

The Otesha Teacher Menu



**INSPIRING STUDENTS, HAVING FUN,
CHANGING THE WORLD**



**MEETING CURRICULUM
REQUIREMENTS!**

The Otesha Project 2006






Introduction


Welcome to *The Otesha Book Teacher Menu*, an all-you-can-teach smorgasbord of tasty lesson plans, resources, in-class activities, assignments, and fun to complement *The Otesha Book: From Junk to Funk* in your classroom. Just like the Book and the hilarious ‘Morning Choices’ Skit, this Teacher Menu is designed by youth to engage and empower our generation to take action toward a sustainable future. Specifically, we aim to make our peers aware of the impacts that our everyday routines — from brushing our teeth to getting dressed, to eating lunch, to getting to school — have on the Earth and all of its inhabitants, and to encourage them to make those impacts as positive as we can.

Just like the Book and the Skit, the Menu is divided into six parts — called ‘Chapters’ in the Book, ‘Scenes’ in the Skit, and now ‘Meals’ in the Teacher Menu: WATER, CLOTHING, MEDIA, COFFEE, FOOD, and TRANSPORT. We have even added an Introduction Meal to whet your and your students’ appetites.



We have been told that *The Otesha Book* (OB) lives up to the goals we set while writing it (all 33 of its authors and editors!): to approach sustainable consumption and social justice issues in a fresh, positive, and humorous way that appeals to youth and makes it exciting to learn and to take action. It is highly adaptable to different ages, interest levels, learning abilities, and course subjects. We believe there is something in *The Otesha Book* and Teacher Menu for every student — from rowdy to silent, super-passionate to super-bored — and for teachers who are looking for lesson plans that are simple, engaging, curriculum-linked, and most importantly, relevant to the students’ lives.

The Otesha Book can be used as an introduction to environmental and social justice issues; a reference guide loaded with myth-busting facts and stats; a source of inspiring stories of youth who have taken action; a bank of ideas for personal action that are fun and proven to work; and a bibliography for further research. Combined with this Teacher Menu, *The Otesha Book* becomes an exceptionally engaging, effective, and curriculum-linked teaching tool for awareness, academic skill development, and change! A few laughs may even be had in the process.



However, this Book and Teacher Menu are only as fantastic as the educator in whose hands they rest. Of the hundreds of teachers we have collectively met through our days as students and educators, those who stand out share the belief that for any change to happen in the world, that change must begin with themselves. They are excited about the subjects and issues they teach, and they display the values, passion and behaviours that they ask of their students. Of all the roles of the teacher, role *model* is the greatest. This Teacher Menu will allow you to exercise your role model skills, and your pedagogical creativity —incorporating action into learning, and learning into action while satisfying your curriculum requirements. What you do with it is now up to you. Enjoy, and thank you for taking up the challenge!

In Peace and Bicycle Grease,

The Ofesha Project

How to use the Teacher Menu

The Teacher Menu is divided into seven “Meals” corresponding to *The Otesha Book* (OB)’s Introduction and six Chapters. It is designed as a comprehensive unit with contiguous themes and activity types, spreading individual and group assignments and presentations across the seven Meals. Within each Meal, a variety of activities are available from which to make your lesson plan: *Hors d’oeuvres* are pre-assignments or ice-breaker activities; *Entrées* are the lesson plans themselves; and *Desserts* are post-class assignments and activities for term papers or catch-up work. Alternatively, you may pick and choose individual Meals or individual activities that inspire you, based on your time and curriculum requirements.

Each Meal is designed to fit your particular time frame requirements; discussions and other activities can be adjusted, or expanded as needed. Most activities are adaptable to suit a wide range of grades, interests and abilities.

We have attempted to incorporate a wide variety of teaching strategies and methods of learning. In particular, be sure to make use of opportunities for:

- 👉 **Cooperative work:** Social skills, from collaboration to debate, to consensus building, to active listening, are invaluable yet intangible, and are often omitted from curriculum deliverables. Preparing local and global citizens to act for a sustainable future requires these skills above all others.
- 👉 **Discussing relevant issues:** The youth we have encountered yearn for opportunities to express their opinions on current events and issues. They often find that the views they hear on the news or at home are not the only perspectives out there. The ability to adapt and refine one’s own perspectives is key to developing an understanding of global citizenship.
- 👉 **Use of information technology for research and presentation:** A mastery of information technologies is an invaluable asset for students — as long as they also develop non-technological skills like primary research, print media research, and public speaking (which are showing visible signs

of decline as PowerPoint and other IT tools are increasingly emphasized).


Each Meal will have some or all of the following activities:

HORS D'OEUVRES: *starters and icebreakers*

- 👉 **Self-Evaluation:** Measuring individuals' ecological and social justice footprints before learning about the issue.
- 👉 **Small-Group Discussion Question:** Questions based on chapter content, to clarify comprehension and stimulate discussion in small groups. Can be expanded to include short reports by each group on the results of their discussion.
- 👉 **Undercover Research Reports:** Pre-assigned, brief presentations by individual students or pairs based on simple, local research projects related to the chapter.
- 👉 **Investigative Reports:** Making local, personal links to global issues, through research by telephone, internet and interviews with 'the people in your neighbourhood'.
- 👉 **Community Map:** An on-going mapping project (can be one large map in the classroom, individual maps for each student, or both) researching and locating stores, routes, and other places corresponding with each issue.
- 👉 **School Surveys:** Statistical research on opinions or behaviours of schoolmates relating to the issue.

ENTRÉES: *in-class work and discussions*

- 👉 **Videos:** Always a favourite, there are no boring ones here! References are to the *Go Further!* sections of each Chapter in *The Otesha Book*.
- 👉 **Bust This!:** Discussion groups break down various myths about the issues, either in the form of a Pro / Con debate or a resolution reached by consensus (students attempt to understand all sides of the issue and arrive at a mutual solution or compromise). Time is given (in-class or out) to research and plan their arguments.
- 👉 **Pro / Con Debate:** The class is divided in half (Pro and Con) to debate a given statement. Time is given (in-class or out) to research and plan their arguments.





👉 **Why Not?:** Small groups brainstorm the barriers (financial, social, practical) to individual action or systemic change on the issue in question (e.g. why it's so hard to break conventions of what's 'cool' or 'normal'). Then, they devise creative ways to overcome those barriers, ideally as a team of convention-breaking cool kids of change! They present back to the whole class, list and refine solutions, and (BONUS) commit to take action as individuals or as a whole class (e.g., make it cool to wear second-hand clothing or carry re-usable water bottles).

👉 **Solution Finders:** As a whole class or in small groups, students discuss the impact of given everyday actions on the Earth and other people, and determine how to make their impact more positive. List all brainstormed actions on the board, and have each student commit to taking one action and reporting back to the class.

👉 **Stakeholders:** Debate in which students play the role of various stakeholders on the issues, and attempt to come to a conclusion that satisfies everyone. Short profiles are offered for each group of stakeholders as a starting point for discussions. Students may be asked to research their roles in greater depth, and/or to meet in their groups to discuss their positions and appoint one representative to speak at the debate. You may set up your classroom to simulate the debate venue (City Council chamber, House of Commons). At the end, three votes are held: the first based on the personal opinions of each class member; the second based on their role-play characters (each student gets one vote); and the third based on the real-life power and influence of the groups represented (and feel free to debate this one!). The suggested division of students (based on a class of 30, roughly reflecting the real-world proportion of people in each category) and the number of "Power Votes" (for the third vote) per group are given in parentheses. The discussion that follows may be the best part (especially around corporate influence and consumer power!).

👉 **Perspectives:** Creative expression through a variety of media (essay, poem, song, skit, visual art with written explanation) in which students step inside the mind of someone or something affected by the issues. These are great for English, visual art,



music, and drama classes; and can be done in-class or as a homework / term assignment, and presented to the class.


- 👉 **Undercover Teacher Simulation:** Run in conjunction with other activities, these are covert or overt conditions created by the teacher that simulate the issue in question and incite discussion afterwards.
- 👉 **Field Trip:** Check out the *Go Further!* section of each chapter for field trip tips!

DESSERTS: *can be assigned as homework, full term papers, small or large presentations, or extra-credit assignments.*

- 👉 **Global Research and Presentation:** Ideal for global issues, geography, and social studies classes — a small-group research and presentation project about a specific country or region's experience with an issue. Set parameters of length, depth, quality, etc., to suit your curriculum requirements.
- 👉 **Let's Do It!:** Collective, out-of-class projects that create real-life change in the school or the community.
- 👉 **Letters:** Students write letters to the local newspaper, the government, or companies outlining their research and opinions about the issues.
- 👉 **Go Further! Reports:** Written or oral reports on individual or group actions taken from any chapter's *Go Further!* section:
 - book / video reviews
 - copies of letters sent and responses received from government / businesses
 - group presentations of experience with Detective Work, Volunteering, Field Trips, or Fun Stuff!

Before beginning each Meal, students should read the corresponding Chapter. The Undercover Research and Reports (several for each Chapter) require additional pre-class preparation work, and should all be assigned at the very beginning of *The Otesha Book* unit.


Each Meal begins with a 'Challenge'. Inspired by the Outdoor Education class at Mayfield Secondary School in Brampton, Ontario, this is a class-wide challenge to "walk the talk," lasting one day to one week. Its duration can be adjusted to suit the number of days you will spend with each Meal, or it can last throughout the



duration of *The Otesha Book* unit. (By the end, the class would be taking all 7 challenges at once.) Based on the Lewinian educational theory relating to in-groups of behavioral change, these Challenges aren't individual competitions of who can "last longest," but rather collaborative efforts to see if the class can stay in the same boat together.

Very few materials are required for the activities described throughout the Teacher's Menu. In cases where students require some background information to debate or role play, we have provided the basics, which may be complemented with additional research by the students themselves, enhancing skills and ownership over their learning. We have included photocopy-friendly handouts summarizing the Undercover R&R projects, Community Map Locations, and Surveys for your convenience (all in Appendix I), as well as a Self-Evaluation for all students (Appendix III).

CURRICULUM CONNECTIONS



Given the wide range of issues covered and types of activities provided in *The Otesha Book* and Teacher Menu, and the varied wording of curricula across the provinces, an exhaustive list of curriculum connections would be difficult. Instead, we have compiled some suggested Connections — based on key terms and concepts from the 2005 Ontario high school curriculum (though applicable to all provinces across Canada) — that will hopefully spark ideas and guide you within your own particular teaching style, requirements and approach to your province's curriculum.

We have found that most Course Connections cross over all chapters and activities, making *The Otesha Book* best used as a collective unit. You may also wish to pick and choose individual chapters or activities. Thus, you will find the course connections in the following three places.

1. Below is listed overarching course connections that apply to the entire book.
2. Each Meal begins with specific Course Connections for that Chapter's content.



3. Specific connections of each activity to courses, concepts, skills, outcomes, and evaluation tools are found in a handy chart in Appendix III.

OVERARCHING COURSE CONNECTIONS

- 👉 *Canadian and World Studies*: How events, ideas and values affect the individual and society as a whole (and expanding to how the individual affects the society as a whole); Canada's role in the world (expanded to Canadians' role in the world); Environment and Resource Management
- 👉 *Civics*: Informed, purposeful, and active Citizenship; Citizen participation
- 👉 *Economics*: Factors of consumerism; economic stakeholders (expanded to include labour around the world, the environment); interdependence of ecology and economics
- 👉 *Family Studies*: Consumer Awareness
- 👉 *Geography*: Human-environment interactions; Global connections; Methods of inquiry and communication
- 👉 *Science*: Sustainability; Ecosystems and human activity
- 👉 *Entrepreneurial Studies* courses can be easily incorporated by applying sustainable consumption and social justice concepts (water issues, positive marketing, fair trade, sweat-free, organic, shade-grown, alternative energy, etc.) to each step: from business plans and structures, to labour and cost issues, to internalizing economic externalities, to overall business ethics. In other words, students can learn business through the lens of sustainability and social justice. We would be psyched if all business programs and courses incorporated this approach!

Introduction

Familiarizing the class with the general issues of sustainable consumption and the structure of the following chapter lessons.

CHALLENGE # 1

Lights Out in Class

or

Carry your garbage in your pockets for 24 hours, starting in class, and empty them the next day

ASSIGNED READING

The Otesha Book (OB), pp 2-8.

HORS D'OEUVRES

- 👉 **Self-Evaluation** (Appendix II): Students rate the sustainability of their daily routines on a 0 to 5 scale, at three points in time: first, today (fill in only column 1); second, at the end of the unit (see Transport Entrées); and third, one month after the unit ends.
- 👉 **Small-Group Discussion:**
 1. What do you think “sustainable consumption” means? In what ways does *The Otesha Book* represent it?
 2. What does “walk the talk” mean to you? Is it important to walk one’s talk? Why?
- 👉 **Introduce lesson structure:**
 - Explain Weekly Challenges
 - Issue Challenge #1.
 - Explain Undercover Research Reports (Undercover R&R) and hand out assignments for all six Chapters (randomly or by sign-up)

ENTRÉES

- 👉 **Videos:** *Affluenza*, a one-hour television special that explores the high social and environmental costs of materialism and overconsumption.
 - To order, contact Bullfrog Films at 1-800-543-FROG, by e-mail at bullfrog@igc.org, or on the Web at www.bullfrogfilms.com
 - To expand this excellent video resource to fit a whole lesson on its own, check out its awesome Teacher's Guide at: www.pbs.org/kcts/affluenza/treat/tguide/tguide.html
- 👉 **Pro / Con Debate:** Students debate the statements that "Our everyday choices (what we use, what we buy, what we eat, how we get around) affect the environment and the well-being of people around the world". Consider this quote from Julia Butterfly Hill: "It's not that we can make a difference, it's that we do make a difference. The kind of change we make is up to us. Each and every one of us has the power to hurt or to heal, to be the hero or the destroyer, with every moment of every breath of every day."
- 👉 **Perspectives:** Students create a piece of art exploring their personal relationship with nature, the environment, or people in developing countries.

DESSERTS

- 👉 **Let's Do It!:** Measure school's garbage to recycling ratio (bags versus bins); announce it and challenge the school to a garbage reduction target (i.e., reduce bags per day from 20 to 7), with litterless lunches and more recycling. Bonus marks if you get the cafeteria involved with reusable dishes and cutlery.

Water

COURSE CONNECTIONS

Geography: Human and environment interactions

Science: Sustainability; Ecosystems and human activity

Social Science: Global Health Issues; Environment and resource consumption

CHALLENGE # 2

Bring / Re-Use Your Own Water Bottle

ASSIGNED READING

The Otesha Book (OB), pp. 9-34

HORS D'OEUVRES

- 🐞 **Self-Evaluation:** See OB p.33 for a great, printable on-line weekly water use survey.
- 🐞 **Undercover R&R**
 - **Investigative:** Where does our local sewage go? From where does our clean tap water come?
 - **Community Map:**
 - The local water treatment plant.
 - Stores that sell low-flow toilets and showerheads.
 - Stores that sell recycled paper and paper products.
 - **Survey:** % of schoolmates who: (A) turn off the tap when brushing teeth, (B) take staggered showers, and (C) let the yellow mellow (see OB p.22) (minimum 50 respondents).

ENTRÉES

- 🐞 **Solution Finders** — Teacher clues [problem / solution]:
 - *Buying non-organic fruit*
[pesticide pollution / buying organic]
 - *Playing a round of golf*
[pesticide pollution / frisbee golf, other outdoor fun, asking golf course to go organic]
 - *Eating non-organic meat*
[excessive water used to produce meat, excess manure seeps

into water system / fewer meat meals per week, organic meat]

- *Buying bottled water*
[commodification of water (see OB p.12) / bringing your own re-usable water bottle]
- *Exercising one's internal waste removal system*
[water waste / yellow mellow, low-flow toilets or composting toilets (being installed in many homes now)]
- *Taking aspirin and other drugs*
[chemicals released through urine into water system / taking medicine only when really needed, asking doctor for alternatives to antibiotics]
- *Taking a shower*
[water waste / staggered or less frequent showers]
- *Keeping a really green lawn*
[water waste, pesticide and herbicide pollution / clover or other alternative lawn covers, letting it brown]

🐼 **Bust This!:** Myth: “Bottled water is better than tap water.” Consider human health, packaging, the environment, and access to clean water in other countries.

🐼 **Stakeholders:** The City Council is debating whether to ban the cosmetic use of chemical pesticides. ‘Cosmetic’ means using pesticides to make lawns, golf courses, parks, and other grass and natural areas green and pretty, or anything that is not necessary for public health (like stopping an outbreak of mosquitoes). Many studies link pesticides to cancer and other diseases, but not everyone believes it. Several other major cities and a whole province (Quebec) have already enacted a ban.

CHARACTERS:


- *WeedMan employees* (6 students / 3 Power Votes): Afraid of unemployment, you have a family to feed and a student loan to pay off.
- *Ace Chemical Co.* (2 students / 4 Power Votes): A large part of your revenue (and profits) come from manufacturing the pesticides. You disagree that pesticides ‘cause’ cancer

directly. You believe it is unfair for City Council to harm your business without conclusive proof of health risks.

- *Citizen Action Group* (3 / 2): You are concerned for the health of the city's citizens, and you will not stop until your long fight to ban pesticides is won.
- *Citizens* (10 / 5): You are concerned for your family's health, but you're not sure how else to maintain your lawn. How can you have a green lawn without using toxic pesticides?
- *City Councillor Pat* (1 / 1): You have been fighting to ban pesticides for years. You believe in the 'precautionary principle': if it is possible that pesticides are dangerous, they should be banned immediately to protect everyone's health, especially children and seniors who are most vulnerable.
- *City Councillor Manuello* (1 / 1): You are concerned for your citizens' health, but you also have two major golf courses in your ward that depend on pesticides to keep their courses green.
- *Mayor Ashneet* (1 / 2): You are in charge of running the City Council meeting and keeping order. Emotions will be high, and so you want to be seen as concerned for citizens' health and also concerned for the health of the city's economy.
- *Other City Councillors* (6 / 6): You want to protect citizens' health, but you don't want to jeopardize the city's economy and jobs by shutting down a whole industry.

 **Field Trip:** Local water treatment plant (OB p.32)

DESSERTS

-  **Global R&P:** The experience with and struggle against water privatization — Case Study: Bolivia
- Why did the government decide to privatize water in the city of Cochabamba?
 - What were the impacts on the citizens — wealthy and poor?
 - How did the struggle against water privatization start?
 - Did it succeed?
 - Do you think water is a fundamental human right? If so, is it fair to charge money for it?

 **Let's Do It!**

- Toilet dam the school (OB p.28)
- Pool *Canadian Tire* money to buy re-usable water bottles for the whole class — show 'em off in the cafeteria
- Hold a “My Yellow is Mellow” button campaign (made of recycled materials, of course!)
- Sell re-usable bottles (contact your local re-usable bottle store) as a fundraiser for Ryan's Well (story OB p.24)

 **Go Further! Reports** (OB p.32):

- Reading: *Blue Gold* (Barlow & Clarke)
- Field Trip
- Letters

Clothing

COURSE CONNECTIONS

Economics: Labour issues; trade; role of economic stakeholders (expanded to include overseas labour)

CHALLENGE # 3

Wear an outfit that is logo and leather-free.

ASSIGNED READING

Otesha Book (OB), pp.35-36

HORS D'OEUVRES

Undercover R&R

- **Investigative:** Choose a local clothing store, check the labels of the clothes to determine the country in which most of the clothes are made [OR select what you think is the most popular brand name worn in your school, and find out where most of their products are made]. Find out the working conditions of apparel workers in that country (average wage; do they have unions, sanitation, etc?). Compare the amount of money these workers make in one year to (A) the annual income of the store's sales clerks; (B) the salary of the corporation's CEO; and (C) the annual marketing budget of the corporation. What is the difference between that country's GDP per capita and Canada's?
- **Community Map:**
 - Second-hand / sweat-free / organic cotton clothing stores
 - Stores that sell environmentally-friendly soaps, laundry detergent, and cleaning products
- **Survey #1:** % of schoolmates who wear second-hand clothing at least two days a week; country of origin of schoolmates' shirts on a given day (minimum sample of 50)
- **Survey #2:** % of schoolmates (walking down the halls) with visible logos (minimum 200); in advance, brainstorm 10 popular brands and record how many of each you see in your sample.

- 👉 **Make a “Made-In” World Map** of the countries of origin of the clothes of the class (with number of garments per country).
BONUS: Send pairs of students around to other classrooms to collect data for a “Made-In” World Map of the whole school.
OPTION: Have students calculate the collective distance traveled by the class’ or the school’s clothing.

ENTRÉES

- 👉 **Videos:** Any of the three in OB p.54:
 - *It Takes a Child* (Judy Jackson): the story of Canadian child rights activist Craig Kielburger; excellent introduction to child labour and the capacity of young people in Canada to take action. Can evoke strong, new emotions in younger audiences — allow time for small-group or whole class reflection and sharing of thoughts and feelings. 50 minutes + 30 minute discussion.
 - *Mickey Mouse Goes to Hati* (The National Labour Committee): more hard-hitting, mature, specific look at exploitative labour practices by Disney in Haiti. 19 minutes. Order on-line at: www.nlc.vesana.com/shop/product_info.php?products_id=57
 - *Ants That Moved Mountains* (Maggie’s Organics): short, feel-good story of a women’s co-op in Nicaragua; excellent example of a real-life solution. 15 minutes.
- 👉 **Bust This!** Myth: “Bad jobs are better than no jobs.” If we boycott companies, workers will lose their jobs, making them even worse off. [See Myth, OB p.39.] Consider:
 - Why there are few good jobs in developing countries, and why centuries of sustainable, traditional lifestyles are being abandoned to make goods for export.
 - The many potential ripple effects of paying *better* wages (to the producer and the consumer).
 - ‘Buy-cotting’: Buying from good companies instead of boycotting bad ones.
 - Buying sweat-free clothing “Made in Canada / USA” is the same as boycotting — it doesn’t help necessarily improve

conditions for poorly paid workers in developing countries.

Stakeholders: The International Labour Organization (ILO) is debating whether to create a worldwide sweat-free symbol that can be placed on the labels of clothing. To have the label in its clothing, a company must ensure the following conditions [write on board for class to see]:

- A living wage and minimum age
- The right of workers to have a union
- Independent inspection of the factories
- Environmental responsibility
- Companies must pay full taxes and for all services (water, electricity, etc.)

CHARACTERS:

- *Local families / workers* (10 students / 1 Power Votes) —You are paid barely enough to survive day by day, but your poverty could be worse if the factory leaves town to find cheaper labour if you speak up too much.
- *Canadian running shoe consumers* (7 students / 7 Power Votes) —You feel badly that people are paid so poorly, but you don't want to pay much more for your clothing.
- *Chinese government* (3 / 5) —You want to keep companies in your country so that your people can have jobs, no matter how bad they may be.
- *Factory owners* (4 / 2) —You want to keep your contracts with the “Just Do It” Corporation, and you have to provide cheap labour to do that.
- *OXFAM Organization* (4 / 2) —Your organization has been fighting for better wages for workers for years. It is unjust that corporations make huge profits and consumers have cheap clothing while so many people are paid so poorly for their work. Check Myths 1, 2 and 3 (OB Pages 39-40) for tips.
- *“Just Do It” Corporation CEOs* (2 / 6) —Your job is to maximize profit for your shareholders. You could increase wages if consumers were willing to pay more for their clothes, but you don't believe they do.

- 👉 **Perspectives:** Have students write an imaginary letter from a sweatshop worker to (A) a Canadian consumer; (B) the CEO of the company who sells the products she / he makes OR a personal diary of a day in the life of a sweatshop worker.

DESSERTS


👉 Global R&P

- Cradle-to-Grave' path of a shirt/pair of shoes from a local fashion-store retailer OR school uniforms or team uniforms (source of all inputs and labour, from raw materials to manufacture to transportation to in-store product to throw-away in garbage or recycling).¹ Can be in essay, informal report, or oral presentation format.
- Vote on the class' favourite clothing brand; research working conditions in the country in which that brand has factories (salary, conditions, etc.) (See OB p.54 for resources, and also Co-op America's "How to Research Corporations Guide" at www.coopamerica.org/PDF/GuideResearchingCorps.pdf). **BONUS** — research the CEO's salary and the annual marketing budget of the company.

👉 Let's Do It!:



- Throw a class-wide clothing swap party
- Make class t-shirts from second-hand t's
- Hold an ethical fashion show at lunch to show off the swapped / second hand duds ("And now, folks, we have Jen in Ashneet's old tank-top").
- Write a collective class letter to a favourite brand saying no one will buy from them again until they demonstrate better labour and environmental practices (don't forget to include clipped tags from old shirts to prove that you are / were loyal customers)

1. To appreciate the full social and environmental cost of our material goods (how many resources and processes, and how much labour and transportation go into making and disposing of them), a Cradle-to-Grave path is often used. Ensure that students are thorough - don't be afraid to ask the class to add in other considerations as required.)



Letters: Write individual letters to favourite companies, as above.

Go Further! Reports (OB p.54):

- **Reading:** *Free The Children* (Kielburger and Major) is an outstanding book to introduce and engage youth in child labour and other social issues, and empower them to get involved.
 - **Volunteering:** all three are excellent ways to get involved!
 - **Field Trips:** these ones deserve bonus points!
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Media

COURSE CONNECTIONS

English: Media Studies: Analyzing and creating media works; identifying implicit and explicit messages and bias; factors influencing media production; marketing techniques and influences

Anthropology: Agents of socialization; determinants of behaviour

Canadian and World Studies: Culture (determinants of);

Power and governance (influence)

Family Studies: Consumer awareness; Body image

CHALLENGE # 4:

TV Turn-Off Day / Week

or

Buy Nothing Day / Week

(continue last week's Logo-Free challenge if desired)

ASSIGNED READING

Otesha Book (OB), pp. 57-80

HORS D'OEUVRES

Undercover R&R

- **Investigative:** Who owns local media (TV, radio, newspaper); what other media / businesses does that person / company own?
- **Community Map:**
 - Community green spaces
 - Outdoor fun spots
 - Community centres with evening and weekend activities
 - Local media outlets
 - Alternative media newspaper stands, radio stations, local access TV stations
 - Places of high ad saturation (places to not go) and ad free public spaces (places to go!)
 - Second-hand / used book stores
- **Survey #1:** Average hours in front of a screen (per week); what's the lowest amount? The highest? What is the # under 5; 5-10; 10-15; 15+ ? (minimum sample of 50)

- **Survey #2:** Primary weekend activities (mall, sports, reading, TV, homework, etc.); # of each; % of active versus passive activities (minimum sample of 50)

ENTRÉES

- **Reading:** If time permits have students read any of the three books on OB p. 77 before this lesson, and hold a discussion group in-class.
- **Video:** *The Corporation* (Achbar, Abbott and Bakan) explores the nasty challenges of the modern corporate culture. It can be understood at various levels, and is entertaining and challenging to mainstream thought. It is also long (145 minutes), so you might want to preview it, and select some sections to show. To order, and to find more information visit www.thecorporation.com.
- **Why Not?:** (1) Get rid of the TV? (2) Buy less stuff, less often? (3) Have fewer clothes and keep them longer? (4) Go without make-up? (5) Listen to music with good messages? (6) Play board games instead of video games?
- **Perspectives:** Choice of three:
 - A ‘whole-truth’ ad about any popular brand-name product. What would it say if taken from the perspective of the people and environment (animals, trees, rivers) affected by it? It can be serious or humorous, but be creative! [An easy example would be an SUV (see OB p.62).]
 - A song of any genre (rock, rap, country) with a positive message that contrasts any of the negative messages in the mainstream ad media. BONUS — must include at least one instrument other than vocal (beat-box counts as a non-vocal instrument)
 - An advertisement on behalf of nature to turn off the TV and come outside
- **Undercover Teacher Simulations:**

- Select 2-3 kids to “sell” a fictitious product to their classmates as UNDERCOVER ‘peer-to-peer’ advertisers (e.g., a new chocolate bubble gum, or new brand-name clothing line, see OB p.60). Tell your ‘agents’ a bit about the product and have them spread the word subtly but powerfully to their fellow students. Leave time to discuss how it felt to be the ‘agent’ and how it felt to be advertised to by one’s own peers. “You don’t always know when you’re being advertised to.”
- Teach a brief lesson on a controversial topic from a blatantly corporate perspective (see OB p.60 and linked footnote 7 for examples). Make the company reference subtle, but the biased message strong. Leave time to discuss the commercialization of schools, incidences in your own school (soft drink contracts, school uniforms), and the sources and solutions (education funding).


DESSERTS

Global R&P:



- Compare the coverage of the news by three (3) media sources: one national newspaper, your local newspaper, and one other (TV, other newspaper, radio, magazine). Select five (5) news events covered by all three, and compare how each media source described them. Notice the different headlines, ways to describe people (terrorists vs. freedom fighters vs. rebels), adjectives (insignificant vs. important vs. monumental), targets of blame (government, business, people). Can you tell the political beliefs, values, and party affiliations of each source?
- Name all the media sources you can think of: print, radio, magazines, etc., and then find out what corporation owns each of them. Find the four biggest media corporations in Canada [teacher clue: Quebecor, Bell Globemedia, Rogers, Canwest]. Research incidents where their existence as a business or corporation resulted in a change (censorship) in their news reporting.


 **Let's Do It!:**

- Start a school-wide Share-Ware program (see OB p.74).
- Start a class newsletter with positive stories and investigative journalism about cafeteria food, administration policies, local issues, and global issues.
- Declare a TV-free month

 **Letters:** To the editor (newspaper, magazine — young women's and men's magazines especially!), asking to see more articles about important issues like _____ (fill in the blank with an issue that concerns you)

 **Go Further! Reports** (OB p.77):

- Reading: any
 - Videos: *The Corporation* (Achbar, Abbott and Bakan).
 - Volunteer
 - Detective Work
 - Fun Times: any (#1 and 2 are easier); video camera project
- 
-
- 

Coffee

COURSE CONNECTIONS

Economics: Labour issues; trade; economic stakeholders

ASSIGNED READING

The Otesha Book (OB), pp. 81-106

CHALLENGE # 5:

No chocolate or coffee all week.

Then, at the end of the week, host a big Fair Trade Chocolate class party! See La Siembra (www.lasiembra.com—chocolate bars, baking cocoa, and hot chocolate) or Cool Hemp (www.coolhemp.com or hemp@coolhemp.com—delicious vegan chocolate ice cream) for retail locations or ordering information. See also a delicious chocolate cake recipe in the Food Chapter!

HORS D'OEUVRES

🐾 Undercover R&R

- **Investigative #1:** Compare prices between fair-trade and non-fair-trade coffee from local coffee shops. Find out the country from which the non-fair-trade coffee comes, and find out how much the average coffee farmer is paid per pound in that country. Compare that to the per-pound price given to the fair-trade coffee farmer (you may have to make some phone calls).
- **Investigative #2:** Make a World Map of the countries of origin of the following items at the local grocery store: coffee, tea, sugar, cocoa powder, bananas, apples, kiwis, mangoes, grapes, pineapples, oranges, garlic, tomatoes, broccoli, spinach, potatoes, basil, flower bouquets, and two types of potted plants. Beside each country, write its 'GDP per capita'—notice the difference between the numbers!
- **Community Map:** Restaurants / stores that serve / sell fair trade coffee, tea, and / or chocolate
- **Survey #1:** Average amount of coffee / chocolate consumed per week (minimum sample of 50)
- **Survey #2:** Number or % of schoolmates who can define the

terms ‘fair trade’, ‘organic’, and ‘shade-grown’ (minimum sample of 40)

ENTRÉES

- **Bust This!:** Myth: “One person’s personal consumer choices don’t make a difference in the large scheme of things.” Consider: the impact on individual fair-trade farmers and their families when you buy their product; the impact on non-fair-trade farmers and their families when you do or DO NOT buy their product; that so many people are not aware and do not care. Is one person at a time good enough?
- **Perspectives:** Students write a poem or song: The Ballad of the (A) cocoa farmer; (B) coffee drinker; (C) banana; (D) coyote (see OB p.85)
- **Stakeholders:** The Mayor wants to declare your town a “fair-trade” Town (see the Story of Garstang, OB p.96). The town council and offices will purchase only fairly traded goods, and encourage businesses to carry fair-trade products.

CHARACTERS:

- *Parents* (4 students / 4 Power Votes) — You don’t mind paying more for coffee to help poor farmers around the world, but you need your coffee in the morning, and can’t afford too sharp of a price raise. You also have kids who want chocolate, and you can’t afford to pay too much more for chocolate.
- *Children* — (4 / 3) You want poor farmers to be happy, but you want more chocolate and sweet things and not all of you care how you get it or who pays for it.
- *Local grocery store owners* (2 / 1) — If you are forced to pay more for your coffee, you may lose money and might go bankrupt, unless people are willing to pay significantly more for coffee, to account for higher costs and lower volume of sales (because people may buy less coffee at higher prices).
- *Local chocolate bar company owners* (2 / 2) — If you are forced to raise your chocolate prices, people might buy fewer chocolate bars, and you could go bankrupt.

- *Chocolate company development coordinators* (See Myth 3 on OB p.88) (2 / 1) — You feel demonized by the idea of fair trade. You pay farmers the money that the free market demands, and you give back a lot to the communities from whom you buy (in your opinion), by building them community centers and schools that they need.
- *Local Oxfam Group* (4 / 2) — You have been working to make your town a fair-trade town for years.
- *Group of Nicaraguan Farmers* (3 / 1) — You are from a developing country, and want to be paid fairly for your products.
- *Environmentalists* (2 / 1) — You are concerned that transportation of chocolate and coffee from far away contributes to climate change. You would prefer to encourage farmers in developing countries to grow their own food to eat instead of chocolate to export, and Canadians to find more local sweets (like honey) and hot drinks (like homegrown mint tea).
- *Mayor* (1 / 2) — You want your town to get “on the map” to increase tourism and look good. Other mayors are telling you to stop it because you’d make them look bad.
- *City Councillors* (6 / 6) — You want to balance the needs of citizens to have affordable coffee and chocolate, local businesses to survive and make money, and the city to attract tourism by having something unique about the town.

🐿 **Undercover Teacher Simulation:** Clean your classroom!

Assign work and reward (with candies or fair-trade chocolate bar pieces) according to the rubric below (based on 30 students and 100 candy pieces) [square brackets denote who each group represents in the coffee trade]:

- Long, difficult, manual labour (scrubbing, cleaning, collecting garbage from floor and all over) — 15 students — 1 piece each [Coffee farmers]
- Supervising the manual labour — 5 students — 2 pieces each [Coffee ‘Coyote’ middlemen (see OB p.85)]
- Easier manual labour (transporting the garbage bags to dumpster) — 5 students — 2 pieces each [Transporters]

- Easier manual labour (posting new posters or materials, opening or closing curtains) — 5 students — 4 pieces each [Staff at company coffee shops in Canada]
- You (the teacher, or ‘CEO’) — announce that you will keep the remaining 35 pieces of candy as a reward for optimizing class efficiency [CEO]

Messy up the room in advance to enhance the experience, and allow time at the end for discussion. “Is this fair?” Share the remaining 35 candies at the end of the simulation, or don’t — your call!

* Oxfam’s Fair Trade Workshop Facilitators Guide (Go Further! OB p.105) is a great resource for further classroom activities.

DESSERTS

- 🐾 **Global R&P:** Case study of a fair trade coffee or chocolate co-operative — how it works, its challenges and successes — in Mexico, Nicaragua, Guatemala, Cote d’Ivoire, or another country. An internet search will give some leads, and some phone calls and interviews may be necessary, but fun!
- 🐾 **Let’s Do It!:**
 - Throw a fair trade party (see Challenge # 5)
 - Hold a fair trade chocolate fundraiser (contact Cocoa Camino, www.lasiembra.com) to buy fair trade soccer balls for school and local soccer leagues (see OB p.105)
- 🐾 **Perspectives:** Based on The Dynamic Trio of Ethical Coffee (OB p.84), students write a Hollywood movie script, comic strip, or skit to present to the class
- 🐾 **Letters:** To local coffee shops and merchants asking for fair trade goods to be stocked (Loblaws has already started with fair trade hot chocolate, but not coffee!)
- 🐾 **Go Further! Reports** (OB p.105):
 - Reading: *The No-nonsense Guide to Fair Trade* (David Ransom)
 - Field Trip
 - Fun Stuff

Food

COURSE CONNECTIONS

Family Studies: Nutritional health; Canadian food supply and production; Global food issues; Food security;
Individual and Family Living;

CHALLENGE # 6:

No meat at any meals *and* litter-free lunches!

ASSIGNED READING

Otesha Book (OB), pp. 107-134

HORS D'OEUVRES

Undercover R&R

- **Investigative # 1:** Visit the grocery store and check out the ingredient list of some processed foods (crackers, chips, cookies, bread, snack cakes). List the Top 5 non-natural ingredients (the ones that you don't recognize), and do an internet search to find out where those artificial ingredients come from and how they're made.
- **Investigative # 2:** Price-check organic versus non-organic fruit (5 types), vegetables (5 types), meat (1 type), raisins, pasta, pasta sauce, popcorn, salsa, yogurt, milk, and three other organic foods you find at local grocery and/or health food stores.
- **Investigative # 3:** Find the countries of origin of ALL ingredients of three typical cafeteria meals, or the lunches of three of your friends (including main course, a fruit, a dessert and a drink). Calculate the total distance traveled by each meal. The distance can be approximate (see www.mapcrow.info for a wicked online calculator).
- **Community Map:**
 - Vegetarian, organic, and locally owned restaurants
 - Local farmers markets (with dates and times) and local organic farms
 - Grocery stores with bulk bins
 - Food banks and soup kitchens to volunteer at

- **Survey:** Number or % of schoolmates who consider shipping distances, pesticides used, animal rights, or packaging when choosing meals (minimum sample of 40)

ENTRÉES

- **Videos:** *Cow at My Table* (Jennifer Abbott) is an award-winning documentary about the meat culture: the anthropology of consuming animals as food; perspectives on large-scale agribusiness; and specific cases of the cruelty that results. There are moments with disturbing information and visual content, so be sure to preview and be prepared for strong reactions. But there are also less disturbing moments among the 90 minutes in which key issues are raised, so don't abandon it altogether. Order at: www.filmwest.com/Catalogue/itemdetail/1458/
- **Why Not?:** (1) Eat vegetarian / vegan? (2) Eat organic? (3) Eat only local foods? (especially hard in winter) (4) Bring cloth bags to the grocery store? (5) Eat fresh food instead of processed? (6) Cook your own food instead of eating at a fast food joint? (7) Why don't farmers grow organic instead of pesticides? (8) Why don't farmers raise animals in healthy and humane conditions?
- **Perspectives:** Students write a diary of an (A) factory farmed animal being liberated onto a free-range farm; (B) exotic fruit traveling from tree to grocery store; (C) family farmer in western Canada trying to remain competitive with large factory farms but also not wanting to use chemicals or be cruel to his animals.
- **Stakeholders:** The federal government is considering cutting all agricultural subsidies to non-organic and factory farms, and redirecting that money to organic and free-range farms. See OB pp.109, 115 for explanation of terms, and Food Chapter for arguments and myths.

CHARACTERS:

- *Health Minister* (1 student / 2 Power Votes)—You can drastically cut health care costs from diseases that come from

unhealthy food, and redirect it to improve the health care system in other areas.

- *Family farmers* (4 / 2) — You are barely surviving in the face of competition from large agriculture corporations who can produce lots of food very cheaply, and so you rely on government subsidies to survive. The costs of transitioning to organic and free-range are impossible to pay on your own, and you would need lots of financial and logistical help to make the switch.
- “*Big Quick Food Corp.*” *CEOs* (2 / 6) — You rely on government subsidies to keep your profits high for your shareholders, and the transition to organic, free-range farming would cut a big hole in your profits. You doubt that Canadians would be willing to pay drastically higher prices for their food to make up for it.
- *Nutritionist* (1 / 1) — You know that organic food is far better for your patients, but are afraid that people will eat fewer fruit and vegetables if the prices go up substantially.
- *Environmentalist* (1 / 1) — You’ve been pushing for years to have organic, free-range farming: the only way to reverse the pollution created by huge corporate factory farms.
- *Animal rights activists* (1 / 1) — You’ve been pushing for this change or years: hopefully the day has come! The next step: no more meat eating at all.
- *Busy parents* (5 / 2) — You want to feed your family the healthiest food possible, but you’re afraid that it will be too expensive if all that is available is organic food.
- *Cattle Ranchers Association* (3 / 6) — You feel that your traditional way of life is being demonized, and you don’t want to be subjected to laws against animal cruelty. You believe there is a difference between abusing your pets and raising livestock for meat.
- *Cows* (2 / 0) — Moo (translation: I prefer being able to live outside and wander freely instead of being cooped up in a cage. I’d prefer to not be slaughtered before my natural time to die comes, but hey I’ll take what I can get).
- *Members of Parliament* (10 / 10) — You are each from one province in Canada (divide amongst yourselves), and you



each represent different citizens with different needs. Some of you have more farmers, some have more business people, some have no farmers but lots of people who want healthy food. You have to find the balance that fits your province, and vote for your own province's needs.

- 🦋 **Field Trip:** Local farm (organic if possible!)
- 🦋 To complement the Science curriculum, research and create a class compost box.

DESSERTS

- 🦋 **Global R&P:** Research the 'Cradle to Grave' path of a selected meal (home-cooked or restaurant), including clearing trees to grow grain (important when it comes to meat as well!), planting, care and feeding of livestock, harvesting, slaughter, processing, packaging, distribution, purchase, cooking, and waste after eating (you may omit its journey through the digestive system — in fact, do omit that, please). Can be in essay form, informal report, or oral presentation format.

🦋 **Let's Do It!:**

- Hit local fast food joint with Tupperware (OB p.126)
- Throw a local, vegan, organic food party [refer to Otesha online recipe book]
- Plant a class veggie garden
- Build a class composter
- Launch a litter-free lunch promotion week

🦋 **Go Further! Reports** (OB p.132):

- Reading: *World Hunger: Twelve Myths* (Lappe et al), *Fast Food Nation* (Eric Schlosser), *Food Revolution: how your diet can help you save your life and the world* (John Robbins) are all excellent
- Volunteering
- Field Trip: organic farm
- Letters

Transport

COURSE CONNECTIONS

Canadian and World Issues: Urban patterns and interactions;
Interdependence of ecology and economics.

Travel and Tourism: Impact on environment

CHALLENGE # 7:

Go everywhere by 100% human-powered transportation (walk, bike, skateboard, take stairs instead of escalator, etc.)

ASSIGNED READING

Otesha Book (OB), pp.135-138

HORS D'OEUVRES

Undercover R&R

- **Investigative # 1:** How do your teachers get to school—walking, bike, public transit, carpool, SOV (single-occupancy vehicle—in other words, drive by themselves), or molecular transporter? Small car, hybrid, van or SUV?
- **Investigative # 2:** What materials does your municipality recycle, and where do they go after they leave your curbs? Where is the actual recycling process performed? What does it become once recycled? [While transportation is only one aspect of recycling, it is an important local issue of sustainable consumption, and is included in the last chapter lesson plan because it may require deeper research and more time than others]
- **Community Map:**
 - Drop-off sites for recyclable materials, and for hazardous waste products—batteries, camping gas, paint cans, etc.
 - Bike routes
 - Bike co-ops, stores and repair shops
 - Major bus routes
- **Survey:** Transport Survey: Mode of transportation used to commute to school (ride, drive, bus, bike, walk, etc.); # of each; % of human-power versus machine-power commuters; % of cyclists who wear a helmet (minimum sample of 50)

ENTRÉES

- **Why Not?:** (1) Get rid of your car? (2) Vacation locally? (3) Never take an airplane? (4) Ride the bus? (5) Bike everywhere? (6) Carry your friend to school in a wheelbarrow?
- **Perspectives:** Write a letter to car drivers everywhere OR to bicycle commuters, from (A) a resident of Tuvalu (elev. 5 m above sea level); (B) an Inuk chief (watching melting ice caps); (C) Mother Earth; (D) a Canadian farmer in the Prairies
- **Stakeholders:** The City Council is considering following the example of Bogota, Colombia (OB p.150) by halting all construction and repairing of roads, and instead funding an upgrade on public transit and constructing an extensive system of bicycle paths. They may also ban all cars from downtown, as is being implemented in Paris (France, not Ontario). Smog from cars causes hundreds of deaths a year, and spending on car commuting has grossly exceeded spending on both pollution-reducing transit and on pollution-free bike commuting for decades. However, most people commute by cars, and the transition will be difficult for many people.

CHARACTERS:

- *Mayor Omar* (1 student / 2 Power Votes) — In a smoggy and economically unequal city, you believe it is time that the citizens who ride \$100 bikes and accessible transit be treated equally if not better than those driving \$20,000 cars.
- *Car commuters* (6 / 6) — You live on the opposite side of town from your work, and you will find it very time-consuming and difficult to get to work every day without a car.
- *Transit commuters* (3 / 3) — You have been waiting for transit routes to be more accessible and prices to come down for a long time.
- *Bike commuters* (2 / 2) — You would love to have more bike lanes and paths in town to make your commuting safer and the air cleaner.
- *Car manufacturers* (2 / 6) — You could lose a lot of money and have to lay off thousands of workers, maybe even go bank-

rupt or relocate somewhere else, if people stop buying as many cars as they currently do. This move would move all of society away from the car: you must prevent it at all costs.

- *Auto workers* (4 / 2) — You could lose your job if people stop buying as many cars as they do. What job could you possibly get now?
- *Environmentalists* (2 / 1) — You have been pushing for this move for years: you must continue the fight because the car manufacturers will not go down easily.
- *Transit drivers* (2 / 1) — Maybe you'll finally get that raise you've been waiting for.
- *Taxi drivers* (2 / 1) — Does this mean taxis would be banned from downtown too? If so, then you could lose your job, what other job could you get? If not, then cool, this means more people using cabs because they can't bring their own cars downtown!
- *Downtown store owners* (2 / 1) — You are concerned about the impact this move would have on your business.
- *City Councillors* (4 / 4) — You seek to balance the needs of businesses, workers, commuters, and citizen health. Are there any creative ways to satisfy them all?

- 🐾 **Undercover Teacher Simulation:** Roll everywhere you go in your chair [just kidding].
- 🐾 **Field Trip:** Bike ride around town
- 🐾 **Invite** a bike-repair expert to give a workshop for the class
- 🐾 **Self-Evaluation** (Appendix II): Part Two

DESSERTS

- 🐾 **Global R&P:**
 - 'Cradle-to-Grave' path of any car (from raw materials to all processing and manufacturing, to the showroom, to the end-of life scrap heap)
 - Effects on the climate and economy of a reduction in greenhouse gas emissions by one of the following countries:

Indonesia, Jamaica, the US, China, Russia, Japan, South Africa, or Brazil

 **Let's Do It!:**

- Plant a tree
- Replace all light bulbs at home with CFLs (see OB p.153)

 **Go Further! Reports** (OB p.155):

- Reading: *Divorce Your Car* (Katherine Alvord) and, 2030 confronting Thermageddon (Robert Hunter) are great reads.
- Letters
- Fun Stuff

Appendix I

UNDERCOVER RESEARCH AND REPORT ASSIGNMENTS

Investigative Research Questions

Where does our local sewage go? From where does our clean tap water come?

Choose a local clothing store, check the labels of the clothes to determine the country in which most of the clothes are made, OR select what you think is the most popular brand name worn in your school, and find out where most of their products are made. Find out the working conditions of apparel workers in that country (average wage, do they have unions, sanitation, etc.). Compare the amount of money these workers make in one year to (A) the annual income of store's sales clerks; (B) the salary of the corporation's CEO; and (C) the annual marketing budget of the corporation. What is the difference between that country's GDP per capita and Canada's? (Requires some mad internet research skills)

Who owns local media (TV, radio, newspaper); what other media / businesses does that person / company own?

Compare prices between fair-trade and non-fair-trade coffee from local coffee shops. Find out the country from which the non-fair-trade coffee comes, and find out how much the average coffee farmer is paid per pound in that country. (Requires some mad creative research skills). Compare that to the per-pound price given to the fair-trade coffee farmer (you may have to make some phone calls).

Make a World Map of the countries of origin of the following items at the local grocery store: coffee, tea, sugar, cocoa powder, bananas, apples, kiwis, mangoes, grapes, pineapples, oranges, garlic, tomatoes, broccoli, spinach, potatoes, basil, flower bouquets, and two types of potted plants. Beside each country, write its 'GDP per capita' —notice the difference between the numbers!

Visit the grocery store and check out the ingredient lists of some processed foods (crackers, chips, cookies, bread, snack cakes). List the top 5 non-natural ingredients (the ones that you don't recognize), and do an internet search to find out where those artificial ingredients come from and how they're made.

Price-check organic versus non-organic fruit (5 types), vegetables (5 types), meat (1 type), raisins, pasta, pasta sauce, popcorn, salsa, yogurt, milk, and three other organic foods you find at local grocery and / or health food stores.

Calculate the total distance traveled of ALL ingredients of three typical cafeteria meals or the lunches of three of your friends (including main course, a fruit, a dessert and a drink). The distance can be approximate (see www.mapcrow.info for a wicked online calculator).

How do your teachers get to school —walking, biking, public transit, carpool, SOV (single-occupancy vehicle—in other words, drive by themselves), or molecular transporter? Small car, hybrid, van or SUV?

What materials does your municipality recycle, and where do they go after they leave your curbs? Where is the actual recycling process performed? What does it become once recycled?

Community Map Locations

The local water treatment plant?

Stores that sell low-flow toilets and showerheads?

Stores that sell recycled paper and paper products?

Second-hand | sweat-free / organic cotton clothing stores

Stores that sell environmentally-friendly soaps, laundry detergent, and cleaning products

Community green spaces / Outdoor fun spots


Community centres with evening and weekend activities

Local media outlets

Alternative media newspaper stands, radio stations, local access TV stations

Places with high ad-saturation (places to not go!), and ad-free public spaces (places to go!)

Second-hand | used book stores




Restaurants / stores that serve / sell fair trade coffee, tea, and / or chocolate

Vegetarian, organic, and locally owned restaurants

Local farmers markets (with dates and times) and local organic farms

Grocery stores with bulk bins

Food banks and soup kitchens to volunteer at



Drop-off sites for recyclable materials, and for hazardous waste products – batteries, camping gas, paint cans, etc.

Bike routes

Bike co-ops, stores and repair shops



Surveys

Feel free to adjust the sample minimums according to school population size and desired difficulty of assignment. Can be done as individuals or as pairs.

Water Survey: % of schoolmates who: (A) turn off the tap when brushing teeth, (B) take staggered showers, and (C) let the yellow mellow (see Otesha Book p.22) (minimum 50 respondents)

Clothing Survey: % of schoolmates who wear second-hand clothing at least two days a week; country of origin of schoolmates' shirts on a given day (minimum 50 respondents)

Clothing Survey: % of schoolmates (walking down the halls) with visible logos (minimum 200 people observed); in advance, brainstorm 10 popular brands and record how many of each you see in your sample.

Media Survey: Average hours in front of a screen (per week); what's the lowest amount? The highest amount? What is the # under 5, 5-10; 10-15; 15+ ? (minimum 50 respondents)

Media Survey: Primary weekend activities (mall, sports, reading, TV, homework, etc.); # of each; % of active versus passive activities. (minimum 50 respondents)

Coffee Survey: Average amount of coffee / chocolate consumed per week (minimum 50 respondents)



Coffee Survey: Number or % of schoolmates who can define the terms 'fair trade', 'organic', and 'shade-grown' (minimum 40 respondents)

Food Survey: % of schoolmates who consider shipping distances, pesticides used, animal rights, or packaging when choosing meals (minimum 40 respondents)

Transport Survey: Mode of transportation used to commute to school (ride, drive, bus, bike, walk, etc.); # of each; % of human-power versus machine-power commuters; % of cyclists who wear a helmet (minimum 50 respondents)



Appendix II

SELF-EVALUATION

Hello, how are you? I am fine.

This Otesha Book unit isn't just facts and ideas and talking. No way, crazy cats. It's a *revolution* in education and a turning point in your life, because it asks you to not just learn stuff, but to *do* stuff too. We call it "walking the talk," and it's how we all escape the adventureless doldrums of teenage life, overcome the overwhelming weight of the world's problems and do something about it, one small action at a time.

We each change the world every day, and it's the goal of *The Otesha Book* to get y'all psyched to make that change positive instead of, well, sucky. So here we go:

- 👉 Today, use column 1 to rate yourself based on each question: 0 to 5, with 0 meaning "Nope" and 5 meaning "Oh yeah!"
- 👉 During the last class of the unit (Transport), use column 2 to rate yourself at that time using the same 0 to 5 scale
- 👉 One month after the unit is over, use column 3 to again rate yourself. High-five yourself for contributing to a sustainable future!

WATER

- I turn off the tap when I brush my teeth.
- I turn off the shower as I put shampoo in my hair and soap on my bod (a “staggered shower”).
- I have a low-flow showerhead and toilet at home.
- I re-fill my re-usable water bottle instead of buying bottled water.
- I let my yellow mellow (don't flush after I pee).

CLOTHING

- I wear handmade, second-hand, or thrift store clothes.
- I buy new clothes only when my old ones wear out.
- My clothes are leather-free.
- My clothes are sweat-free (not made in sweatshops).
- I ask where my clothes are made before I buy them.

MEDIA

- I spend more time outside than watching TV.
- I do NOT care if I look as hot as the people on TV.
- I give non-material gifts for birthdays and holidays.

COFFEE

- I am logo-free (no visible logos on my clothes).
- I can last one whole week buying nothing but food.
- I know what “fair trade, organic, shade-grown” means.
- I buy only fair trade chocolate and coffee.
- I ask local stores to carry fair trade products.

FOOD

- I buy organic food whenever I can.
- I eat vegetarian food or fewer than two meat meals per week.
- I buy fruit and veggies from local farmers.
- I grow some of my own food in a garden.
- I have a compost bin at home.

TRANSPORT

- I bike or walk where I'm going as often as I can.
- I carpool or take public transit.
- I've planted a tree in the past year.
- I wear a helmet when I bike.
- I recycle.

Appendix III

CURRICULUM CONNECTIONS: COURSES, CONCEPTS, SKILLS AND EVALUATION

The varied activities offered in this Teacher Menu cover a broad range of courses, concepts, outcomes, skills, and evaluation methods. Back in the "How to use the Teacher Menu section, we detailed Curriculum Connections that spanned the whole book, and in each "Meal" we detailed specific curriculum connections for that Chapter's content. The table below offers some suggested Connections for each *activity type*. Again, it is far from exhaustive, and aims instead to inspire cartoon light bulbs to flash above your head regarding your own particular needs, passions, and curriculum requirements. Note that another cross-cutting theme in modern curricula is the use of information technology (IT) to collect, organize, interpret, and present information. The activities given are highly adaptable to IT incorporation at all stages – be creative!



ACTIVITY TYPE		COURSES: CONCEPTS		OUTCOMES / SKILLS		EVALUATION TOOLS	
CHALLENGE		Civics: active citizenship		Application of understanding		Participation	
SELF-EVALUATION				Self-evaluation and analysis			
SMALL GROUP DISCUSSION				Listening and speaking skills; formulating and sharing opinion; analysis of varying perspective; synthesizing discussion; consensus-building		Participation; Understanding of concepts; Clarity of articulation / synthesis of group's discussion	
INVESTIGATIVE REPORTS		Methods of inquiry and communication		Inquiry/Research from a variety of sources / methods (primary sources); collecting, synthesizing, and communicating information		Application of process; Use of various techniques / sources / technology	
COMMUNITY MAP		<i>Geography</i>		Map and graphic representation		Use of various techniques / sources / technology	
SURVEYS		Methods of inquiry and communication		Research: interviews, statistics, planning, question formulation; collecting, analyzing, evaluating and communicating results		Application of process (formulation of questions, keeping and analysis of results); Use of various techniques / sources / technology	
VIDEOS						Participation in discussion	
BUST THIS!		Family Studies: consumer awareness		Analysis: evidence versus opinion; assessing various perspectives		Participation; Quality / Clarity of expression	
PRO / CON DEBATE		English		Research, formulate, express and defend an opinion/position		Participation; Quality / Clarity of expression; Accuracy of understanding given position	

ACTIVITY TYPE	COURSES: CONCEPTS	OUTCOMES / SKILLS	EVALUATION TOOLS
WHY NOT?	Civics: active citizenship	Active citizenship; problem solving; formulating and articulating personal opinion / experience; impact of economic, social, environmental and health factors in lifestyle decisions; seeking inclusive solutions	Participation; Quality / Clarity of expression; Creativity of ideas; Quality of cooperative interaction / inclusive expression
SOLUTION FINDERS	<i>Canadian and World Politics</i> : resolution of local and global issues	Problem solving; working cooperatively; impact of economic, social, environmental and health factors in lifestyle decisions; seeking inclusive solutions	Participation; Quality / Clarity of expression; Creativity of ideas
STAKEHOLDERS	Civics / Politics: governance; political decision making (roles, influencing factors); power relationships / influence distribution	Decision-making; oral communication; researching, understanding and articulating varying perspectives	Participation; Quality / Clarity of expression
PERSPECTIVES	Civics: understanding different perspectives	Creative writing / thinking; understanding and articulating different perspectives; communication – oral (story), written (letters, diary), visual (video)	Creativity; Fluency in theories / varying perspectives
UNDERCOVER TEACHER SIMULATION	<i>Canadian and World Studies</i> : assess how events, ideas and values affect the individual	Make connections between concepts; understanding different perspectives, communities and lifestyles	Participation in discussion; Quality / Clarity of expression
FIELD TRIPS			Participation in discussion





ACTIVITY TYPE	COURSES: CONCEPTS	OUTCOMES / SKILLS	EVALUATION TOOLS
GLOBAL R&P	Methods of inquiry and communication	Research: variety of sources / methods, all skills Presentation: oral, use of information technology; Writing: various formats, all skills	Application of process; Depth and breadth of research; Clarity of expression; Organization
LET'S DO IT!	Civics / Politics: active citizenship	Active citizenship	Participation; Quality of involvement
LETTERS	<i>Canadian and World Studies</i> / Politics, Civics: power and governance; structures and functions of levels of government; citizen participation		Application of process; Clarity of expression; Organization
GO FURTHER! BOOK/VIDEO REPORTS	<i>English</i>	Written communication: reports	Understanding of idea; Clarity of expression; Organization
GO FURTHER! PRESENTATIONS	Various	Various, especially oral, written, and visual communication	Application of knowledge, concepts, ideas; Clarity of expression; Organization





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