

Name: _____ Course: _____ Date: _____

VALUE CONNECTION

WHO'S IN MY HOOD



Inquiry: How does connecting with your neighbours contribute to building sustainable communities?

ACTION PLAN

1. MY WORLD VIEW
2. ACTION SURVEY
3. GLOBAL RESEARCH
4. TAKING ACTION
5. LOCAL ACTIVITY
6. TAKING ACTION AGAIN
7. CRITICAL THINKING
8. MY ACTIONS
9. PRESENTATION

Important PDF Instructions

1. This Action Pack works best in Adobe Reader XI; download if needed.
2. Download this Action Pack and save it onto your computer.
3. Re-open Action Pack from your computer before working on it.
4. **WARNING - Do not work in your web browser or your work will not be saved!**

Goals

Please read over the following goals and keep them in mind as you complete your Action Pack.

**Inquiry:**

I can work with others to take a hands-on, minds-on, research-based approach to developing my knowledge and considering solutions to **global sustainability** problems.

**Creative/Critical Thinking:**

I can learn a lot about something, consider different points of view, and generate new ideas that will influence how I think and act in the future.

**Communication:**

I can talk with others about my area of interest, consider their points of view, use digital media to gain knowledge, and deliver an interesting presentation on my topic.

**Personal & Social Responsibility:**

I know what my own values are and they help me make wise choices for the health and well-being of myself, my community and my world.

Glossary

These words are in ***bold italic*** in your Action Pack.

Economic Impacts	Any change to the wealth and resources of a country or region, community or person. Often referred to in terms of the production and consumption of goods and services.
Ecosystem	A community of plants, animals and other organisms and all the interacting parts of their environment (air, water, soil, etc.) that live, feed, reproduce and work together as a system.
Elected Representative	A politician elected by voters to the municipal, provincial or federal government to represent the citizens' best interests.
Environmental Impacts	Any change to the living and non-living natural surroundings or conditions in which a person, animal or plant lives and interacts together. These impacts can be negative or beneficial, and can be created by an industry, project or individual.
Family	For the purposes of this Action Pack, family will refer to the group of people with whom you are living.
Government	A system or organization that exercises authority and performs functions for the people of a designated country, province or local community.
Government Minister	An elected politician who is responsible for a specific provincial or federal government department.
Resilient	Able to withstand or recover quickly from difficult conditions.
Social Impacts	The effect of an activity on the social well being of the people in a community such as wealth, health, education level, employment rate, and community values.
Stakeholders	Individuals or groups (companies, communities, etc.) who have concerns or could be impacted by an issue.
Sustainability	Meeting the environmental, social, and economic needs of the present without compromising the ability of future generations to meet their own needs.

1. MY WORLD VIEW

We all have different “world views,” depending upon our personal values, life experiences and cultural background. Ideally, our “world view” grows and changes as we gain more knowledge, experience and consider other points of view.

Fill out the **WORLD VIEW & VALUES SURVEY**. You will fill them out again **AFTER** you finish the Action Pack. The World View Survey will be handed out by your teacher in class.



Indigenous wisdom presents another world view and values to consider:



“Always treat your guests with honour and consideration. Give of your best food, your best blankets, the best part of your house and your best service to your guests”

~Sacred Tree teachings

2. ACTION SURVEY

Our personal integrity develops when we act in alignment with our values and our world view. We often see shifts in our actions as our knowledge about topics grows.



2.1 You might already be doing some of these actions. (Don't worry if you aren't yet; you'll have a chance to do as many as you want in this Action Pack!) Complete Column A by giving yourself points for each action as outlined below. Add these up for the Total in COLUMN A.

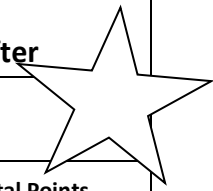
Only complete Column A at this time.

<i># of points</i>	<i>If this statement is true for you or not</i>
0 points	= Not true
1 point	= Seldom true
2 points	= Sometimes true
3 points	= True most of the time

Action Survey

	<p><i>What Actions have I taken before?</i></p> <p><i>What Actions will I start taking?</i></p>	<p>A</p> <p><i>Done before Action Pack</i></p>	<p>B</p> <p><i>I intend to do this Action ✓</i></p>	<p>C</p> <p><i>I have done these Actions</i></p>
Personal Actions	1. I have introduced myself to #_____ neighbours this week.			
	2. I have made a concerted effort to share more with my neighbours (conversation, tools, sugar, eggs, baking etc.) until it becomes a habitual offer.			
	3. I have offered to help my neighbours with some of their tasks (babysitting, gardening, dog walking, assisting seniors, etc.).			
	5. I have gotten to know one of my neighbours and learned an interesting fact about them.			
Household Actions	6. I have asked my <i>family</i> to join a neighbourhood club or project in order to expand and deepen our community connections and involvement			
	7. I have accompanied one of my <i>family</i> members to attend an activity at our local community centre.			
	8. I have asked my household or family to join with me to invite some neighbours over for a back yard pot-luck, yard sale, BBQ or other.			
School Actions	9. I have researched our school's community involvement and image within the community.			
	10. I have created an outreach project that encourages students to become involved in the community.			
	11. I have invited my neighbours to attend my school play, concert or other activity.			
	12. I have attended community hosted functions such as fundraisers or group hikes.			

Community Actions	13. I have contacted my local residents' association, neighbourhood house or community center to find out how I can help nurture my community.			
	14. I encouraged a friend to join me in connecting with our neighbours for one month.			
	15. I started the discussion with my neighbours to organize a 2-block diet garden project (see Link 16).			
	16. I looked up and contacted (via phone, email or letter) my elected representative and/or the government minister responsible for an issue I'm concerned about to state my concern and the change that I think is appropriate. List issue and change: _____			
	17. I found out about a civic rally or action that is calling for positive change and invited someone from my neighbourhood to participate in it with me. The action I took part in was: _____			
	18. I looked for this issue in the policies of different politicians and political parties and asked my family or other voters I know to consider this in upcoming elections. List issue: _____			
	19. I took this customized and related action (teacher approved): _____			
What Actions have I taken?	A Before		C After	
Totals:				
	Starting Points Sustainability		Total Points Sustainability	



2.2 As you work through your Action Pack, tick off the Actions **you intend (or plan) to take** in **COLUMN B...** and then do them! IF you have already done all of the suggested actions, think of a new action, get it approved by your teacher, and write it in the last open space.

2.3 **AFTER** you have completed the entire Action Pack you will complete **COLUMN C**.

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3. GLOBAL RESEARCH

Important information on this topic has been pre-researched for you. Register online with the URL that your teacher will provide. Then check out the websites and videos in the [Library of Links](#).



Information from these web links will answer your Research Questions in Section 3, inform your responses to the Critical Thinking Questions in Section 7, and support the Presentation you will be preparing for Section 9.

Discuss and compare different perspectives with other members of your group.

Research Questions

Based on what you have learned in your research, answer the following questions. Group discussions are encouraged but answers to the research questions are to be written independently. To avoid plagiarism, your answers must be in your own words. Please list the links you used to answer your questions.

- 3.1 Based on your research, what are the benefits of a strong, cohesive community?

List the links you referenced:

- 3.2 a) What is a Transition Village, or Transition Town?

Did you know...?

The three factors most affecting our physical, social and psychological well-being are: 1) a sense of community, 2) control, and 3) adequate resources. Creating community can be a catalyst for creating the greater change needed.

~[Center for Disease Control](#)

- b) Find a Transition Village that is closest to your area and list two things they do to help improve the community.

List the links you referenced:

- 3.3 Based on your research, list five or more ways you can contribute to creating a healthier community and what the benefit is to each action:

List the links you referenced:

- 3.4 Based on your research on *resilient* communities: what is social capital, bonding capital, bridging capital and linking capital?

Building social capital:

Bonding capital:

Bridging capital:

Linking capital

List the links you referenced:

3.5 There are many ways to live your life, and some people choose to live in community.

a) Explain what a collective house is.

b) What are some of the environmental, social, and economic benefits of living in a collective house?

List the links you referenced:

4. TAKING ACTION

Choose ONE (or MORE) action(s) from your **ACTION SURVEY** in the front of your Action Pack, check it off in **Column B** and record it below. Do the action(s) now.



My chosen action is: _____

I will complete it by: _____

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5. LOCAL ACTIVITY



How does this global topic relate to you personally? Complete the following activity and research chart to see how you are part of the equation.

- a. Interview one of your neighbours, ideally someone who has been in the neighbourhood for a while. Be sure to share information about yourself during the conversation.
- b. Record your findings in the RESEARCH CHART.

Research Chart

5.1 Complete Research Chart (use note paper if more space is needed)

<i>Your Neighbour's Name:</i>	
<i>Previous interactions:</i>	
<i>How is their day going?</i>	
<i>How long have they been a resident of your neighbourhood?</i>	
<i>Are they well-connected within the community, or (perhaps like you) have they not yet invested much time in getting to know their neighbours?</i>	
<i>What are their interests or hobbies? Do you have anything in common with them?</i>	
<i>Is this person involved in any projects that you or other neighbours may be able to help out with? Can this person perhaps help you with a project of your own?</i>	
<i>Find out an interesting fact about this person – the more random, the better!</i>	

So What?

5.2 Compare your activity results with others in your group. Write down one or more similarities and differences that you found. Label similarities S and differences D.

5.3 What are some conclusions or observations you gained from this activity?

6. TAKING ACTION

Choose ONE (or MORE) action(s) from your **ACTION SURVEY** in the front of your Action Pack, check it off in **Column B** and record it below. Do the action(s) now.



My chosen action is: _____

I will complete it by: _____

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8. MY ACTIONS



Points for Global Sustainability

8.1 Now, return to your **ACTION SURVEY** in **Section 2**, and fill in COLUMN C by giving yourself points for all the actions you are now taking. Add up the total of COLUMN C to see your **TOTAL POINTS FOR GLOBAL SUSTAINABILITY**.

5-15	Great start! You have lots of choices for actions to increase your score.
16-31	You are well on your way to creating healthy, sustainable habits!
32 or more	WOW, Superstar! You are here to inspire others. Lead on!

Points for Change

8.2 **CHANGING** our habits is a big accomplishment! As we increase our awareness we will see the impact of each choice we make and even more ways to “be the change.” To give yourself points for trying new actions and being willing to change old habits, subtract the total of COLUMN A from the total of COLUMN C to get your total **POINTS FOR CHANGE**.

Total Column C: _____ - **Total Column A:** _____ = _____ **TOTAL POINTS FOR CHANGE**

3-6	You've overcome the hardest part to change – STARTING! Keep it up!
7-15	Well done! Keep consistent with your changes to create new habits.
16 or more	Way to be a CHANGE AGENT! Check out other Action Packs for more ideas.

Reflection on Taking Action

Answer these questions after completing your Action Pack (use more paper as needed)

8.3 What was rewarding about making a commitment to action and changing my behaviour?

8.4 What was challenging?

9. PRESENTING YOUR EXPERIENCE AND KNOWLEDGE

Your final Action Pack assignment is to give a presentation to your class summarizing your thoughts on the Inquiry you did in this Action Pack. This is your chance to share what you have learned and invite your peers to take action!



Presentation length: 5 - 15 min.

See ideas for your presentation below. Ask your teacher for further details.

Make sure your presentation includes:

1. **I Inquiry Process**
 - State the Inquiry question that you explored. Is this an important question we all need to be asking ourselves?
 - List the top 3 most interesting facts that you learned in your research.
 - Share the experience and results of your local activity
2. **T Creative/Critical Thinking**
 - Name some key *stakeholders* or *ecosystems* and their concerns or interests.
 - List some ways we can approach this issue more sustainably (both at industry and personal levels).
 - Share new ideas or conclusions you gained from completing the Action Pack.
3. **PS Taking Action for Personal & Social Responsibility**
 - What actions did you take?
 - What was it like to take personal action?
 - Share your personal experience exploring this topic and inspire others to take action.
 - Suggest ways your classmates can take action.
4. **C Creative Communication**
 - Engage with your audience; make eye contact, don't read off a piece of paper the entire time, and project your voice.
 - Be creative; how can you make learning about this topic fun and interesting? Consider the different presentation formats below.
 - Share personal stories that deliver key points.
 - Be passionate, persuasive and creative.

Creative Format Options

1. **PERSONAL STORY** Tell your personal story of what it was like learning about this environmental issue. What research facts surprised or upset you? Did people help you or react negatively to your questions? Has this topic grown in importance to you? What actions did you take? Will you continue to take these and other actions? How can this issue affect your life, now and in the future? How would you like your story to end?

Stories are one of the best ways to teach lessons of value, especially when they are personal and real. Although they often present challenges to overcome, the best ones leave us with a feeling of personal power and hope. Stories are the way Indigenous peoples have passed forward their wisdom over the years.

2. **GRAPHIC DEPICTION** Drawings that are labeled and explain the information you learned in the research. This could be pictures, images, a storyboard, or timeline, and should include how you will make changes in your life.
3. **MOCK DEBATE** You and your partner present two points of view, or two stakeholders, showing the facts that support both sides in the issue.
4. **PAINTING OR COLLAGE** An artistic representation of what you learned in the research and how you will make changes in your life.
5. **MOCK NEWSCAST** You are a TV journalist on the scene of an environmental situation and you are interviewing both sides of the issue. For example, trees being cut down, industry's waste going into a river, protesters with signs at a government office.
6. **NEWSPAPER** Create a newspaper page with various articles about both sides of the issue. You may include a cartoon that is relevant, a letter to the editor about the issue and columns with the scientific facts. Include what changes are needed to help with this issue in the world.
7. **POEM/PROSE/SONG/RAP** Present a piece of creative writing that expresses facts and personal feelings around your issue/topic.
8. **SKIT** Act out a script to demonstrate your understanding of the issue/topic. Explain the stakeholders on both side of the issue and how you will change your lifestyle to help.
9. **WEBSITE** Create a well designed website that clearly leads the reader through the major issues, facts and opinions on this topic.
10. **POWERPOINT/PREZI** Create a visual presentation with strong images, graphs, even video, which complements and strengthens your verbal presentation. Remember to use images, not words!
11. **VIDEO** Create a video that describes the key points of the issue in a compelling way. This video can be an animation.