

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

## VALUE CONSERVATION

# OIL

**Inquiry:** How does our current extraction, transportation and consumption of oil impact people and the environment?



<b>ACTION PLAN</b>	<ol style="list-style-type: none"> <li>1. MY WORLD VIEW</li> <li>2. MY ACTIONS</li> <li>3. GLOBAL RESEARCH</li> <li>4. LOCAL ACTIVITY</li> <li>5. CRITICAL THINKING</li> <li>6. ACTION SURVEY</li> <li>7. PRESENTATION</li> <li>8. SELF EVALUATION</li> </ol>
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Group Members and Contact Info

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## Goals

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

When you finish this, you will do a SELF EVALUATION to measure how much you have gained in each area below.



**Inquiry:**

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

Below are some key terms you will need to understand as you explore the inquiry of this Action Pack. They will appear in ***bold italic*** in your Action Pack. The simple definitions below are provided for ease of reference.

Climate Change	The long term changes and abnormal occurrences in weather patterns; in this case due to human activity.
Conservation	Taking steps to use a minimal amount of natural resources so that they can regenerate and be available for future generations.
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.
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 be considered the group of people that you are living with.
Government	A system or organization that exercises authority and performs functions for the people of a designated country, province or local community.
Natural Resources	Materials provided by the Earth, such as minerals, forests, water, and fertile land that can be used for life to continue and by humans for economic gain.
Oil	A naturally occurring carbon based substance that is extracted from below the ground and processed to create other products such as plastics or gasoline.
Petroleum product	Items and products that are produced, manufactured, or created from oil.
Resilience	The ability to recover quickly from difficulties; toughness.
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)
Sustainability	Meeting the environmental, social, and economic needs of the present without affecting the ability of future generations to meet their needs.

## 1. MY WORLD VIEW

A 'world view' is how you see the world. We all have different world views, depending upon our cultural background, our life experiences and personal values. Our world view changes as we gain more knowledge and experience and consider other points of view.

Please complete the **WORLD VIEW & VALUES SURVEYS** BEFORE and AFTER completing this Action Pack.



Aboriginal wisdom presents another world view and values to consider.



“Only when the last tree has been cut down, the last fish caught, and the last river poisoned, will we realize that we cannot eat money.”

~ Cree Proverb

## 2. MY ACTIONS

Our actions are directly related to our world view. We often see shifts in our actions as our knowledge about topics grows. You will be asked to take action through-out this project to try out what it is like to change habits.



**Complete 6.1 in your ACTION SURVEY on [page C8.13](#) of this Action Pack BEFORE completing anything else in your Action Pack.** Indicate which actions you already do by giving yourself points in Column A. **Only complete Column A at this time.**

**DURING** your Action Pack inquiry you will be asked to choose different Actions to try out and tick off your choices in Column B. Make sure that you have completed at least one Personal action and one action from any of the other categories before completing your Action Pack. But don't do that now – that's for later.

**AFTER** you have completed the entire Action Pack you will complete Column C, but don't do that now either! Just focus on filling out Column A at this time.

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### 3. GLOBAL RESEARCH

Important information on this topic has been pre-researched for you. Register online by inserting the 6-digit 'class code' number that your teacher will provide to complete the url below:

[www.bethechangeearthalliance.org/user/register?classcode=\\_\\_\\_\\_\\_](http://www.bethechangeearthalliance.org/user/register?classcode=_____)

Then check out the websites and videos on this issue here:

[www.bethechangeearthalliance.org/SLS](http://www.bethechangeearthalliance.org/SLS)



User Name: \_\_\_\_\_ Password: \_\_\_\_\_

Make notes on interesting and important information for the Critical Thinking questions in Section 5 and the Presentation you will be making in Section 7. 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 What are some pros and cons of using Oil as a source of energy? List a minimum of 3 pros and cons for Oil and then compare it to 2 other energy sources

Energy Source	Pro	Con

**Links:**

3.2 a) Does oil contribute to *climate change*? Explain.

**Did you know...?**

The 2010 Enbridge oil spill in Kalamazoo, US cost \$800 million to clean up.

~[Bloomberg](#)

b) List 3 areas (such as health, energy, agriculture, recreation, etc) that are affected by *climate change* and how they could potentially be impacted by climate change.

**Links:**

3.3 Bitumen from Canada's tar sands in Alberta is referred to as 'dirty oil'. Give three reasons why it has that reputation globally, include environmental and social impacts.

**Links:**

3.4 Historically, there have been a lot of environmental and social impacts associated with the transportation of oil across land and water. This makes many people nervous about proposed pipelines and tanker routes.

Describe 3 potential environmental or social impacts related to transporting oil across land and/or water, and an example of where this has or may happen.

**Links:**

3.5 a) What does the term 'peak oil' refer to?

b) List 3 impacts that running out of easily accessible oil will have on people and the planet.

**Related Links:**

## Taking Action

Choose ONE or MORE actions from your **ACTION SURVEY** in the back of your Action Pack and do the action(s) now. Choose something that you are not already doing or increase an action that you have done occasionally to become a regular practice.



Make a check mark in **Column B** beside the action you will be taking and record it below.

**My chosen action is:** \_\_\_\_\_

**I will complete it by:** \_\_\_\_\_

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## 4. LOCAL ACTIVITY



How does this global topic relate to you personally? What are the products that we use that are made from oil? Can we find alternatives?

Track a typical day and make a list of ten things that you regularly use that are **petroleum by-products** or require petroleum to operate.

Then, identify something you can use instead or ways that you can reduce the use of these products.

### Research Chart

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

List of petroleum bi-products:	What was this made of before oil?	What would you use as an oil-free alternative or, how could you cut back on use?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## So What?

4.2 What are the similarities and differences you found from comparing your activity results to others in your group?

4.3 What are some conclusions or observations you gained from this Activity?

## Taking Action

Choose ONE or MORE actions from your **ACTION SURVEY** in the back of your Action Pack and do the action(s) now. Choose something that you are not already doing or increase an action that you have done occasionally to become a regular practice.



Make a check mark in **Column B** beside the action you will be taking and record it below.

**My chosen action is:** \_\_\_\_\_

**I will complete it by:** \_\_\_\_\_



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## 5. CRITICAL THINKING

Global **sustainability** issues are complex, and considering different points of view can give us a stronger understanding in order to change for the better.



### Critical Reflections

To avoid plagiarism, write your answers IN YOUR OWN WORDS.

5.1 What are some innovative ways we can reduce our dependence upon oil while giving back to our communities and increasing **resilience**? (The peak oil links may help you with this)

5.2 What role do you think the government should have in reducing our dependence on oil and combating climate change?

5.3 **STAKEHOLDERS** are individuals or groups (companies, communities, etc) who have concerns or could be impacted by an issue. Below is a list of stakeholders and environments that could experience *environmental, social* or *economic impacts* by reducing our consumption of oil. Write down two or three benefits or concerns for each stakeholder(s).

<b>Stakeholder(s) / Environments</b>	<b>Impacts: Benefits &amp; Concerns</b>
1. Myself, my <i>family</i> & my Community	
2. The Natural World (Animals, Plants, <b>Ecosystems</b> and planetary life-support systems)	
3. People working in oil extraction.	
4. People and wildlife living in areas affected by fossil fuel extraction, burning or transportation	
5. Companies that extract, process, distribute and sell fossil fuels	
6. Companies and people developing and selling renewable sources of energy	
7. <b>Government</b>	
8. Other	

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## Costs & Benefits

What if I was to choose differently and actively reduced my dependence on oil?

5.4 What would I need to do to take this action (e.g. commitment, time, something I'd need to stop doing, asking people to support me, taking responsibility, shifting comfort zones, etc.)? List at least 3 specific examples.

1.

2.

3.

5.5 What would the benefits be?

1. To me, personally (health, knowledge, values, etc.)

2. Environmentally (locally to globally) put in examples?

3. Socially (who may be impacted by this?)

4. Economically (money or resources saved or spent)

5.6 If I chose NOT to actively reduce my dependence on oil and oil based products, what would the ***environmental, social*** and ***economic impacts*** be?

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## 6. ACTION SURVEY

Our actions are directly related to our world view.



**Complete the following ACTION SURVEY step by step.**

6.1 **BEFORE** starting your Action Pack, indicate which actions you already do by giving yourself points in COLUMN A. Add these up in the Total for COLUMN A.

<i># of points</i>	<i>If this statement is true for you or not</i>
<b>0 points</b>	= Not true
<b>1 point</b>	= Sometimes true
<b>2 points</b>	= I have done this (not something one does regularly)
<b>3 points</b>	= True most of the time

6.2 **DURING** your Action Pack inquiry, set your goals and tick off the Actions you intend 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 into the last open space.

### Action Survey

	<i>What Actions have I taken before?</i> <i>What Actions will I start taking?</i>	<b>A</b> <i>Done before Action Pack</i>	<b>B</b> <i>I intend to do this Action ✓</i>	<b>C</b> <i>I have done these Actions</i>
<b>Personal Actions</b>	1. I walk, bike, or use other forms of carbon neutral transportation regularly.			
	2. I use public transportation or carpool regularly.			
	3. I have <a href="#">measured my carbon footprint</a> and scored:____ and am now reducing my footprint by _____			
	4. I have researched alternatives to plastics and other petroleum based products (fleece, paints, pills, fertilizers, etc.).			
	5. I have stopped using _____ petroleum based product and have started using _____ as an alternative.			

<b>Household Actions</b>	6. I have talked to my family about our dependence on oil and have brainstormed on ways to reduce our consumption.			
	7. I have encouraged my household members to be 'idle free' and turn off the car if stopped for longer than 10 seconds. ( <a href="http://www.leps.bc.ca">www.leps.bc.ca</a> )			
	8. Our house has decided to not use our car ___ days a week			
	9. Our house buys local produce whenever possible.			
<b>School Actions</b>	10. I have convinced a friend to join me in biking or walking to school.			
	11. I have started a car pool system at my school, or have joined the existing one.			
	12. I have looked into opportunities for my school cafeteria to use local food, and have approached the appropriate people about using this food.			
<b>Community Actions</b>	13. I have attended a rally or talk about the expansion of oil projects in my local, national, and global community.			
	14. I found out what government department regulates oil and gas issues and which elected politician is responsible for this department.			
	15. I wrote a letter to the department staff and/or to the politician stating the change that I think is appropriate.			
	16. My customized and related action (teacher approved): _____			
	<b>What Actions have I taken?</b>	<b>A Before</b>		<b>C After</b>
	<b>Totals:</b>			
		<b>Starting Points Sustainability</b>		<b>Total Points Sustainability</b>



## Points for Sustainability

6.3 **AFTER** completing your Action Pack, 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 SUSTAINABILITY**.

<b>5-15</b>	This is a good place to start! And you have lots of choices for actions to increase your score
<b>16-31</b>	You are well on your way to creating healthy, sustainable habits!
<b>32 or more</b>	WOW, Superstar! You are here to inspire others. Lead on!

## Points for Change

6.4 **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**

<b>3-6</b>	Way to go – you've overcome the hardest part to change – <b>STARTING!</b> Keep it up!
<b>7-15</b>	Well done – keep consistent with your changes to create new habits.
<b>16 or more</b>	Way to be a <b>CHANGE AGENT!</b> 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)

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

6.6 What was challenging?

## 7. 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 industry and personal).
  - 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, 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. **A VERBAL TESTIMONIAL** Acting as a stakeholder (person, community, animal, river, etc) you tell your personal story about how important this topic is to you and how it can affect your life, positively and negatively. You could do it like a talk show where one interviews the other about your experience.
2. **GRAPHIC DEPICTION** Drawings that are labeled and explain the information you learned in the research. This could be pictures, images, a storyboard, timeline, and includes 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 personal feelings and facts together 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 life 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, that complements and strengthens your verbal presentation. Remember images – not words!
11. **VIDEO** Create a video that describes the key points of the issue in a compelling way. This video can be animation.

## 8. SELF EVALUATION

While helping you learn about a sustainability topic, the goal of this Action Pack was to help you increase your ability in a number of life skills.

By completing the self evaluation below you can acknowledge the areas that you have developed and the areas that need more work. Please keep in mind that your abilities will continue to develop over the years.

*Please rate yourself from 1 – 5 for each of the following statements.*

- 1** = I did not develop this skill with this project and I do not feel confident in this life skill.
- 2** = I developed this skill a little, but I need to do more work in this area.
- 3** = I developed this skill a fair bit, and I see how I could use it in the future.
- 4** = I developed this skill a lot and I am quite confident about using this skill in the future.
- 5** = This goal was fully met... I actively use this life skill in many areas of my life.

	<i>Action Pack Goal</i>	<i>Your Self Evaluation</i>				
<b>I</b>	<b>Inquiry Process:</b>					
	• I can work well with others to explore a topic.	1	2	3	4	5
	• I can research a question using internet links.	1	2	3	4	5
	• I am willing to get personally engaged to use my own experience as part of my research.	1	2	3	4	5
	• I am willing to look for solutions even when a clear and easy answer is not obvious.	1	2	3	4	5
<b>T</b>	<b>Creative/Critical Thinking:</b>					
	• I learned a lot about this topic.	1	2	3	4	5
	• I considered different points of view.	1	2	3	4	5
	• I have generated some new ideas.	1	2	3	4	5
	• My understanding of this topic will now influence how I think and act in the future.	1	2	3	4	5



**Communication:**

- I am comfortable speaking with others about my area of interest. 1 2 3 4 5

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- I can hear and respect different opinions during a discussion 1 2 3 4 5

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- I can use digital media to research information. 1 2 3 4 5

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- I can use digital media to share information. 1 2 3 4 5

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- I can deliver an interesting presentation on my topic. 1 2 3 4 5



**Personal & Social Responsibility:**

- I know what my own values are. 1 2 3 4 5

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- I use my values to decide on my actions. 1 2 3 4 5

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- I take responsibility for how my actions impact on my life. 1 2 3 4 5

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- I take responsibility for how my actions impact on the lives of others, my community & my planet. 1 2 3 4 5