance of city by-laws that prohibited marches and political gatherings that were unsanctioned by police.

12. Direct Action

- A. **Definition:** When a group of people take an action which is intended to reveal an existing problem, highlight an alternative, or demonstrate a possible solution to a social issue. Contrary to indirect action or civil disobedience, direct action yields immediate results and does not appeal specifically to a political intermediary to make political changes, but rather

highlights proposed changes through their action. Direct action places the moral conscience above official laws. (Can be an act of civil disobedience, but the contrary is not always true)

B. Examples:

- In Detroit in 2014, a group of individuals, including clergy members, blocked the entrance to a corporation that was hired by the city of Detroit to shut off access to water to residents who had fallen behind on paying their water bills.
- Building a garden over pavement (ex: street or parking lot)
- Landless peasant movement in Brazil, mostly peasants that were displaced and had no land, who have would occupy unused lands by large landowners and using them to grow food, feed themselves and build homes.
- Elsipogtog First Nation (Mi'kmaq) erects a blockade to prevent a natural gas fracking company from digging wells and conducting tests because of the lack of consultation with their people and of fears for that it would contaminate the water.
- 1999-2000 protests and occupation in Cochabamba, Bolivia to protest the privatization of water and rising cost of water.