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Climate Literacy in Central Alberta



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Preamble

Addressing climate change is the most pressing global challenge faced by humanity. Failure to act on climate change will have negative consequences for every single living organism on the planet. Warming seas lead to coral reef bleaching. This in turn leads to a decrease in reef biodiversity and to a degradation of the earth's ability to generate oxygen. Desertification leads to the decrease in diverse plant-based habitats and the aquatic sources that feed them. Increasing global temperatures combined with human action have led to mono-cultured forest environments populated by specialist plants, in place of a thriving vibrant ecosystem.

Today's headlines of increasing numbers of forest fires, more frequent and more damaging cyclonic storms, rising sea levels, and mass insect population declines, are a manifestation of warnings climate scientists have been issuing for two decades. It is easy for people to look at places far away and decide that "it does not affect me." The intensity of the fires of Paradise California and Fort MacMurray, the brutal hurricane of Puerto Rico, the die off of a keystone species like purple seastars (*pisaster ochraceous*) on the Pacific coast, all show us that climate change does affect us *here*. Shorter farming seasons created by increasingly-regular drought conditions have put Central Alberta farmers and food production in peril. A smaller snowpack in the mountains and longer, hotter summers have directly led to lower water levels in the Red Deer River. Even though we are currently rich in resources, those resources are increasingly being shared amongst people fleeing climate-altered homelands –the climate refugees. Some of these people are your fellow Canadians escaping rising seas on the coasts, and melting permafrost in the North.

These macro-events are the publicly-visible symptoms of a climate in crisis; a crisis that has been created entirely by human action. It is our responsibility, as the one species with the ability to affect not only our own local habitats, but also places far away, to amend our own behaviours and educate and model sustainable behaviours to others. The climate will not fix itself and the problem will simply not "just go away." Direct, personal actions combined with supports from business and industry, educators, and all levels of government are going to have to be brought to bear to solve this unprecedented crisis.

We know that we cannot do this ourselves. But, we can help add to your toolkit. Every road to success needs a map. This framework is one of your maps. You will find sections for all ages, for small business, for industry, for new Canadians. You will find not only simple actions you can take but you will see how your actions build positive behaviours and ultimately, see the route to shared behaviour change.

Purpose

Create a climate literacy framework to be delivered to a variety of users by nature centres, advocacy groups, or other interested parties throughout Central Alberta to promote climate literacy.

How to use this Guide

The following pages include logic models for a variety of potential user groups to help with climate literacy programming for people of all ages and backgrounds.

The columns in a logic model can be read left to right to answer the question "Why?" or right to left to answer the question "How?". In other words, the left-most column showcases the activities that can be done as an individual or a group, while the right-most column answers the big picture motivation.

Dragons of Inaction

As described by Professor Robert Gifford of the University of Victoria¹, the Dragons of Inaction are the psychological barriers preventing people, and society as a whole, from taking action on climate change. Informing ourselves and each other of these Dragons, is the first step towards getting past them and transitioning to a sustainable future for us all.

Spatial disregard

The idea that climate change only affects people in other countries, or polar bears in the Arctic. No matter where an individual lives in the world, they think climate change affects people somewhere else. In other words, the grass is always greener on our side. We need to accept that climate change is happening in our own countries, in our own cities, and in our own backyards.

Optimism about impacts

Most people systematically underestimate the risks associated with climate change and the environmental hazards that will (or already are) prevalent in their lives.

Pessimism about self-efficacy

A feeling of helplessness permeates some people's mindset, along with the belief that personal actions will not make a difference. It is imperative that we all remember small actions by many individuals cause big changes. Furthermore, social change is difficult to enact from the top down (governments telling people this is the new way to do things, so you better do it). Instead, let us aim to effect social change from the bottom up. That is, if citizens are asking for more recycling plants and solar power, it is easy for the government from *any political party* to spend tax money establishing those resources.

Social norming

"If my friends and family aren't changing, why should I?" The behaviour of those around us has a surprisingly large effect on our own behaviour. Be the leader among your peers and in your social circle when it comes to climate-positive changes, and actively support others in your community that embrace a climate-positive lifestyle.

Token behaviour

Many activities suggested in the following pages of this document can easily become "token behaviours". Although each change we make towards becoming more climate-literate is a step in the right direction, it is important to remember that just changing a couple lightbulbs to LEDs will not solve this problem overnight.

Consensus gap

The most dangerous of all the dragons. 97% of climate scientists agree climate change is real, it is happening now, and it is mainly caused by human activity². However, the myth that there is still a debate among scientists is prevalent among the public. This myth is propagated primarily by political and big business leaders who purposefully seek to confuse and disinform the public for their own personal gains.

¹ Gifford, Robert (2011). The Dragons of Inaction: Psychological Barriers That Limit Climate Change Mitigation and Adaptation. *American Psychologist*, 6(4):290-302.

² Cook, John, et al (2016). Consensus on consensus: a synthesis of consensus estimates on human-caused global warming. *Environmental Research Letters*, 11(4).

Definitions

Biodiversity

The variability of living organisms in our world or in a particular habitat.

Climate

The long-term average of conditions in the atmosphere, ocean, and ice sheets described by statistics, such as means and extremes. Climate varies by region.

Climate Change

Long-term changes in the Earth's weather patterns, as seen by a significant and persistent change in the mean state of the global or regional climate or its variability. Climate change occurs in response to changes in some aspect of Earth's environment. These environmental changes can be either naturally occurring or anthropogenic. Climate change is a global phenomenon; the actions of a few affect the many.

Climate Literacy

An understanding of your influence on climate and climate's influence on you and society. The ability, confidence, and willingness to engage with conversations on climate in daily life.

A climate-literate person:

- Understands the essential principles of Earth's climate system
- Knows how to assess scientifically credible information about climate
- Communicates about climate and climate change in a meaningful way
- Is able to make informed and responsible decisions with regard to actions that may affect climate

Community

A group of people living in the same place or that share a feeling of fellowship because of a common attitude, interest, goal, or characteristic.

Conservation

The prevention of wasteful use of a resource.

Consumerism

The theory that an increasing consumption of goods is economically desirable. Can lead to a society in which the buying and owning of physical objects is overvalued.

Ecological Footprint

A measure of how many resources from the environment are needed to support the lifestyle and/or activities of a person or group of people.

Ecosystem

A biological network or community of interacting organisms and their physical environment.

Ecosystem Services

The benefits people obtain from ecosystems, including: food and fiber, water, flood control, erosion protection nutrient cycling, production of oxygen, and spiritual, recreational or cultural benefits.

Energy

In the context of climate literacy, energy is the power derived from the utilization of physical or chemical resources, especially to provide light and heat or to work machines.

Environment

The natural surroundings in which a person, animal, or plant lives.

Extinct

The death of all remaining living members of any organism. Opposite term is extant, which means still in existence.

Greenhouse Effect

When gases that compose the atmosphere of a planet allow more visible sunlight to enter the system than heat to escape, the atmosphere warms. Imagine a car with closed windows on a sunny summer day.

Greenhouse Gas

A gas that contributes to the greenhouse effect. Common greenhouse gases in Earth's atmosphere include: water vapour (H₂O), carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), ozone (O₃), chlorofluorocarbons (CFCs), and hydrofluorocarbons (HFCs). Without any greenhouse gases, the average temperature of Earth's surface would be about 30°C cooler than it is at present. A simple analogy would be to imagine Earth's greenhouse gases as a blanket covering the entire planet, and as more greenhouse gases are put into the atmosphere, that blanket gets thicker and warmer.

Habitat

The natural home or environment of an animal, plant, or other organism.

Pollution

The presence or introduction into the environment of a substance or thing that has harmful or poisonous effects. Different forms of pollution include: air, soil, water, light, noise, and heat.

Stewardship

The responsible use, protection, and conservation of the natural environment in a way that takes into account the interests of society, future generations, other species, and sustainability.

Sustainability

The ability to meet one's own needs without compromising the ability of future generations to meet their needs. Includes both environmental and economic sustainability. Environmental sustainability requires maintaining an ecological balance through responsible use and protection of natural resources. Economic sustainability implies long-term success and security of jobs and standard of living.

Weather

The specific conditions of the atmosphere at a particular place and time (or over short periods of time), measured in terms of variables that include temperature, precipitation, cloudiness, humidity, air pressure, air quality, and wind.

Logic Models

The following pages contain a sample of activities and ideas to promote climate literacy and sustainable practices across a large demographic.

Please feel free to expand on these examples and explore your own sustainability practices!

Ages 4 and under

PURPOSE Parents help young children foster a life-long love of nature and being outdoors.				
KEY CONCEPTS nature; wildlife; enjoy spending time outside				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Safe exposure to local wildlife and wild spaces.	Children learn they can be comfortable and happy outdoors. Learn plants and animals have same basic needs as humans.	Sense of connection to nature.	Fosters an attitude that encourages stewardship.	Children develop a love of nature and being outdoors from a young age.
Get outside every day.				
Learn positive behaviours such as do not litter, do not feed wildlife, stay on paths and trails.	Observe effects of these behaviours on their natural surroundings.	Share knowledge of newly learned behaviours with peers.		

Ages 5 to 7

<p>PURPOSE As young children start to venture out on their own, they need safe ways to interact with nature so that their relationship with the environment around them continues to grow. These children should begin to foster an awareness of and respect for nature, and begin to learn that we should not use more than we need.</p>				
<p>KEY CONCEPTS the Sun is our planet's main source of energy; plants and animals are living things; living and non-living things share the environment; seasonal changes affect living things including humans; weather; survival needs; habitat; life cycles; freshwater and saltwater; the water cycle; recycling and composting; not being wasteful</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Fill out the Simple Things Check In for Children (Appendix A).	Children find out what they are already doing that is good for the Earth, and what more can be done.	Children explore additional positive behaviours to decrease their ecological footprint.	Long-term behaviour changes towards more sustainable practices.	Young children feel comfortable and safe while interacting with nature. Awareness of the child's surrounding environment begins to take shape, along with an understanding of wastefulness and respect for nature.
Ask children to draw a map of their neighbourhood. Compare and contrast with the maps of other children (if doing as a family or classroom activity with other people)	Children identify the areas near their homes with which they are familiar.	Children develop an awareness of the connection they have with their neighbourhood, and the natural spaces within it.	Children come to appreciate and desire to protect the natural spaces they know.	
Get outside every day to explore and play in natural surroundings.	Children learn they can be comfortable and happy outdoors. Learn plants and animals have same basic needs as humans.	Children build a sense of connection to nature.		

<p>Have your next birthday party make as little garbage as possible. Use reusable or compostable plates and forks for cake. Ask friends to bring gifts wrapped in items that need to be recycled anyways, like old cardboard boxes or newspapers. Send guests home with goodie bags that you made yourself.</p>	<p>Children learn to lose the garbage, keep the fun!</p>	<p>Message of sustainability stays with all guests.</p>	<p>Children develop an attitude of stewardship in their own lives and in the greater community.</p>	<p>Young children feel comfortable and safe while interacting with nature. Awareness of the child's surrounding environment begins to take shape, along with an understanding of wastefulness and respect for nature.</p>
<p>Learn the four R's and what they mean for you: Reduce, Reuse, Repurpose, and Recycle. Follow them in that order!</p>	<p>Children realize there is not an unlimited supply of material and resources on Earth.</p>	<p>Reduce cost and ecological footprint of maintaining a certain standard of living.</p>		
<p>With an adult, clean up litter in your yard, along your street, or at your favourite green space.</p>	<p>Children see first-hand the extent and number of littered items in their own community.</p>	<p>Creates personal responsibility for and an awareness of small actions children can do to make an impact.</p>		

Ages 8 to 10

<p>PURPOSE Children need opportunities to safely interact with and investigate their natural surroundings, and given the tools to understand the evidence of relationships that exist between humans, animals, plants, and their environment.</p>				
<p>KEY CONCEPTS water conservation; biomimicry; pollution; survival; extinction; fossil evidence; scientific investigation and variables; weathering; erosion; soil uses and conservation; food chains and food webs; stewardship; energy and the Sun; weather and climate; wetlands</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Fill out the Simple Things Check In for Children (Appendix A).	Children find out what they are already doing that is good for the Earth, and what more can be done.	Children explore additional positive behaviours to decrease their ecological footprint.	Long-term behaviour changes towards more sustainable practices.	Children recognize both the beneficial and harmful relationships that exist between humans, animals, plants, and the environment.
Get outside every day to explore and play in natural surroundings.	Children learn they can be comfortable and happy outdoors.	Children build a sense of connection to nature, understanding local natural habitats as being inherently safe, and can share that understanding with others.	Families have an understanding of the plants, animals and natural processes of the local environment.	
Local nature-hikes	Children have safe, fun, educational nature experiences.			
Plant trees native to Central Alberta.	Children get hands on experience participating in a climate-friendly activity.	Children learn about water and soil conservation, trees' role in eliminating CO ₂ from the atmosphere, environmental stewardship.	Generate interest in caring for other plants or tending a garden at home or at school.	

<p>Eat garbage-free snacks and/or lunches</p>	<p>Parents save money while providing healthier foodstuffs for their children. Children learn that homemade snacks are tastier than pre-packaged.</p>	<p>Recognize the role single-use plastics and disposable wrappers have in our society and experience sustainable alternatives.</p>	<p>Actively seek sustainable choices in the foods they eat and ask parents to help by considering the packaging items come in when at the grocery store.</p>	
<p>Visit the local landfill or recycling plant with your family or as a school field trip. Learn what happens to the items that you throw out or recycle.</p>	<p>Children realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.</p>	<p>Creates personal responsibility for and an awareness of small actions children can do to make an impact.</p>	<p>Children develop an attitude of stewardship in their own lives and in the greater community.</p>	<p>Children recognize both the beneficial and harmful relationships that exist between humans, animals, plants, and the environment.</p>
<p>Print off the recyclables list for the facility in your area. Post it on your fridge and refer to it when you are unsure. It may be better to throw out an item rather than risk having it contaminate a large amount of good recyclables at the facility.</p>				
<p>With an adult, clean up litter in your yard, along your street, or at your favourite green space. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.</p>	<p>Children see first-hand the extent and number of littered items in their own community.</p>			

Ages 11 to 14

<p>PURPOSE As pre-teens and teens gain more independence, opportunities to foster an individual and meaningful relationship with nature become ever more important. Youth become more aware of the problems that face our planet, and may start to actively search for ways they can personally take control of their future.</p>				
<p>KEY CONCEPTS recognize the Earth is a sphere in motion in a larger universe; the atmosphere is composed of different gases; role of trees and forests in ecosystems and human needs; interactions and interdependency within an ecosystem; matter recycling in nature via decomposers; carbon cycle; pollutants; biomagnification in food chains; intended and unintended consequences of human activity; ecological succession; sustainability; heat energy and resource usage</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Fill out the Simple Things Check In for Teens (Appendix B).	Teens find out what they are already doing that is good for the Earth, and what more can be done.	Teens explore additional positive behaviours to decrease their ecological footprint.	Long-term behaviour changes towards more sustainable practices.	Individual, meaningful relationships with nature strengthen as pre-teens and teens gain more independence. Teens exhibit a willingness and eagerness to promote climate leadership in their community.
Do a case study of one historical case where humans interfered in an ecosystem and there were unintended negative consequences, and a second case study where there were intended or unintended positive consequences	Teens gain an understanding of the wide variety of intended, unintended, positive, and negative consequences and impacts of human activity.	Teens realize that actions taken are often the result of the social, economic, political, or other factors at play in a society.	Teens realize that we can learn from history, thus enabling them to be proactively involved in positive climate leadership in their community.	

<p>Print off the recyclables list for the facility in your area. Post it on your fridge and refer to it when you are unsure. It may be better to throw out an item rather than risk having it contaminate a large amount of good recyclables at the facility.</p>	<p>Teens realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.</p>			
<p>Clean up litter in your yard, along your street, or at your favourite green space. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.</p>	<p>Teens see first-hand the extent and number of littered items in their own community.</p>	<p>Creates personal responsibility for and an awareness of small actions teens can do to make an impact.</p>	<p>Teens develop an attitude of stewardship in their own lives and in the greater community.</p>	<p>Individual, meaningful relationships with nature strengthen as pre-teens and teens gain more independence. Teens exhibit a willingness and eagerness to promote climate leadership in their community.</p>

Ages 15 to 17

<p>PURPOSE High school aged teens are faced with a multitude of new and opposing view points as they interact with their family, friends, teachers, and society in more complex ways. As they prepare for the next chapter of their lives, they will have more independence than ever before. Teens need to develop the tools and resources to become climate-literate and socially responsible adults.</p>				
<p>KEY CONCEPTS flow of energy relates to climate systems on Earth and how human activities may influence climate; study an Alberta ecosystem to understand the living and nonliving factors that influence biodiversity, population sizes, and the relationships among different organisms; constant flow of energy and the cycling of matter, biosphere; changes in populations resulting from natural and human-induced changes in the environment and discover that living systems are dynamic; human-made technology that help mitigate or counteract climate change; acceptance of others; honesty; transition; new jobs; social justice; innovation</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Fill out the Simple Things Check In for Teens (Appendix B).	Teens find out what they are already doing that is good for the Earth, and what more can be done.	Teens explore additional positive behaviours to decrease their ecological footprint.	Long-term behaviour changes towards more sustainable practices.	High school aged teens are on their way to becoming climate-literate and socially responsible adults.
Organize a clothing swap with your friends, neighbours, or (extended) family.	Teens get a wardrobe refresh in a social setting, which leads to positive feelings about second-hand clothing and accessories.	Teens learn that “fast fashion” consumerism is optional and by choice, and that they can look good in “new to them” clothing and accessories.		
Print off the recyclables list for the facility in your area. Post it on your fridge and refer to it when you are unsure. It may be better to throw out an item rather than risk having it contaminate a large amount of good recyclables at the facility.	Teens realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.	Creates personal responsibility for and an awareness of small actions teens can do to make an impact.	Teens develop an attitude of stewardship in their own lives and in the greater community.	

<p>Clean up litter in your yard, along your street, or at your favourite green space. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.</p>	<p>Teens see first-hand the extent and number of littered items in their own community.</p>	<p>Creates personal responsibility for and an awareness of small actions teens can do to make an impact.</p>	<p>Teens develop an attitude of stewardship in their own lives and in the greater community.</p>	<p>High school aged teens are on their way to becoming climate-literate and socially responsible adults</p>
<p>Participate in social media eco-challenges.</p>	<p>Acknowledge your efforts by spreading the message of sustainability and climate-friendly actions within your peer group.</p>			

Ages 18 to 34

<p>PURPOSE Young adults that are ready to accept the realities of climate change may seek information to help them become better informed and to learn how they personally can mitigate the effects of climate change and transition towards more sustainable behaviours.</p>				
<p>KEY CONCEPTS limiting consumerism; active on social media; concerned for the future; human impacts on climate change; young families or choosing to not have children</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
<p>Fill out the Simple Things Check In for Adults (Appendix C)</p> <p>Do some research to educate yourself on climate change and sustainable practices.</p>	<p>Young adults find out what they are already doing that is good for the Earth, and what more can be done.</p>	<p>Young adults explore additional positive behaviours to decrease their ecological footprint, are better informed, and more climate-literate.</p>	<p>Long-term behaviour changes towards more sustainable practices.</p>	<p>Young adults are mindful of climate change and transitioning towards more sustainable behaviours.</p>
<p>Plan your next get-together to be zero waste. Use compostable plates, cutlery, and napkins if using reusable items is not an option. Find decorations by upcycling items in your own home, supporting local businesses, or borrowing from a friend.</p>	<p>Young adults learn to lose the garbage, keep the fun! They can save money on supplies and find an outlet for creativity, resourcefulness, and outside the box thinking while enjoying time with friends and family.</p>	<p>Message of sustainability transfers to their guests as they lead by example.</p>		
<p>Start a garden: grow some of your own food, and use native or heirloom plant species whenever possible!</p>	<p>Pride and enjoyment in growing your own nutritious and delicious food.</p>	<p>Save money on grocery bills, enjoy a healthier lifestyle, and reduce the ecological footprint of your food.</p>		

Organize a clothing swap with your friends, neighbours, or (extended) family.	Young adults get a wardrobe refresh in a social setting, which leads to saving money and positive feelings about second-hand clothing and accessories.	Young adults learn that “fast fashion” consumerism is optional and by choice, and that they can look good in “new to them” clothing and accessories.	Long-term behaviour changes towards more sustainable practices.	Young adults are mindful of climate change and transitioning towards more sustainable behaviours.
Print off the recyclables list for the facility in your area. Post it on your fridge and refer to it when you are unsure. It may be better to throw out an item rather than risk having it contaminate a large amount of good recyclables at the facility.	Young adults realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.	Creates personal responsibility for and an awareness of small actions young adults can do to make an impact.	Young adults develop an attitude of stewardship in their own lives and in the greater community.	
Clean up litter in your yard, along your street, or at your favourite green space. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.	Young adults see first-hand the extent and number of littered items in their own community.			
Participate in social media eco-challenges.	Acknowledge your efforts by spreading the message of sustainability and climate-friendly actions within your peer group.			
Make a conscious decision to engage in sustainable hobbies that have a low environmental impact.	Young adults enjoy an active and fulfilling life, possibly discovering a new favourite hobby.	Young adults reduce their ecological footprint and realize that sustainability corresponds to all aspects of their lives.		

Ages 35 to 49

<p>PURPOSE Adults with established careers, families, and expected standards of living need the tools and resources available to see how their core values and current success can translate to a sustainable future for both themselves and their families.</p>				
<p>KEY CONCEPTS family; realistic; responsibility; balance; hard work; career</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
<p>Fill out the Simple Things Check In for Adults (Appendix C)</p> <p>Do some research to educate yourself on climate change and sustainable practices.</p>	<p>Adults find out what they are already doing that is good for the Earth, and what more can be done.</p>	<p>Adults explore additional positive behaviours to decrease their ecological footprint, are better informed, and more climate-literate.</p>	<p>Long-term behaviour changes towards more sustainable practices.</p>	<p>Adults are working towards a sustainable future for both themselves and their families.</p>
<p>Plan your next get-together to be zero waste. Use compostable plates, cutlery, and napkins if using reusable items is not an option. Find decorations by supporting local businesses and upcyclers, or borrowing from a friend.</p>	<p>Adults learn to lose the garbage, keep the fun! They can save money on supplies and find an outlet for creativity, resourcefulness, and outside the box thinking while enjoying time with friends and family.</p>	<p>Message of sustainability transfers to their guests as they lead by example.</p>		
<p>Start a garden: grow some of your own food, and use native or heirloom plant species whenever possible!</p>	<p>Pride and enjoyment in growing your own nutritious and delicious food.</p>	<p>Save money on grocery bills, enjoy a healthier lifestyle, and reduce the ecological footprint of your food.</p>		

Print off the recyclables list for the facility in your area. Post it on your fridge and refer to it when you are unsure. It may be better to throw out an item rather than risk having it contaminate a large amount of good recyclables at the facility.	Adults realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.	Creates personal responsibility for and an awareness of small actions adults can do to make an impact.	Adults develop an attitude of stewardship in their own lives and in the greater community.	Adults are working towards a sustainable future for both themselves and their families.
Clean up litter in your yard, along your street, or at your favourite green space. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.	Adults see first-hand the extent and number of littered items in their own community.			
Make a conscious decision to engage in sustainable hobbies that have a low environmental impact.	Adults enjoy an active and fulfilling life, possibly discovering a new favourite hobby.	Adults reduce their ecological footprint and realize that sustainability corresponds to all aspects of their lives.		
Contact your local political representatives about environmental issues that are important to you.	Local politicians become aware of the environmental issues most concerning to their constituents.	Local politicians may start lobbying for climate-positive change.	Politicians from all parties may come together to effect real change.	

Ages 50 to 64

PURPOSE Adults that are currently or preparing to transition to retirement reflect on how their lives before and/or after retirement can become healthier, more enjoyable, and more sustainable.				
KEY CONCEPTS transition to retirement; live healthier, longer lives; extended family is growing through children getting married and/or grandchildren being born				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Fill out the Simple Things Check In for Adults (Appendix C) Do some research to educate yourself on climate change and sustainable practices.	Adults find out what they are already doing that is good for the Earth, and what more can be done.	Adults explore additional positive behaviours to decrease their ecological footprint.	Long-term behaviour changes towards more sustainable practices.	Adults are living healthier, more sustainable lives, and encouraging climate literacy in their growing extended families.
Start a garden: grow some of your own food, and use native or heirloom plant species whenever possible!	Pride and enjoyment in growing your own nutritious and delicious food.	Save money on grocery bills, enjoy a healthier lifestyle, and reduce the ecological footprint of your food.		
Make a conscious decision to engage in a sustainable lifestyle after retirement.	Adults continue to enjoy an active, fulfilling life, and the peace of mind of knowing that they are contributing to a brighter future for the next generations.	Adults reduce their ecological footprint and realize that sustainability corresponds to all aspects and all stages of their lives.		

<p>Print off the recyclables list for the facility in your area. Post it on your fridge and refer to it when you are unsure. It may be better to throw out an item rather than risk having it contaminate a large amount of good recyclables at the facility.</p>	<p>Adults realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.</p>			
<p>Clean up litter in your yard, along your street, or at your favourite green space. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.</p>	<p>Adults see first-hand the extent and number of littered items in their own community.</p>	<p>Creates personal responsibility for and an awareness of small actions adults can do to make an impact.</p>	<p>Adults develop an attitude of stewardship in their own lives and in the greater community.</p>	<p>Adults are living healthier, more sustainable lives, and encouraging climate literacy in their growing extended families.</p>
<p>Teach the values of the “old way of life” to the younger generations in your life, such as a thrifty mindset, mending and repairing, minimizing food waste, and repurposing items.</p>	<p>Adults get to share the values of their childhood and early lifestyle with others.</p>	<p>Younger generation is exposed to an alternative way of life, thereby learning that consumerism is not necessary to enjoying a happy and fulfilling life.</p>	<p>Adults contribute in a meaningful way to encouraging the next generations to live more sustainably.</p>	

Ages 65 and older

PURPOSE Encourage older adults to reflect on the relationship between taking part in sustainable activities, climate change, and their own lives (including health), and discover new ways to adapt their lifestyle in order to behave more sustainably.				
KEY CONCEPTS climate change and the health of older adults; sustainable lifestyle in retirement				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Fill out the Simple Things Check In for Adults (Appendix C)	Older adults find out what they are already doing that is good for the Earth, and what more can be done.	Older adults explore additional positive behaviours to decrease their ecological footprint.	Long-term behaviour changes towards more sustainable practices.	Older adults take part in sustainable activities and behaviours that suit their new, healthier lifestyle.
Do some research to educate yourself on climate change and sustainable practices.				
Start a garden: grow some of your own food, and use native or heirloom plant species whenever possible!	Pride and enjoyment in growing your own nutritious and delicious food.	Save money on grocery bills, enjoy a healthier lifestyle, and reduce the ecological footprint of your food.		
Make a conscious decision to engage in a sustainable lifestyle after retirement.	Older adults continue to enjoy an active, fulfilling life, and the peace of mind of knowing that they are contributing to a brighter future for the next generations.	Older adults reduce their ecological footprint and realize that sustainability corresponds to all aspects and all stages of their lives.		

Print off the recyclables list for the facility in your area. Post it on your fridge and refer to it when you are unsure. It may be better to throw out an item rather than risk having it contaminate a large amount of good recyclables at the facility.	Older adults realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.	Creates personal responsibility for and an awareness of small actions older adults can do to make an impact.	Older adults develop an attitude of stewardship in their own lives and in the greater community.	Older adults take part in sustainable activities and behaviours that suit their new, healthier lifestyle
Clean up litter in your yard, along your street, or at your favourite green space. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.	Older adults see first-hand the extent and number of littered items in their own community.			
Teach the values of the “old way of life” to the younger generations in your life, such as a thrifty mindset, mending and repairing, minimizing food waste, and repurposing items.	Older adults get to share the values of their childhood and early lifestyle with others.	Younger generation is exposed to an alternative way of life, thereby learning that consumerism is not necessary to enjoying a happy and fulfilling life.	Older adults contribute in a meaningful way to encouraging the next generations to live more sustainably.	
Prepare an emergency plan, including supplies and a list of contacts, to be prepared for climate-change related health risks, such as poor air quality, heat waves, and extreme weather events.	Older adults are prepared for climate related health issues.	Older adults have peace of mind that they can survive and thrive through extreme weather events.	Older adults have the ability and resources to live longer, healthier, safer lives.	

Families

<p>PURPOSE Parents and children must feel comfortable discussing climate change and the impact of human actions on the climate in a way that acknowledges emotions and focuses on specific solutions and positive imagery. Parents also play an important role in fostering a connection to nature and teaching children that their actions make a difference.</p>				
<p>KEY CONCEPTS climate-literate parents raise children to also be climate-literate and enjoy spending time outdoors; no tragedies before 10; positive attitudes and hope for the future; incorporation of sustainable practices into daily life (lead by example); limiting consumerism</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Plan your next get-together to be zero waste. Use compostable plates, cutlery, and napkins if using reusable items is not an option. Find decorations by upcycling items in your own home or borrowing from a friend.	Families learn to lose the garbage, keep the fun! They can save money on supplies and find an outlet for creativity, resourcefulness, and outside the box thinking while enjoying time with friends and family.	Message of sustainability transfers to their guests as they lead by example.	Long-term behaviour changes towards more sustainable practices.	Families see the value of the natural world and engage in climate-literate, sustainable activities and lifestyle choices together in a positive, growth-oriented way.
Start a garden: grow some of your own food, and use native or heirloom plant species whenever possible! Include children in all aspects of the process, from choosing the seeds to harvesting the final product.	Children learn where their food comes from, and get enjoyment in growing their own nutritious and delicious food.	Save money on grocery bills, enjoy a healthier lifestyle, and reduce the ecological footprint of your food.		

Organize a clothing swap with your friends, neighbours, or (extended) family.	Both children and parents get a wardrobe refresh in a social setting, which leads to positive feelings about second-hand clothing and accessories.	Families save money and learn that “fast fashion” consumerism is optional and by choice, and that they can look good in “new to them” clothing and accessories.		
Go through each room in your house and challenge children to find where there is potential for environmental improvements and behavioural changes. For example, changing lightbulbs to LEDs and composting.	Children are involved in the process of decreasing the ecological footprint of the family and feel engaged as a result.		Long-term behaviour changes towards more sustainable practices.	
Clean up litter in your yard, along your street, or at your favourite green space. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.	Families see first-hand the extent and number of littered items in their own community.	Creates personal responsibility for and an awareness of small actions families can do to make an impact.		Families see the value of the natural world and engage in climate-literate, sustainable activities and lifestyle choices together in a positive, growth-oriented way.
Teach children about recycling and compost programs in your community. Print off the recyclables list for the facility in your area. Post it on your fridge and refer to it when you are unsure.	Children realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.		Families develop an attitude of stewardship in their own lives and in the greater community.	

<p>Discuss climate change and sustainability with your children (at an age-appropriate level). Answer your children's questions knowledgeably when you are able, or do some research together to find the answer.</p>	<p>Both parents and children become more climate-literate.</p>	<p>It is fine to admit to yourself and to your child(ren) that you are not an expert on climate science. Foster a growth mindset and learn more together. Make your home a safe place to discuss important and difficult topics.</p>	<p>Children learn that it is good to have discussions about difficult, and sometimes scary, topics.</p>	<p>Families see the value of the natural world and engage in climate-literate, sustainable activities and lifestyle choices together in a positive, growth-oriented way.</p>
<p>Prepare an emergency plan, including supplies and a list of contacts, to be prepared for climate-change related health risks, such as poor air quality, heat waves, and extreme weather events.</p>	<p>Families are prepared for climate related health issues.</p>	<p>Families have peace of mind that they can survive and thrive through extreme weather events.</p>	<p>Families have the ability and resources to teach their children how to live healthier, safer lives.</p>	

Community Associations

<p>PURPOSE Community Associations are a vital link between municipalities and residents, and as such, play a crucial role in communicating and reinforcing climate literacy concepts, information, and values between these parties.</p>				
<p>KEY CONCEPTS strengthening community bonds; improve quality of life; safe and beautiful spaces to spend time outside; lead my example; work with municipality or county</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Plan your next get-together to be zero waste. Use compostable plates, cutlery, and napkins if using reusable items is not an option. Find decorations by upcycling items in your own home or borrowing from a friend.	Communities learn to lose the garbage, keep the fun! They can save money on supplies and find an outlet for creativity, resourcefulness, and outside the box thinking while enjoying time with friends and family.	Message of sustainability transfers to their guests as they lead by example.	Long-term behaviour changes towards more sustainable practices.	Community Associations provide access to resources and activities to build a sense of community with a focus on future sustainability of both people and place.
Find where there is potential for environmental improvements and behavioural changes within the community buildings, and the community as a whole. Ask for input from all members of the community. For example, changing lightbulbs to LEDs, minimizing document printing, promoting the safe use of outdoor green spaces and cycling paths.	All members of a community are involved in the process of decreasing the ecological footprint of the community and feel engaged as a result.	Creates personal responsibility for and an awareness of small actions communities can do to make an impact.		

Start a community garden: grow food for everyone in the community, and use native or heirloom plant species whenever possible!	Pride and enjoyment in growing nutritious and delicious food to be shared by all.	Community bonds strengthen, and residents enjoy a healthier lifestyle while reducing their ecological footprint.	Long-term behaviour changes towards more sustainable practices.	Community Associations provide access to resources and activities to build a sense of community with a focus on future sustainability of both people and place.
Learn what climate-positive changes residents would most like to see in the community and relay this to local politicians.	Community Associations establish the direction the community would like to go regarding climate-positive action and initiate a conversation with local political representatives.			
Organize a litter cleanup in your community. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.	Residents see first-hand the extent and number of littered items in their own community.	Creates personal responsibility for and an awareness of small actions residents can do to make an impact.	Residents develop an attitude of stewardship in their own lives and in the greater community.	
Launch an awareness campaign to educate residents about environmental issues.	Residents become more climate-literate.			

New Canadians

PURPOSE New Canadians are encouraged to explore their natural surroundings in a way that celebrates their new life in Canada and acknowledges their home country.				
KEY CONCEPTS sustainability; community building and local support; waste reduction; climate change's effects in poorer countries and its role in forced migration; respect; contribute; learn; diversity				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Fill out the Simple Things Check In for Children, Teens, and/or Adults (Appendices A, B, C) Do some research to educate yourself on climate change and sustainable practices.	New Canadians find out what they are already doing that is good for the Earth, and what more can be done.	New Canadians explore additional positive behaviours to decrease their ecological footprint.	Long-term behaviour changes towards more sustainable practices.	Allow new Canadians in Central Alberta to take ownership of and to be active participants in the preservation and conservation of their new natural environment.
Start a garden at home, at your office, or in your community: grow some of your own food, and use native or heirloom plant species whenever possible!				
Acquire clothes for your new Canadian climate through clothing swaps with current residents, or by shopping at second-hand stores.	New Canadians engage socially with their new neighbours and friends, and receive clothing for Alberta's colder climate.	New Canadians save money and learn how to dress appropriately for their new home in a social setting, which leads to positive feelings about Canada and second-hand clothing.		

<p>Print off the recyclables list for the facility in your area. Post it on your fridge and refer to it when you are unsure. It may be better to throw out an item rather than risk having it contaminate a large amount of good recyclables at the facility.</p>	<p>New Canadians realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.</p>	<p>Creates personal responsibility for and an awareness of small actions all people can do to make an impact.</p>	<p>Older adults develop an attitude of stewardship in their own lives and in the greater community.</p>	<p>Allow new Canadians in Central Alberta to take ownership of and to be active participants in the preservation and conservation of their new natural environment</p>
<p>Clean up litter in your yard, along your street, or at your favourite green space. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.</p>	<p>New Canadians see first-hand the extent and number of littered items in their own community.</p>		<p>New Canadians develop an attitude of stewardship in their own lives and in the greater community.</p>	
<p>Explore local wild spaces natural areas in your new community.</p>	<p>New Canadians experience the similarities and differences between Canada and their home country, and can share information about their previous natural surroundings with others.</p>	<p>New Canadians understand local natural habitats as being inherently safe, and show an interest in preserving wild spaces and participating in outdoor Canadian hobbies and activities.</p>		

Small Local Businesses

<p>PURPOSE Small local businesses can ensure continued and future economic success by investing in environmentally sustainable practices now. Small businesses can take pride in contributing in a meaningful way to the goals and values of their local community and city.</p>				
<p>KEY CONCEPTS sustainability; waste reduction; circular economy; “greening” practices, workspaces, structures (e.g. solar on buildings, living walls); sustainability and attracting more/new customers; success; contribution to community; opportunity; honest; economic diversity; innovation</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Seek out and stock local, sustainable products and services	Customers have the option of supporting the local economy and enjoying unique products and services.	Local businesses in the community support each other and the community as a whole.	Long-term behaviour changes towards more sustainable practices.	Businesses impact the greater community in a positive way and attract new customers by consciously working towards conducting their work more sustainably.
Research and install responsible lighting, both interior and exterior	Lighting becomes more effective, less wasteful, and increases the proven beneficial impact of a dark sky on wildlife and humans.	Businesses save money by reducing energy usage, and enjoy improved security by installing responsible lighting.		
Start a garden near your office building or keep a few indoor potted plants: grow food for your employees to enjoy with their lunch or to bring home.	Pride and enjoyment in growing your own nutritious and delicious food.	Enjoy a healthier lifestyle, and reduce the ecological footprint of your food.		
Encourage employees to walk, bike, bus, or carpool to work, and provide the necessary infrastructure (e.g. bike racks).	Staff members model ecologically positive behaviour and a sense of camaraderie if they choose to travel to work together.	Creates personal responsibility for and an awareness of small actions businesses can do to make an impact.		

Find where there is potential for environmental improvements and behavioural changes within the office buildings, and in the business as a whole. Ask for input from all staff members. For example, changing lightbulbs to LEDs, minimizing document printing, composting and recycling.	All members of a business are involved in the process of decreasing the ecological footprint of the business and feel engaged as a result.	Creates personal responsibility for and an awareness of small actions businesses can do to make an impact.	Long-term behaviour changes towards more sustainable practices.	Businesses impact the greater community in a positive way and attract new customers by consciously working towards conducting their work more sustainably.
Print off the recyclables list for the facility in your area. Post it in the office where employees can reference it.	Staff members realize there is not an unlimited supply of material and resources on Earth, and knowledge of systems that are already in place to conserve resources through reuse.			
Clean up litter near your business. Consider joining an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.	Customers and staff enjoy a cleaner business property, and staff that participate in cleaning up litter see firsthand the extent and number of littered items in their own community.	Businesses contribute to an attitude of stewardship in the greater community. More people gather and spend time in litter-free outdoor areas, thereby increasing the business' visibility and impact in the community.		
Install public ashtrays in smoking areas near office building.	Fewer cigarette butts get tossed on the ground.	Area around business appears more attractive, and environmental and fire risks are minimized.		

Industry

<p>PURPOSE Encourage industry leaders to support local sustainable initiatives, and small businesses and non-profits. Use the ingenuity and diversity of employees to lead by example during our community's transition to more sustainable practices.</p>				
<p>KEY CONCEPTS sustainability; community building and support local initiatives; waste reduction; circular economy; “greening” practices, workspaces, structures (eg. solar on buildings, living walls), sustainability and brand perception (studies show people negatively connect brand name to litter they see with that brand); diversify; balance; respect; reasonable; do not vilify industry workers, value and appreciate their role in Canadians’ current high quality of life</p>				
How?		What do we want?		Why?
Activity	Output	Immediate outcome	Intermediate outcome	Ultimate outcome
Provide funding and support for smaller businesses and non-profits to develop a climate-literate sense of community.	Smaller businesses and non-profits work with the community to spread the message of climate-literacy and sustainability.	All members of a community benefit from improved climate-positive initiatives.	Long-term behaviour changes towards more sustainable practices that maintain Alberta's place as a global leader in innovation, and also work to protect our quality of life and impressive natural wild spaces.	Lead by example, provide support to smaller businesses and non-profits, and keep your business competitive in a changing marketplace by consciously working towards doing business more sustainably.
Invest in new initiatives (either internal or external) that remove your industry's dependence on unsustainable practices.	Utilize the strong problem-solving skills of workers to diversify and improve the long-term sustainability of your industry.	Industries ensure they remain at the leading edge of new, more sustainable technologies and practices.		
Work with local and regional politicians and policy-makers to ensure all forms of pollution are effectively monitored and mitigated.	Industries play a leading role in shaping the future of Alberta's industry, instead of being dragged along by ineffective or unreasonable government regulations.	Different levels of government work together with industry professionals to ensure the harmful effects of all forms of pollution are minimized.		
Research and install responsible lighting, both interior and exterior.	Lighting becomes more effective, less wasteful, and increases the proven beneficial impact of a dark sky on wildlife and humans.	Save money by reducing energy usage, and enjoy improved security by installing responsible lighting.		

Start a garden near your office building or keep a few indoor potted plants: grow food for your employees to enjoy with their lunch or to bring home.	Pride and enjoyment in growing your own nutritious and delicious food.	Enjoy a healthier lifestyle, and reduce the ecological footprint of your food.	Long-term behaviour changes towards more sustainable practices.	Lead by example, provide support to smaller businesses and non-profits, and keep your business competitive in a changing marketplace by consciously working towards doing business more sustainably.
Provide incentives for employees to walk, bike, bus, or carpool to work, and install the necessary infrastructure (e.g. bike racks).	Staff members model ecologically positive behaviour and a sense of camaraderie if they choose to travel to work together.	Creates personal responsibility for and an awareness of small actions employees can do to make an impact.		
Clean up litter near your business. Consider joining and/or supporting an organized cleanup such as Green Deer, the Red Deer River Cleanup, or the Great Canadian Shoreline Cleanup.	Customers and staff enjoy a cleaner business property, and staff that participate in cleaning up litter see firsthand the extent and number of littered items in their own community.		Industry leaders contribute to an attitude of stewardship in the greater community. More people gather and spend time in litter-free outdoor areas, thereby increasing the business' visibility and impact in the community.	
Install public ashtrays in smoking areas near buildings.	Fewer cigarette butts get tossed on the ground.	Area around buildings appears more attractive, and environmental and fire risks are minimized.		

Final Thoughts

Living a climate-positive lifestyle is an exciting opportunity to learn new skills, hobbies, and strengthen community bonds. Small, personal actions are important and add together to make a much bigger change, but we must be wary of token behaviours and the danger of forgetting the bigger social and industrial changes that need to take place.

An informed public must be cognisant of the consensus gap. Confusing and disinforming the public are two of the primary techniques used by political and big business leaders, often fueled by large profits and immediate gratification rather than the long-term sustainability and health of the global community.

**Everyone needs to work together to find a solution
regardless of age, race, income, social status, occupation, faith, or political leanings.**

Appendix A:

Simple Things Check In for Children

<i>Sustainable Action</i>	<i>Never</i>	<i>Sometimes</i>	<i>Always</i>
Remember to turn off your lights when not needed, especially during the day.			
Turn off the water while you are brushing your teeth.			
Instead of watching TV or playing on a computer/phone try doing a craft, reading, playing with friends, or going outside.			
Get outside every day, spend time enjoying nature.			
Pick up litter when you see it, and definitely do not litter yourself.			
Do not eat meat at every meal, especially beef.			
If you have siblings, cousins, or friends that wear almost the same size clothes as you, pass them along when you grow out of something or use their clothes when they no longer fit them (hand-me-downs).			
Instead of bringing one-serving items in your lunch, fill small reusable containers from big containers that stay at home. For example, put juice in a reusable water bottle instead of bringing a juice box every day, or put some cheese and crackers in a Tupperware container instead of bringing a store-bought snack with lots of packaging.			
Hang your clothes up to freshen up at the end of the day, to be worn again.			

When you have filled in your answers for how often you do each of the above actions, look back over them and choose two actions that you are going to try to do more often from now on. Colour those two actions in **green**.

Appendix B:

Simple Things Check In for Teens

<i>Sustainable Action</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
Remember to turn off your lights when not needed, especially during the day.					
Start a garden at home or at school: grow your own food!					
Turn off the water while you are brushing your teeth or shaving.					
Decide what you want before you open the refrigerator, do not leave the door open.					
Use all reusable plates, cutlery, containers, etc., including when you get food to-go.					
Avoid supporting fast-food restaurants and chains. Eat at local restaurants instead.					
Eat vegetarian or vegan.					
Cut your shower time by 20% or take one fewer shower per week.					
Turn off the water in the shower while shampooing or washing your body.					
Minimize use of aerosols. Do not buy it if halons or CFCs are listed.					
Shop at second-hand or thrift stores.					
Donate to second-hand and thrift stores.					
Organize clothing swaps with your friends or family.					
Keep an extra reusable bag in your backpack or purse.					
Walk, bike, rollerblade, skateboard etc. to get around.					
Use public transportation to get around.					
Carpool whenever possible.					
Replace screen time with socializing, making art, reading, exercise, etc.					
Get outside everyday, spend time enjoying nature.					
Pick up litter when you see it, and definitely do not litter yourself.					
“Reduce, Reuse, Repurpose, Recycle” in that order!					
Recycle old cell phones, mobile devices, batteries, pens, and markers.					
Mend and repair rather than discard and replace.					
Avoid Styrofoam, plastic wrap, and aluminium foil.					
Before throwing away plastic six-pack holders, cut each circle with scissors.					
Use a reusable water bottle and carry it with you at all times.					

Use a reusable thermos or coffee mug instead of disposable cups.					
Do not buy something just because it is on sale or you can afford it, only buy items you truly need and that will last for years to come.					
Hang your clothes up to freshen up at the end of the day, to be worn again.					

After filling in your answers for how often you currently do each of the above sustainable actions, look back over all the actions and do the following: 1) Choose two actions that you said you “Never” or “Rarely” do and commit to start doing them more often. Colour those action boxes in **yellow**. 2) Choose two actions that you said you “Sometimes” or “Often” do and commit to start trying to always do them. Colour those action boxes in **green**.

Appendix C:

Simple Things Check In for Adults

<i>Sustainable Action</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>	<i>Always</i>
Remember to turn off your lights when not needed, especially during the day.					
Turn off the water while you are brushing your teeth or shaving.					
In the winter, turn down the thermostat and wear warmer clothes instead.					
In the summer, avoid using air conditioning.					
Hang your clothes to dry instead of using the clothes dryer whenever possible					
Turn down the temperature on your water heater and/or turn down the temperature when you take a shower.					
Eat vegetarian or vegan.					
Buy locally sourced food and shop at local farmers' markets.					
Buy organic food.					
Buy food in bulk.					
Pay attention to packaging when out shopping, especially at the grocery store, and avoid single-use plastics. No need to use a plastic bag for carrots, apples, or other produce!					
Plan ahead and bring reusable containers and bags whenever you go shopping.					
Compost leftover food, yard trimmings, and organic waste.					
Cut your shower time by 20% or take one fewer shower per week.					
Turn off the water in the shower while shampooing or washing your body.					
Minimize use of aerosols. Do not buy it if halons or CFCs are listed.					
Use non-toxic, environmentally friendly cleaning products.					
Use reusable cloth napkins, rags, or towels instead of disposable napkins, paper towels, or cleaning wipes.					
Shop at second-hand and thrift stores.					
Donate to second-hand and thrift stores.					
Walk, bike, rollerblade, skateboard etc to get around.					
Use public transportation to get around.					
Carpool whenever possible.					
When driving, accelerate and decelerate slowly.					
If you own a car, keep your car tuned up and clean, including making sure your tires are properly inflated and balanced.					
Get outside everyday, spend time enjoying nature.					

Replace screen time with socializing, making art, reading, exercise, etc.					
Pick up litter when you see it, and definitely do not litter yourself.					
Keep an extra reusable bag in your backpack, purse, or car.					
Dispose of cigarette butts properly. Do not flick out car windows, toss on ground, or put out in potted plants.					
“Reduce, Reuse, Repurpose, Recycle” in that order!					
Before making any purchase, consider its importance and probable lifetime of use. Remember, for every item the consumer buys, about 70 times that amount of trash was thrown out during the creation of that product.					
Recycle old cell phones, mobile devices, batteries, pens, and markers.					
Mend and repair rather than discard and replace.					
Before throwing away plastic six-pack holders, cut each circle with scissors.					
Use a reusable water bottle and carry it with you at all times.					
Use a reusable thermos or coffee mug instead of disposable cups.					
Avoid Styrofoam, plastic wrap, and aluminium foil.					
Dispose of dangerous liquids and hazardous waste properly: only rain in the storm drain!					
Avoid using pesticides on your lawn or garden.					
If you have a lawn, do not rake and bag grass clippings. Leave them on the lawn to get recycled naturally, while also returning essential nutrients to your soil.					
Hang your clothes up to freshen up at the end of the day, to be worn again.					
When going on a vacation or business trip, look for a mode of transportation other than flying (such as car, bus, ferry, train).					
When needing to replace old appliances, look for energy efficient models (some times these will also get you a rebate through your local government!).					
Reduce food waste by finding new uses for food that is slightly past its prime: crusty bread is great for croutons, and kale that has gone a bit limp can go into a smoothie!					

After filling in your answers for how often you currently do each of the above sustainable actions, look back over all the actions and do the following: 1) Choose three actions that you said you “Never” or “Rarely” do and commit to start doing them more often. Colour those action boxes in **yellow**. 2) Choose three actions that you said you “Sometimes” or “Often” do and commit to start trying to always do them. Colour those action boxes in **green**.