



Sustainable Future

Visions of a Sustainable Community

Overview

Your students will examine what a sustainable community is and should look like. Using a local street in their own community as an example, they will imagine what that same street should look like 150 years from now to ensure sustainability.

Objective

The goal of this activity is for students to be able to think critically about a concept, in this case sustainability, from a future perspective. In this activity, students will place themselves into the future to think about what a sustainable street in their community should look like in 2167 and compare that to the present day. This will help them understand and reflect on what changes need to be made. They will then represent those changes as a visual for others to learn from.

As with every Next 150 activity, students will be learning from a diversity of other student perspectives across Canada to broaden their scope of understanding.

Class Time: 75 min -
2.5 hours

Subject Areas:

- People and the environment
- Active citizenship
- Community
- Environment / Sustainability

Curriculum

Connections:

Social Studies curriculum connections

(see details below including links across Canadian Provinces and Territories)

French curriculum connections - Writing and communication

English curriculum connections - writing and communication



Lesson

Step 1 (15 minutes - in class or at home)

Ask your students to answer the Next 150 question online on WorldVuze **"In the next 150 years, how much change do you think people from your city/town/community in Canada will need to make to the way they live to ensure a sustainable environment for future generations?"**. Your students will be prompted to provide a written answer to explain "why" they answered the way they did.

Step 2 (30 minutes - in class or at home)

Ask your students to either draw or take a picture of a street in their community. This will represent the present timeline of 2017. They will need to make a photocopy of this drawing or print two images. The copy will be used in Step 3.

Younger students could perhaps go for a short class 'field trip' walk around their school's neighbourhood provided with some probing questions, such as the following:

- How much green space do they see? (lots of trees and plants, a little, none)
- How much traffic do they notice? (cars only, cars and trucks only, buses, cyclists)
- Is there space provided for people to safely ride bicycles and walk around or is the street designed mostly for cars?
- What kind of buildings do they see? (Houses only, apartment buildings only, office buildings only, stores only, or a combination of some or all of these?)

Resources

- WorldVuze.com (including filters - see below)
- Sustainability background resources
- A Kids' Guide to Canada

Thank you to Our Partner



These activities were drafted using the [Critical Thinking Consortium](http://www.criticalthinking.org) (TC2) framework, and are designed to help students build critical thinking, creativity, and collaborative thinking.



Once students return to class, they can draw a picture to represent what they observed.

Step 3 (60 minutes - in class or at home)

Ask your students to examine the picture they've taken/drawn and think about what it means to have a "sustainable community". Students can read the resources provided in this document as background to pull from and design their own set of 'sustainability' criteria to consider as they take another look at their street from a future 2167 lens.

As they investigate, ask students to write down what, if anything, do they think would need to change on that street to ensure their sustainability criteria is met in 2167? They can then represent those changes on the copy of their original picture. This is their 2167 picture.

Step 4 (20 minutes - in class)

The class can create a gallery with these pictures in the class for the rest of their classmates to view and discuss as a class.

Engage in a class discussion:

- What are the most significant differences in how you re-designed your community/street in 150 years from what your community looks like today?
- How quickly do you think we need to move toward this reimagined sustainable future?
- What steps do you think we will need to take to get to the sustainable future you imagined?



Step 5 (20 minutes - in class or at home)

At a later date (at least one week later), ask your students to go back to WorldVuze to examine the views shared by students across Canada on the same question *"In the next 150 years, how much change do you think people from your city/town/community in Canada will need to make to the way they live to ensure a sustainable environment for future generations?"*.

- Do students from different communities in Canada have similar or different perspectives from you or your community? Why do you think that is?

Step 6

Share your class gallery of pictures with their peers across the country by uploading them onto A Kid's Guide To Canada! (See how to do this below).



RESOURCES

WorldVuze Filter

Students can filter perspectives by location on WorldVuze, then read through all of the students' written responses from that location. They can also use the pie chart to see patterns of perspectives, specific to this region (i.e. students in Ontario). See where to find the location filter and pie chart, in the images below.

The screenshot shows the WorldVuze interface for a social studies question: "Who do you look up to as a role model? (Please say who this person is and why they are your role model.) over 3 years ago". The filter bar includes options for Countries (100 Answers), Mindshifts (43), and Tags (role model). The 'Countries' dropdown is highlighted with a red circle and is open, showing 'Canada' selected and a list of regions: All Regions, Ontario, Saskatchewan, and British Columbia. A map of North America is visible on the right side of the page.

The screenshot shows the same WorldVuze interface, but with a pie chart overlay. The pie chart is divided into segments representing different categories of role models. The legend on the right lists the categories: A: A person in my family (yellow), D: An athlete (light blue), C: A famous person (red), H: Other (green), B: A person in my life (my teacher, sports coach, etc.) (purple), I: I do not know (orange), F: An artist (light purple), E: A politician (dark red), and G: A business person (dark green). The pie chart shows that 'A: A person in my family' is the most common response, followed by 'D: An athlete' and 'C: A famous person'.

A Kids' Guide to Canada

You can add your class gallery to A Kids' Guide to Canada at <https://akgtcanada.com>.



The Kids' Guide to Canada project is a national teacher led initiative offering every elementary class in every school system in Canada a chance to help create the very first interactive and multilingual guide to Canada produced by kids and for kids – for Free!

[Find out more information about A Kids Guide to Canada here.](#)

[Register for A Kids Guide to Canada](#)

Curriculum Connections - Social Studies

B.C. and Yukon	Alberta	Manitoba	Sask.	Ontario	Quebec	New Brunswick, Nova Scotia, Newfd. and Labrador, PEI	Northwest Territories and Nunavut
<ul style="list-style-type: none"> Inquiry process - ask questions, gather, interpret and analyze ideas Communicate findings and decisions Explain significance make inferences Recognize cause and consequences Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events Make value judgments about events, decisions or actions and suggest lessons that can be learned <p>Core competencies (across Grades): Communication, thinking, personal & social</p>	<p>Dimensions of thinking</p> <ul style="list-style-type: none"> Critical thinking and creative thinking (determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue) Geographic thinking (interpret thematic maps) Decision making and problem solving <p>Social Participation as a Democratic Practice</p> <p>Research for Deliberative Inquiry</p> <ul style="list-style-type: none"> Research and information (reflect on changes of perspective or opinion based on information gathered) <p>Communication</p> <ul style="list-style-type: none"> Oral, written and visual literacy 	<p>Active democratic citizenship</p> <ul style="list-style-type: none"> Collaborate with others to share ideas, decisions, and responsibilities in groups Interact fairly and respectfully with others. Consider the rights and opinions of others during interactions. <p>Managing ideas and information</p> <p>Critical and creative thinking skills</p> <ul style="list-style-type: none"> Consider advantages and disadvantages of solutions to a problem. Draw conclusions based on information and evidence. Revise ideas and opinions based on new information. Distinguish fact from opinion. <p>Communication skills</p> <ul style="list-style-type: none"> Listen actively to others to understand their perspectives Use language that is respectful of human diversity Support their ideas and opinions with information or observations Present information and ideas orally, visually, concretely, or electronically. 	<p>Developing Thinking</p> <ul style="list-style-type: none"> thinking and learning contextually thinking and learning creatively thinking and learning critically <p>Developing Identity and Interdependence</p> <ul style="list-style-type: none"> -understanding, valuing, and caring for oneself understanding, valuing, and caring for others understanding and valuing social, economic, and environmental interdependence and sustainability <p>Developing Literacies</p> <ul style="list-style-type: none"> constructing knowledge related to various literacies exploring and interpreting the world through various literacies expressing understanding and communicating meaning using various literacies <p>Social Responsibility</p> <ul style="list-style-type: none"> using moral reasoning engaging in communitarian thinking and dialogue taking action 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Knowledge of content Understanding of content <p>Thinking</p> <ul style="list-style-type: none"> The use of critical and creative thinking skills and/or processes Use of planning skills Use of processing skills <p>Communication</p> <ul style="list-style-type: none"> Expression and organization of ideas and information Communication for different audiences Use of conventions <p>Application</p> <ul style="list-style-type: none"> Application of knowledge and skills Transfer of knowledge and skills to new contexts Making connections within and between various contexts 	<p>Intellectual competencies</p> <ul style="list-style-type: none"> Uses information Solves problems Exercises critical judgment Uses creativity <p>Communication related competency</p> <ul style="list-style-type: none"> Communicates appropriately <p>Methodological competences</p> <ul style="list-style-type: none"> Adopts effective work methods Uses information and communications technologies <p>Personal and Social competences</p> <ul style="list-style-type: none"> Cooperates with others 	<p>Citizenship</p> <p>Graduates will be expected to assess social, cultural, economic, and environmental interdependence in a local and global context.</p> <p>Communication</p> <p>Graduates will be expected to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.</p> <p>Personal Development</p> <p>Graduates will be expected to continue to learn and to pursue an active, healthy lifestyle.</p> <p>Problem Solving</p> <p>Graduates will be expected to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.</p> <p>Technological Competence</p> <p>Graduates will be expected to use a variety of technologies; demonstrate an understanding of technological applications; and apply appropriate technologies for solving problems.</p>	<p>Active democratic citizenship</p> <ul style="list-style-type: none"> Collaborate with others to share ideas, decisions, and responsibilities in groups Interact fairly and respectfully with others. Consider the rights and opinions of others during interactions. <p>Managing ideas and information</p> <p>Critical and creative thinking skills</p> <ul style="list-style-type: none"> Consider advantages and disadvantages of solutions to a problem. Draw conclusions based on information and evidence. Revise ideas and opinions based on new information. Distinguish fact from opinion. <p>Communication skills</p> <ul style="list-style-type: none"> Listen actively to others to understand their perspectives Use language that is respectful of human diversity Support their ideas and opinions with information or observations Present information and ideas orally, visually, concretely, or electronically.