

Regina: A Living Laboratory

SUSTAINABLE COMMUNITIES FIELD TRIP

SPONSORED BY



**Communities
of Tomorrow**
PARTNERS FOR SUSTAINABILITY

Teacher's Guide

BACKGROUND INFORMATION

What does **Sustainable Community** mean? According to Communities of Tomorrow, it is “An integrated approach (that) will be fostered for municipal quality of life, environmental integrity and economic and social development.” (1)

These sectors work together to:

1. Decrease the **environmental footprint** of a community. Note: The environmental footprint is the amount of land required to support a person’s or a community’s consumption and waste production. How do we measure environmental impact? One way is to study biodiversity and populations of indicator species (sometimes referred to as the canary in the mineshaft). For example, data from the environmental monitoring workshop component of this fieldtrip assists us in monitoring the environmental health of the Wascana area.
2. Provide a good “quality of life” to all citizens regardless of income.
3. Provide economic opportunities for business and employment opportunities for individuals.

CURRICULUM LINKS

- Science 7** • Basics of Life
- Social Studies 7** • Resources, Power, Change
- Science 8** • Adaptations and Succession
- Social Studies 8** • Interdependence
- Science 9** • Saskatchewan: The Environment, Diversity of Life
- Social Studies 9** • Change: Development of Urban Society, Environment and Technological Change
- Science 10** • Earth / Environmental Science
• Life Science
• Sustainability of Ecosystems
- Social Studies 10** • Political Decision Making
• Economic Decision Making
• Ideology and the Decision Making Process
- Wellness 10** • Designing an Ideal Home / Community Environment
- Biology 20** • Introduction to Biology
• Introduction to Biology
• Ecological Organization
- Health 11** • Community Issues and Ethics
• Career Services and Supports
• Career Planning
- Social Studies 11** • Human Rights
• Population
• Environment
• Wealth and Poverty
- Biology 30** • Diversity of Life
• Science Challenge
• Ecology Reprise – Impact of humankind on the environment; Explore the concept of sustainable development.
- Native Studies 30** • Economic Development
- Social Studies 30** • Change
• Economic Development
• Culture

PRE-VISIT ACTIVITIES

ENVIRONMENTAL

Responsible for the Air up There (page 3)

Each student calculates mileage for one week and converts this into the number of litres of fuel used. Students will use a comparison of combined weight of students to represent the amount of CO₂ emitted by the students' or families' vehicles. (1 litre of gas burned = 2.5 kg of CO₂ added to the atmosphere)

EnerGuide & Efficiency Ratings (page 4)

Using the worksheet, students calculate the Second "energy" Price Tag of a given electrical appliance as well as the efficiency of a natural gas appliance.

SOCIAL AND ECONOMIC

Quality of Life Survey (page 5)

How do we measure "quality of life"? Health care, availability of quality education, crime rates, literacy, levels of poverty and hunger in our communities are all indicators for the quality of life we experience. Do a classroom survey to discover the quality of life experienced by the students in your class. See attached survey form or create your own.

Map Analysis Activity (page 18)

Analyze your community by doing a study of the services and amenities in your area. See page 12 for post visit activity extensions.

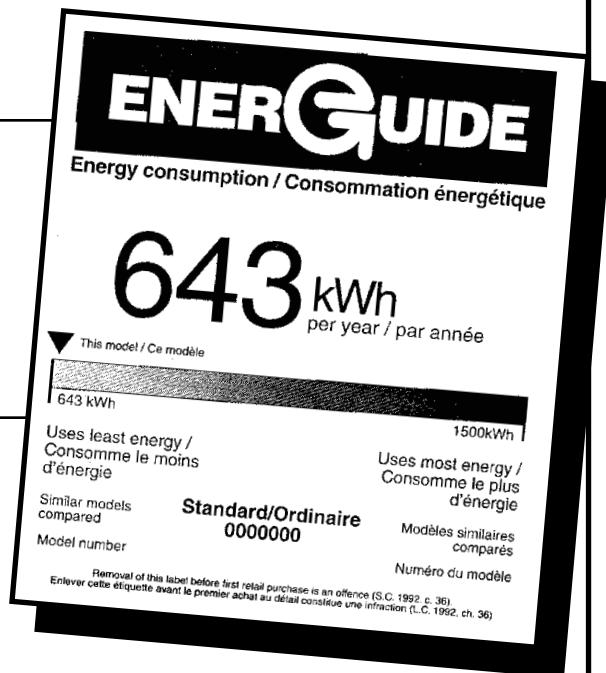


ENERGUIDE & EFFICIENCY RATINGS

EnerGuide Ratings: Electricity

Below is an EnerGuide label for an electric clothes washer. The arrow is farthest to the left, indicating that this clothes washer is the most energy efficient in its class. With SaskPower's 2005 cost of electricity at \$ 0.0836 per kilowatt-hour, use the label below to calculate the clothes washer's second price tag.

Second Price Tag = kWh per year _____
 x cost per kWh of electricity
 x appliance's average life span



Take a look at the EnerGuide labels on the appliances in your home, or a store, and calculate their second price tags. How do other appliances compare to the example above? Note the brand, model and price of the appliances when making comparisons. If there is no EnerGuide label on the appliance in the store, ask for it. In the store, the labels sometimes fall off, or are lost over time.

Efficiency Ratings: Natural Gas

A natural gas appliance does not have an EnerGuide label. Instead its energy consumption is measured with an efficiency rating. It is important to find out what efficiency the appliance operates at in order to calculate the second price tag. Furnaces can operate at 60, 80 and 95 percent efficiency. The average home in Saskatchewan needs 2,600 m³ a year for heat if it has an 80 percent efficient furnace. The 2005 cost of natural gas provided by SaskEnergy is \$ 0.3526 per cubic meter. Use this information to calculate the second price tag of an 80 percent efficient furnace.

Second Price Tag = m³ per year _____
 x cost per m³ of natural gas
 x appliance's average life span

QUALITY OF LIFE CLASSROOM SURVEY

It is difficult to measure “quality of life” in a community. However, the following economic, social and environment indicators can provide you with a statistical tool to assess the general health of your community.

Economic Indicators	Positive	Negative
1. Are there opportunities for work (paid or unpaid) in your community? NOTE: Unpaid work provides experience to the worker and contributes to the resources of the community. Yes – Positive, No – Negative		
2. Do you have a career goal? Yes – Positive, No – Negative		
3. Can you train for your chosen career in Saskatchewan? Yes – Positive, No – Negative		
4. Can you find work in your chosen career in Saskatchewan? Yes – Positive, No – Negative		
Social Indicators		
5. Has your house ever been broken into? Yes – Negative, No – Positive		
6. Have you or a family member been a victim of another crime? Yes – Negative, No – Positive		
7. Are you planning to further your education beyond highschool? Yes – Positive, No – Negative		
8. Do you have a centre where you can participate in extracurricular activities? Yes – Positive, No – Negative		
9. Do you have adequate health care? Yes – Positive, No – Negative		
10. Are there stores near your home that carry basic necessities (food, clothing)? Yes – Positive, No – Negative		
11. Do you have access to a library or the Internet? Yes – Positive, No – Negative		
Environmental Indicators		
12. Do you have a green space (park or natural space) in your neighbourhood? Yes – Positive, No – Negative		
13. Do you live near an industrial development that creates pollution? Yes – Negative, No – Positive		
14. Do you live near a high traffic area creating a noise or air pollution? Yes – Negative, No – Positive		



QUALITY OF LIFE CLASSROOM SURVEY (cont'd)

Analysis		
a. Add up the total number of positive answers.		
b. Add up the total number of negative answers.		
c. Now subtract the number in 'b' from a to get your quality of life total.		
Comments or Observations	Quality of Life Rating	
	Excellent	12 — 15
	Acceptable	8 — 11
	Needs Improvement	4 — 7
	Unsatisfactory	1 — 3

What other indicators would you include in a quality of life survey of your community?

Why are these things important to a community?

ON SITE ACTIVITIES

ENVIRONMENTAL MONITORING WORKSHOP

- **Skills:** Students will work in cooperative groups to collect and record data using electronic instruments and standard environmental science techniques of measurement, analyzing and sharing information in a dynamic activity that involves critical thinking, communication, observing, and describing.
- **Knowledge:** All living things depend on each other and ecosystems operate with an interacting balance of the biotic/organic and the abiotic/inorganic components. Students will appreciate the value of healthy, unpolluted, habitats. They will learn that wetlands and urban forests are being vital resources for healthy environments. The sharing of long-term, ongoing monitoring and data bases will help us to recognize and deal with changes to our environment. Students will gain an awareness about the concept of sustainable communities.
- **Attitude:** Students will value the contribution of scientists and concerned citizens as stewards of the fragile ecosystems that support the diversity of life on Earth. Learning about our earth as a home for people and wildlife is an important basis for understanding the fragile balance upon which all life depends. Students can contribute significantly to conservation efforts by remaining lifelong learners and informed, confident participants directing the protection of our environment. Students will appreciate the need for all sectors of society to be involved in creating communities that are sustainable and that social, economic and environmental concerns must be addressed in order for sustainability to occur.

THE SUSTAINABILITY SHOW

How does our lifestyle affect the ability of our communities to support us and future generations? We investigate choices that have less environmental impact and explore the meaning of "Sustainable Communities". Learn about the exciting contributions made to this innovative area right here in our own city and province. Explore alternatives that will enrich our quality of life and provide economic and employment opportunities while protecting the planet.

SUSTAINABILITY SCAVENGER HUNT

Explore the exhibit floor for clues to our information scavenger hunt. Students will delve into sustainable development practises in transportation technology, energy efficient housing, eco-industrial initiatives, solar panels and other innovations.

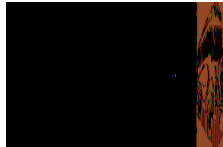
SUSTAINABLE COMMUNITY SCAVENGER HUNT

Explore sustainable development in transportation technology, energy efficient housing, eco-industrial initiatives, solar panels and other innovations.

1. Pedal Power

Ride the bike. See if you can make the stereo play.

Question: How many watts can this bike generate? _____



A typical busload of passengers can replace 40 vehicles — saving 70,000 litres of gasoline and avoiding 9 tonnes of air pollutants per year.

2. Sunshine Heights

Touch upper left corner of the small display (HINZ) to change the screen to find the number of watts currently being generated by the solar panel array on the science centre roof.

Question: How much energy is being generated by the science centre's solar panels? _____

Which appliance(s) could be powered with this amount of energy? _____

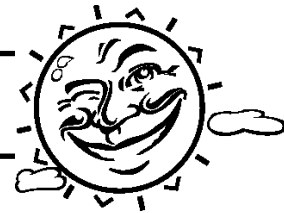
3. Flamingo

Look out the window beside the flamingo. Do you see an array of solar panels on the roof?

Question: In Regina, what is the best angle and direction to tilt solar panels to allow for maximum energy collection in the winter? _____ degrees.

Circle the correct direction: South West North East

Regina has 275 park spaces totaling an area of 697 hectares.
In addition to this, Wascana Park occupies another 809.4 hectares.



4. Gas Station

Question: List 3 ways to increase fuel efficiency and decrease carbon dioxide production.

1. _____
2. _____
3. _____

Question: How many miles per gallon or km per litre does your vehicle get? _____

5. Energy Efficient House

Question: There are two important ways heat in a house can be lost. What are they?

1. _____
2. _____

6. Insulation Store

Question: When you purchase windows they should have an ER rating (R value) on them. What does the ER rating indicate? _____

Question: Fill in the R value of the three types of panes here.

Dual _____ Dual with argon _____ Triple with argon _____

Question: The insulation in this exhibit has three different R values.

Single layer _____ Two layers _____ Three layers _____

SUSTAINABLE COMMUNITY SCAVENGER HUNT

7. Lamp Posts

Question: Explain why fluorescent lights are more efficient than incandescent lights.

8. The Energy Store

Question: List the fossil fuels displayed on the panel.



In 2000, the number of transit rides in Regina was 6,362,000.

9. The Energy Store

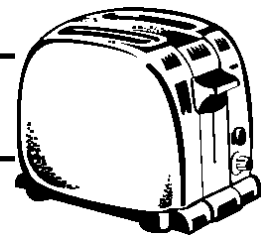
Question: Explain why burning fossil fuels is considered harmful to the environment.

10. The Energy Store

Question: Of the renewable energy sources shown in this exhibit, name four that you think are currently being used to create energy in Saskatchewan. Note: The information is not in the text panel on the exhibit.

1. _____
2. _____
3. _____
4. _____

Did you know you can now buy environmentally friendly electricity — GreenPower — from SaskPower?



11. Carbon Cycle

Question: Briefly describe what the Carbon Cycle is.

SUSTAINABLE COMMUNITY SCAVENGER HUNT

Explore sustainable development in transportation technology, energy efficient housing, eco-industrial initiatives, solar panels and other innovations.

1. Pedal Power

Ride the bike. See if you can make the stereo play.

Question: How many watts can this bike generate? Maximum 360 Watts



A typical busload of passengers can replace 40 vehicles — saving 70,000 litres of gasoline and avoiding 9 tonnes of air pollutants per year.

2. Sunshine Heights

Touch upper left corner of the small display (HINZ) to change the screen to find the number of watts currently being generated by the solar panel array on the science centre roof.

Question: How much energy is being generated by the science centre's solar panels? Answers will vary.
Which appliance(s) could be powered with this amount of energy? _____

3. Flamingo

Look out the window beside the flamingo. Do you see an array of solar panels on the roof?

Question: In Regina, what is the best angle and direction to tilt solar panels to allow for maximum energy collection in the winter? 74 degrees.

Circle the correct direction: South West North East

Regina has 275 park spaces totaling an area of 697 hectares.
In addition to this, Wascana Park occupies another 809.4 hectares.



4. Gas Station

Question: List 3 ways to increase fuel efficiency and decrease carbon dioxide production.

1. Keep your car properly tuned. Use air conditioning as little as possible.
2. Avoid rush hour. Keep tires properly balanced.
3. Drive slower. Walk or ride a bike.

Question: How many miles per gallon or km per litre does your vehicle get? Answers will vary.

5. Energy Efficient House

Question: There are two important ways heat in a house can be lost. What are they?

1. Through conduction via insulation and framing.
2. Air leakage around doors and windows.

6. Insulation Store

Question: When you purchase windows they should have an ER rating (R value) on them. What does the ER rating indicate? The amount of heat a window adds or loses.

Question: Fill in the R value of the three types of panes here.

Dual 1.8 Dual with argon 4.5 Triple with argon 6.7

Question: The insulation in this exhibit has three different R values.

Single layer 4.8 Two layers 9.6 Three layers 14.4



SUSTAINABLE COMMUNITY SCAVENGER HUNT

7. Lamp Posts

Question: Explain why fluorescent lights are more efficient than incandescent lights.

In a fluorescent tube, electric current flows through mercury and inert gases energizing the electrons to produce light. Incandescent light bulbs produce light when the tungsten wire inside is heated up and begins to glow. However, a lot of the energy produced is released as heat.

8. The Energy Store

Question: List the fossil fuels displayed on the panel.

Coal, petroleum and natural gas.



In 2000, the number of transit rides in Regina was 6,362,000.

9. The Energy Store

Question: Explain why burning fossil fuels is considered harmful to the environment.

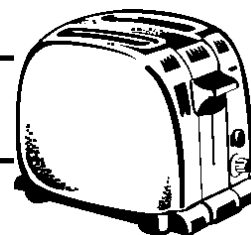
Fossil fuels are non-renewable. When they are burned, energy is released and carbon dioxide that would otherwise be stored indefinitely, is returned to the atmosphere.

10. The Energy Store

Question: Of the renewable energy sources shown in this exhibit, name four that you think are currently being used to create energy in Saskatchewan. Note: The information is not in the text panel on the exhibit.

1. Biomass (Lanigan Feed Lot)
2. Solar (Individual homes, cottages, business owners and the Science Centre)
3. Hydro Electric (seven locations in the province)
4. Wind (farmers, ranchers and SaskPower)

Did you know you can now buy environmentally friendly electricity — GreenPower — from SaskPower?



11. Carbon Cycle

Question: Briefly describe what the Carbon Cycle is.

Carbon moves from the atmosphere through all biotic things and back to the atmosphere. Chains of carbon molecules are broken, whether by animal metabolism, decomposition or by the burning of a fuel, energy is released. When this happens, carbon molecules combine with oxygen and reenter the atmosphere, completing the cycle. Plants can again absorb the atmospheric CO₂ and the cycle begins again.

POST VISIT ACTIVITIES

ENVIRONMENTAL

Meter Readers (page 13)

Students will record their household electrical and natural gas and water consumption by reading the electrical, gas and water meters in their home.

Home Energy Audit (page 15)

Students will draw a floor plan of their home noting doors, windows, electrical outlets, etc. They will then do an estimate of energy use for each room and finally they will estimate the cost of operating their household appliances. Extension: students can write in essay or point form, a prioritized list of how their home could be made more energy efficient.

SOCIAL AND ECONOMIC

Map Analysis Activity (page 18)

Using a local phone book and/or map of the area, students can fill out a chart analyzing their neighbourhood. The chart includes amenities like parks, recreation centres, libraries, schools, shopping areas, police and fire department locations.

Bringing About Change (Research Paper)

Students will choose one of the following roles: urban planner, environmental engineer, city councillor or concerned citizen. They will then write an essay about how, in this capacity, they would improve the quality of life in their community. The essay should address socio/political, environmental and economic concerns. Students will define the critical issues affecting the quality of life, what the indicators are for these issues, and what changes need to be made to bring about improvements. Lastly, students should describe how they would tackle these challenges and what action they would need to take to ensure these improvements become reality.

Population Factor (Research Project and Report)

Students will research to find the current population of the earth, Canada, Saskatchewan and Regina. In a paragraph or two, students will explain the impact of population growth on the potential for humans to achieve long term sustainability on the planet Earth.

For example:

Generally speaking, the more people there are in a population, the more resources are needed to supply the basic necessities of life: food, shelter and water. Compounding the problem, in striving for an ever higher standard of living, people will often make choices that have detrimental effects on the environment or on other members of society.

Extension:

Students will use the website www.myfootprint.org to assess their personal environmental footprint on the earth.

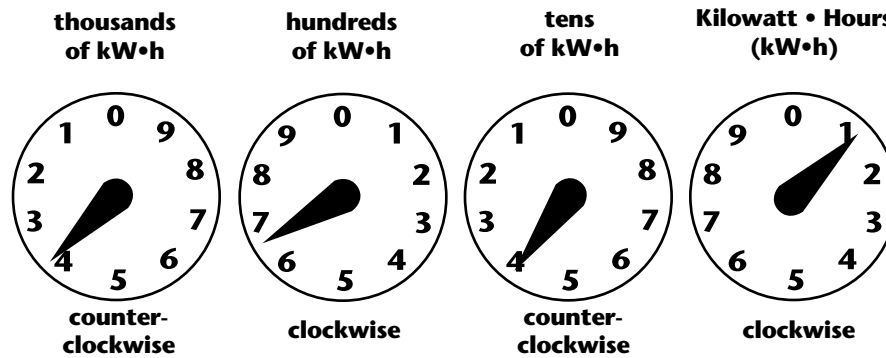
METER READERS

Electrical Meters

Electricity is a common utility. Almost every Saskatchewan household subscribes to electrical services from SaskPower. Your electrical meter records the number of kilowatt-hours that your household uses. The 2005 residential rate from SaskPower is \$ 0.0836 per kilowatt-hour.

Ask your family to help you locate your electrical meter. You will see at least four dials and a silver, spinning disc. The disc looks like a compact disc spinning around, very slowly. If you look closely at the disc you will see that it has a black mark on it. That is to help indicate when the disc has spun around one complete revolution. Try to turn off as many electrically powered items in your home as you can. Notice the speed at which the disc is turning. Then turn things on one at a time and see if the disc speeds up. You should notice a dramatic difference if you turn on your electric clothes dryer.

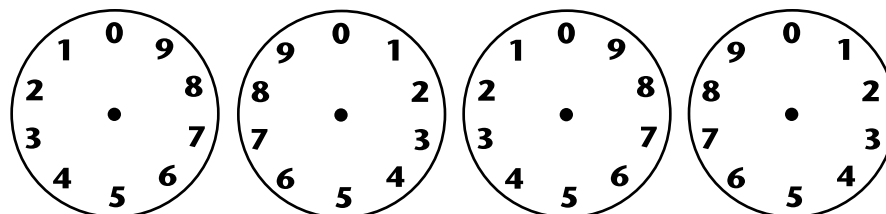
Some meters have a small fifth dial. This is a test dial and can be ignored. The dials are labelled, and if you look closely, you will notice they are going in opposite directions from each other. This is normal. Take a reading for the dial below.



Answer:

The reading for the above dial is 3641 kWh. If the dial hand is between two numbers, use the number the dial hand just passed, that is, the lower number. Start with the right number and work to the left, just like a math problem.

Now take a reading of your household electrical meter. Remember to record the date and time.



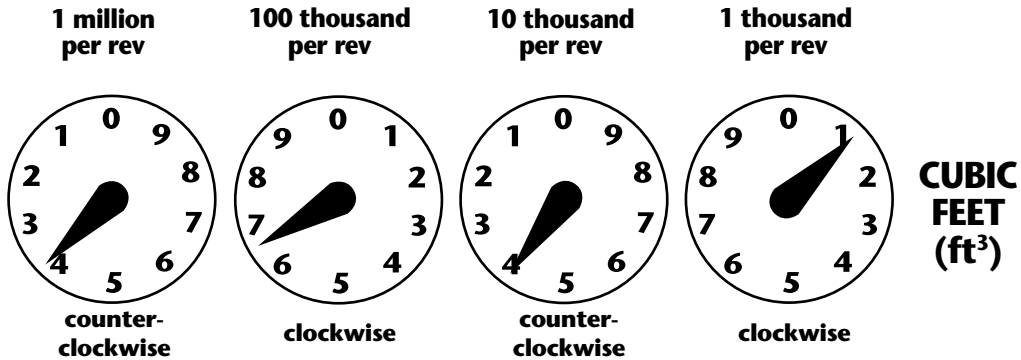
_____ kWh

Date: _____ Time: _____ Read by: _____

METER READERS (cont'd)

Natural Gas Meters

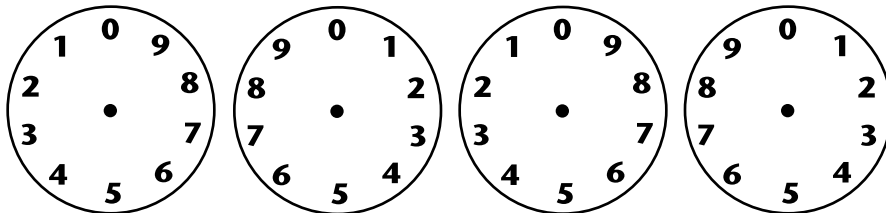
The procedure for reading your natural gas meter is very similar. There are five to seven dials on the meter; the ones you use to take a reading are labelled one thousand, 10 thousand, 100 thousand, and one million. You will see the dials indicate an increase in consumption when natural gas appliances, such as your furnace is on. The meter is read from right to left, and remember to use the number that the dial hand just passed. Try your skills on this dial:



Answer: _____

The reading for the above dial is 2974 ft³. The natural gas meter measures the amount your household uses in cubic feet. To convert cubic feet to cubic meters, multiply your usage in cubic feet by 2.698. The 2005 rate of SaskEnergy's natural gas product and delivery is \$ 0.3526 per cubic meter.

Now take a reading of your household natural gas metre.



_____ ft³ = _____ m³
 Date: _____ Time: _____ Read by: _____

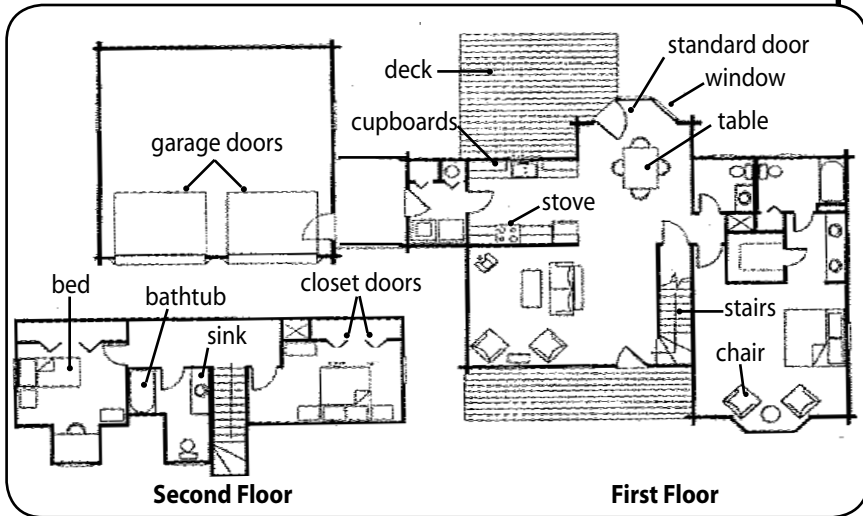
Water Meters

Be a water detective. Your water meter records the amount of water your household uses. Ask your parents to show you where the water meter is located. When you know your family will be gone for a few hours, look at the number on the water meter before you go. When you come back, if the number has changed, you probably have a leak. When someone is using water, as in having a shower, check the meter to monitor the usage.

HOME ENERGY AUDIT

Floor Plan

Start by making a map of your house. This is called a floor plan. Floor plans are drawn from a point of view known as a bird's eye view. Imagine that your house has no roof and you are a bird flying over it. When you look at a house this way it is difficult to see such things as windows in the walls and doorways. There are various symbols used by professionals to represent these features. A few of the symbols are shown in the example floor plan. Now you draw the floor plan of your house.



HOME ENERGY AUDIT (cont'd)

Room: _____ Hours room is used per day: _____

Heat Energy

Number of doors: _____ Number of doors leading outside: _____ Number of windows: _____

Other entrances (explain): _____

On a windy day hold a ribbon up to the edges of the doors and windows. If it flutters, you've found a leak! Record your findings in the comments section below and show your parents. Plugging up these leaks will help save energy. Comments: _____

Electricity

List the items currently, and regularly, plugged into wall outlets in this room.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

List the types of lighting used in this room and wattage of the bulbs currently in the fixture. Turning off the lights when you leave the room is one of the easiest ways to save energy.

1. _____ Wattage total: _____ 3. _____ Wattage total: _____

2. _____ Wattage total: _____ 4. _____ Wattage total: _____

Watch your family's habits in relation to turning electrical items off when they are not in use. Comments: _____

Water

Number of hot and cold water sources: _____ Number of cold water sources: _____

Number of flushes a day: _____ Other water sources (explain): _____

HOME ENERGY AUDIT (cont'd)

Check off the appliances you have in your home and total their operating costs based on the information from Saskatchewan Power and SaskEnergy. The 2005 rates are \$ 0.0836 per kilowatt-hour and \$ 0.3526 per cubic meter, respectively.

Estimated Appliance Operating Costs

Electrical Appliance	Typical Wattage	Length of Use Hours/Month	Monthly kWh Consumption	Monthly Cost
<input type="radio"/> Air Conditioner—Central	4000	150	600	50.16
<input type="radio"/> Air Conditioner—Room	1000	150	150	12.54
<input type="radio"/> Answering Machine	12	720	8.64	0.72
<input type="radio"/> Aquarium	62.7	720	45.14	3.77
<input type="radio"/> Clock	2	720	1.44	0.12
<input type="radio"/> Computer with Printer	155	30	4.65	0.39
<input type="radio"/> Home Video Game System	102	90	9.18	0.77
<input type="radio"/> Radio	75	60	4.5	0.38
<input type="radio"/> Stereo	100	60	6	0.50
<input type="radio"/> TV	200	180	36	3.01
<input type="radio"/> DVD Player	30	60	1.8	0.15
<input type="radio"/> Breadmaker	600	90	54	4.51
<input type="radio"/> Coffee Maker—Brewing	1500	3	4.5	0.38
<input type="radio"/> Kettle	1500	15	22.5	1.88
<input type="radio"/> Toaster	1200	3	3	0.30
<input type="radio"/> Dishwasher	1601.7	30	48.05	4.02
<input type="radio"/> Microwave Oven	1600	10	16	1.34
<input type="radio"/> Stove— Large Element	1200	30 at medium	36	3.01
<input type="radio"/> Stove— Small Element	650	30 at medium	19.5	1.63
<input type="radio"/> Oven	1056	30	31.68	2.65
<input type="radio"/> Refrigerator	196	720	141.12	11.80
<input type="radio"/> Clothes Dryer	5668.8	15	85.03	7.11
<input type="radio"/> Clothes Washer	1006.3	10	10.06	0.84
<input type="radio"/> Freezer	102.7	720	73.9	6.18
<input type="radio"/> Vacuum Cleaner	650	4	2.6	0.22
<input type="radio"/> Lights—Incandescent 100	100	210	21	1.67
<input type="radio"/> Yard Light—Incandescent	500	300	150	12.54
<input type="radio"/> Hair Dryer	1200	5	6	0.50
<input type="radio"/> Car—Block Heater	600	360	216	18.06
<input type="radio"/> Car—Interior Warmer	800	360	288	24.08
<input type="radio"/> Lawn Mower	1200	4	4.8	0.40

Natural Gas Appliance	Typical Btu's	Length of Use Hours/Month	Monthly m ³ Consumption	Monthly Cost
<input type="radio"/> Barbecue	40,000	5	5.65	1.86
<input type="radio"/> Stove—High	9,000	8	4.0	1.26
<input type="radio"/> Oven	15,500	8	5.67	1.79
<input type="radio"/> Clothes Dryer	30,000	17	9.5	3.19
<input type="radio"/> Water Heater	36,000	15	100	32.94
<input type="radio"/> Yard Light	2,000	720	43.2	14.22
<input type="radio"/> Furnace	80,000	720	259.2	85.33
<input type="radio"/> Fireplace	30,000	8	7.09	2.24

Total Monthly Appliance Operating Costs:

Reference: www.saskpower.com/services/calculator/calculator.php?CatID=2#



MAP ANALYSIS ACTIVITY

Area of the province in which you live _____

Use your local phone book as a reference, some even have community maps.

Type of Service or Amenity	Number in your Area
Schools (Public and Separate)	
Outdoor Pools	
Shopping Centres	
Golf Courses	
Airport	
Parks or Natural Spaces	
Athletic Fields	
Spray Pads/Water Parks	
Arenas	
Curling Rinks	
Recreation/Neighbourhood Centres	
Hospitals	
Fire Halls	
Police Stations	
Freeway/Expressways	
Arterial Roads	
Museums/Art Galleries	
Libraries	
Historical Sites	



SASKATCHEWAN
SCIENCE CENTRE

2903 Powerhouse Drive
Regina, SK S4N 0A1
Tel: 306.791.7900
Fax: 306.525.0194

TEACHER EVALUATION AND SURVEY

SUSTAINABLE COMMUNITY FIELDTRIP

Sponsored by Communities of Tomorrow: Partners for Sustainability

Name of School _____ Grade _____

Number of students in the session _____

Did this workshop meet your resource needs?

- Yes
- No

Would you attend this workshop again?

- Yes
- No

Would you recommend this workshop to other teachers?

- Yes
- No

Please rate the quality of instruction:

- Above Average
- Average
- Below Average

Please rate the teaching guide and teaching materials provided?

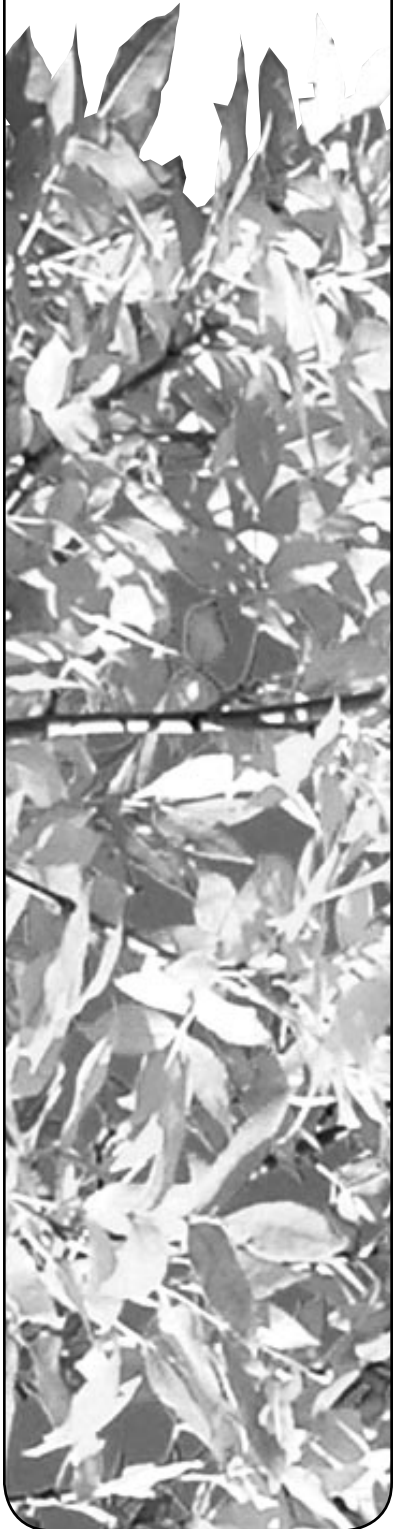
- Above Average
- Average
- Below Average

Was this fieldtrip a valuable learning experience for your students?

- Yes
- No

What topic(s) would you like to see developed further in this program?

Thank you for filling out this survey. With your help, we'll do our best to continue to 'Entertain Your Brain!'





FOOTNOTES

1. Communities of Tomorrow: Partners for Sustainability
<www.communitiesoftomorrow.ca/about_us>

REFERENCES

Web sites

- Communities of Tomorrow: Partners for Sustainability
<www.communitiesoftomorrow.ca/about_us>
- Natural Resources Canada <www.nrcan-rncan.gc.ca>
see Resources for Teachers <<http://adaptation.nrcan.gc.ca/posters/>>
- University of Regina and Partners
 - Climate Change Saskatchewan <www.climatechangesask.ca>
 - International Test Centre for Carbon Dioxide Capture
<www.co2-research.ca>
 - Prairie Adaptation Research Collaborative (PARC)
 - Hydrogen Thermal Chemical Corporation: Fuel Cell technology
<www.hydrogenthermochem.com>
- City of Regina <www.regina.ca>
- Climate Change — go to Programs and Services, Environment
- SaskPower <www.saskpower.com> go to Power Saving Tips & Tools, Calculate Your Costs
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