

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Middle & Senior Years, 5-12
Information for Parents



EDUCATION FOR SUSTAINABLE DEVELOPMENT

Middle & Senior Years

This pamphlet lists the themes and concepts related to **education for sustainable development** (ESD) that are covered in Middle and Senior Years, offering parents the information they need to take an active role in their children's learning.

Manitoba's ESD vision is for students to become responsible and active citizens within their communities. This means they make informed decisions and take action to help improve their world.

Instilling sustainable values in students requires a coordinated effort. With support from the school and the community, parents can help their children recognize how sustainable development relates to their own and others' lives. ESD provides the tools for families to work together at improving their daily practices so they can better contribute to a sustainable future.

The ESD themes are integrated, or built into each subject in every grade. However, the subjects where ESD has more emphasis are social studies, science and physical education/health education. Math and English language arts develop skills that support learning about the ESD themes. Music, art and drama allow students to express the ESD themes.

This pamphlet lists learning outcomes related to ESD for the mandatory courses in Grade 5 through Grade 10. Most courses in Grades 11 and 12 are elective and the ESD learning outcomes for those courses are not listed here.

The major themes developed in Grades 5 through 10 are:

- **Make decisions that allow them to understand and be good stewards of their environment**
- **Develop the knowledge, skills and values to care about and take part in their communities**
- **Develop an action plan to promote physical activity and healthy lifestyle practices**



ESD concepts addressed in each grade are described below.

Grade 5 Students:

- **Make decisions that reflect care, concern and responsibility for the environment**
- **Recognize that climates around the world are ever-changing and identify possible explanations**
- **Explain how human health may be affected by natural or human-caused environmental factors and lifestyle choices**
- **Are willing to consider diverse approaches to resource and land use**
- **Appreciate the significance of the land and natural resources in the development of Canada**
- **Identify available community supports that promote safety and community health**



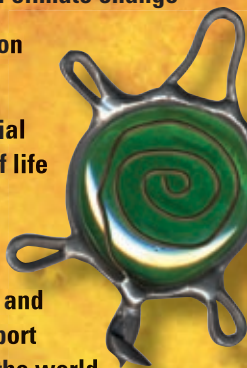
Grade 6 Students:

- **Value the natural environment**
- **Describe the factors that affect the consumption of electrical energy and outline an action plan to reduce electrical consumption at home, school or in the community**
- **Identify renewable and non-renewable sources of electrical energy and the advantages and disadvantages of each**
- **Compare responsibilities and rights of Canadian citizens today and in the past**
- **Describe the influence of the natural environment on life in Canada**
- **Understand Canada's environmental, social, political and economic connections to other regions of the world**
- **Identify practices that support healthy schools and communities and healthy living choices**



Grade 7 Students:

- Identify and consider the environmental, social and economic factors in the management and preservation of ecosystems
- Identify human activities that contribute to climate change and the consequences of climate change
- Recognize bias and discrimination and propose solutions
- Identify diverse cultural and social perspectives regarding quality of life
- Identify universal human rights and explain their importance
- Respect the dignity of all people and are willing to take action to support quality of life for people around the world
- Make decisions for responsible and health-enhancing activities and choices



Grade 8 Students:

- Appreciate the importance of sustaining the natural environment for future societies
- Identify environmental, social and economic factors that should be considered in the management of water resources
- Identify water pollutants, the impacts of pollution and ways to eliminate or reduce pollution
- Give examples of the influence of the natural environment on development of societies
- Explain the concept of world view and are willing to consider differing world views
- Examine the effects of stereotyping based on a variety of factors and ways to promote acceptance of self and others
- Investigate different ways to increase physical activity in daily living as it relates to sustainability



Grade 9 Students:

- Promote actions that reflect principles of environmental stewardship and sustainability
- Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability
- Are willing to make personal choices to sustain the environment
- Are willing to exercise their responsibilities and rights as citizens living in a democracy
- Evaluate Canadian perspectives regarding current global issues
- Describe Canada's responsibilities and potential for leadership regarding current global issues
- Demonstrate work habits that ensure personal safety, the safety of others as well as consideration for the environment



Grade 10 Students:

- Explain the importance of stewardship in the preservation of Earth's complex environment
- Are willing to consider the implications of personal choices regarding natural resources
- Investigate technologies that are used to reduce emissions of potential air pollutants
- Discuss potential consequences of climate change
- Investigate the potential of individual or group contributions to community, global health and sustainable development
- Define the concept of globalization and identify related social issues
- Identify issues related to urban growth and decline and the interdependence between urban centres and hinterland



A Grades 5–12 classroom poster has been developed to assist students in learning more about sustainable living. The following statements are presented on the poster:

A Declaration for Sustainable Living

Planet Earth is our home.

We depend on the Earth for our survival.

I am concerned about inequity and injustice in the world.

I know that what I do (or don't do) affects others, now and in the future.

I have the power and responsibility to make a difference in the world.

I am willing to question, seek alternatives and help change the way we do things.

As a citizen of Planet Earth, I choose to live my life in a way that contributes to a more equitable world and inspires hope for the future.

For more information about sustainable development, visit:

www.edu.gov.mb.ca/k12/esd/index.html

For details about what students learn in each grade in each subject area, visit: www.edu.gov.mb.ca/k12/cur/parents/index.html

