Learning and Evaluation Situation

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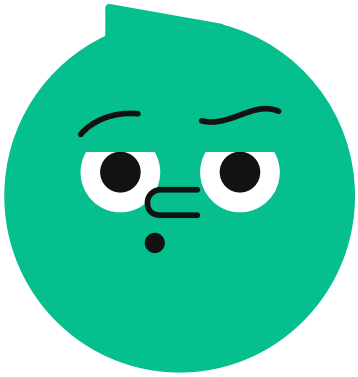


Culture and Citizenship in Québec

Secondary 1

What Does Environmental Responsibility Look Like?

Student Booklet

What environmentally responsible actions do you see around you, and what actions do you personally take?

E.g., taking shorter showers, biking or walking to get around, recycling or composting

Observable element	Assessment			
Call on relevant concepts	The student effectively calls on numerous relevant concepts.	The student calls on relevant concepts appropriately.	The student calls on relevant concepts to a limited extent or calls on less relevant concepts.	The student has difficulty calling on relevant concepts.
Collect primary data	The student identifies a variety of observed or personal environmentally responsible actions in a clear and detailed manner.	The student adequately identifies observed or personal environmentally responsible actions.	The student identifies some observed or personal environmentally responsible actions, but not all aspects are relevant.	The student has difficulty identifying environmentally responsible actions, and the aspects they mention are irrelevant.

Based on the information provided and your personal knowledge, do you think that the actions being taken at different levels (by individuals, businesses, or governments) have a big enough impact to help protect the environment?

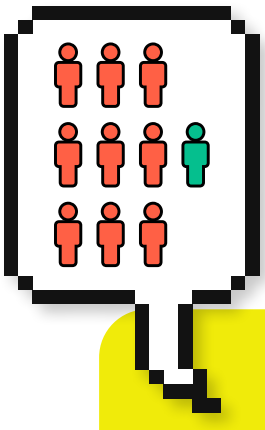
Observable element	Assessment			
Characterize relations between individuals, groups, and institutions	The student correctly characterizes a number of relationships between individuals, groups, and institutions.	The student correctly characterizes several relationships between individuals, groups, and institutions.	The student characterizes several relationships between individuals, groups, and institutions, but few are relevant.	The student has difficulty characterizing relationships between individuals, groups, and institutions.
Collect secondary data	The secondary data used are highly relevant.	The secondary data used are generally relevant.	The secondary data used are not very relevant.	The student has difficulty collecting secondary data.
Draw up findings	The student draws up a number of relevant findings.	The student draws up findings, many of which are relevant.	The student draws up few or no relevant findings.	The student has difficulty drawing up findings.
Establish the relevance of the information collected	The student correctly establishes the relevance of the majority of the information collected.	The student correctly establishes the relevance of several pieces of information collected, but not all.	The student correctly establishes the relevance of the little information collected.	The student has difficulty establishing the relevance of the information collected.

Optional

What stood out to you the most during this activity?
What additional information would it have been useful to have?

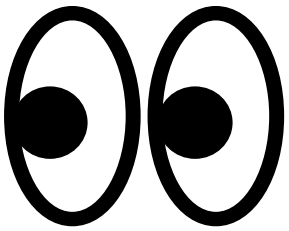
Observable element	Assessment			
Identify limitations of own interpretation	The student clearly identifies the limitations of their interpretation.	The student adequately identifies the limitations of their interpretation.	The student identifies some, but not all, of the limitations of their interpretation.	The student has difficulty identifying the limitations of their interpretation.
Call on relevant concepts	The student effectively calls on numerous relevant concepts.	The student calls on relevant concepts appropriately.	The student calls on relevant concepts to a limited extent or calls on less relevant concepts.	The student has difficulty calling on relevant concepts.

Some information about the environment



High pollution levels

According to the World Health Organization (WHO), approximately 9 out of 10 people breathe polluted air. Pollution causes around 7 million deaths worldwide every year.



Source : Radio-Canada, 2018

The world's most polluting industries

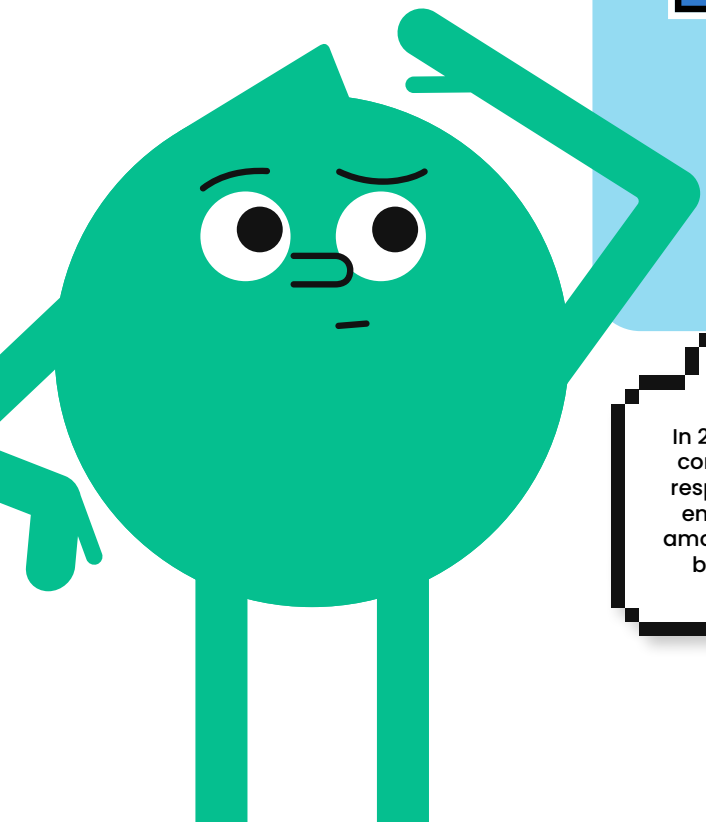
Fossil fuels

Agriculture

Fashion

The most polluting industries in Quebec are aluminum smelters, mines, cement plants, and refineries.

Source : Climate Trade, 2023

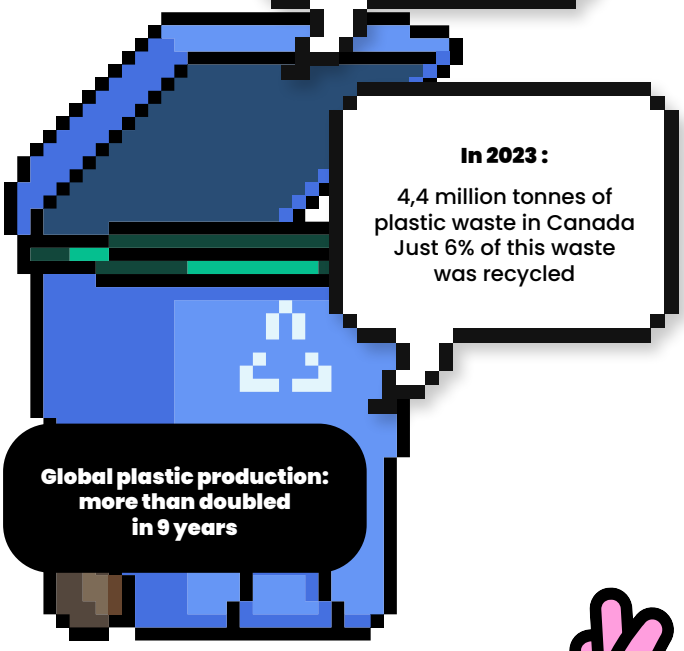


In 2012, the 10 most polluting companies in Quebec were responsible for 55.5% of GHG emissions. That's twice the amount of pollution produced by the residential sector.

Source : IRIS, 2015

Some information about the environment

More than 460 million tonnes of plastics were produced in 2021 worldwide



In 2023 :

4,4 million tonnes of plastic waste in Canada
Just 6% of this waste was recycled

Global plastic production: more than doubled in 9 years

Source : Radio-Canada, 2024

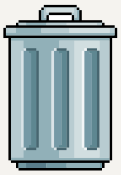
Adoption of the *Canadian Environmental Protection Act*

This law govern air and water pollution, the use of hazardous materials, greenhouse gas emissions, and waste management.

Adopted in 1999

Source : Government of Canada

Results of waste management measures between 2010 and 2018 in the agglomeration of Montreal



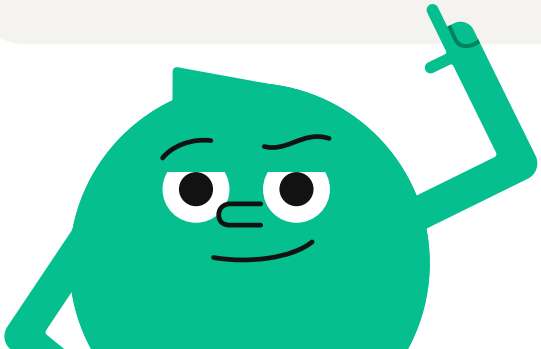
8% reduction in residual materials generated

Despite an increase in both population and economic activity

Source : *Plan directeur de gestion des matières résiduelles de l'agglomération de Montréal 2020-2025*

According to a report by the Intergovernmental Panel on Climate Change (IPCC)

If people change their lifestyle by reducing their consumption → We can reduce greenhouse gas emissions



Examples of actions that can be taken to protect the environment

What governments can do	What businesses can do
Implement greening programs (to plant and maintain trees or flowerbeds on public land)	Participate in the circular economy (e.g., recover materials that other companies consider waste and find ways to recycle or repurpose them)
Provide financial aid for the purchase of rain barrels or compost bins	Use technology to reduce their pollutant emissions and energy consumption as much as possible
Promote carpooling, public transit, cycling, and pedestrian facilities	Use less harmful chemicals whenever possible
Pass laws to combat planned obsolescence	Replace fossil fuels with cleaner and renewable sources of energy
Enact legislation to support the right to repair	Implement water conservation measures to reduce water consumption
Ensure that their actions and laws align with the principles of sustainable development	Replace pesticides with natural alternatives
Enact legislation to regulate waste management	Prioritize the use of renewable raw materials
Enact legislation to control and reduce industrial pollution	Implement practices that prevent resource depletion
	Make sustainable products that require less packaging