

Halton

GREEN SCREENS

Secondary Schools Program 2015-2016

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Our Local Environmental Group Partners



Based in Burlington, Ontario, Canada, BurlingtonGreen is a non-profit, non-partisan, environmental organization. Through AWARENESS raising, ADVOCACY and ACTION, we aim to mobilize individuals, groups, business and governments to make Burlington a leader in creating a healthy, environmentally responsible city.



Founded in 2007, we've been active in the community, creating, coordinating and participating in events, projects and other environmental initiatives.



Oakvillegreen Conservation Association (OCA) is a non-profit advocacy environmental organization with a 15-year history of protecting and enhancing nature and promoting a green Oakville. Since 2004, we have engaged thousands of volunteers in enhancing local parks and planted 17,000 trees and shrubs. Our free, grade K to 12, curriculum-connected school programs, have been delivered to thousands of students each year since 2010 and we have facilitated 14 schoolyard naturalization projects in Oakville.

Introduction

Welcome to the Halton Green Screens School Program for 2015-2016! Halton Green Screens shows environmental films paired with discussions, workshops, guest speakers, and/or lessons. We will often partner with other community organizations for the delivery of the workshops.

Program Goals:

- Raise awareness of environmental issues among children and youth
- Cultivate individual and collective action for the environment
- Inspire students to take the lead on community action, but provide support following the event

We hope you will be able to find materials to suit your needs, whether you are a student looking for programming for your school's Eco Team to present or a teacher looking for classroom materials.

Events will be scheduled on a first come first served basis, dependent on funding. Our budget for this year covers 18 school events, but we are happy to surpass this goal as long as we can stay within budget. If you are interested in a particular film or workshop but do not see connections to your desired grade level or subject, let us know and we will accommodate you if possible.

We are always looking for new activities and potential films. If you have suggestions or any feedback to this or our program, please contact us.

How to Use This Guide

Search the table of contents by theme to see recommendations to accompany your selection. Descriptions of films and most workshops are included separately, and can be accessed by clicking the film or workshop names in each section. You can also click on the item in the table of contents to jump directly to the page you need. The appendix includes specific curriculum links as they pertain to each film. At the end of each film description is a link that will direct you to the appropriate curriculum links.

Contact Information

For questions, comments, or to book a screening, contact Heather Govender, the Program Coordinator for Halton Green Screens:

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Table of Contents

Our Local Environmental Group Partners.....	2
Introduction.....	3
How to Use This Guide.....	3
Contact Information.....	3
Program Options by Theme.....	6
Food	6
Pollinators/Habitat Conservation	6
Waste	7
Water	7
Workshops.....	8
Bean Garden	8
Composting Workshop	8
Contest: Decrease Your Waste	8
Enviro-Ethics	9
Fox-Rabbit-Leaf	9
Making Personal Care/Cleaning Products	9
“Migration Headache”	11
Nature Walk	11
Oh Deer!	11
Pollinator Gardens	12
Seed Bombs	12
Water Footprints	13
Where Does Your Food Come From?	13
Curriculum Ties in the Arts or English	14
Future opportunities in the Arts and English	14
Films.....	15
Cold Amazon	15
Dirt! The Movie	15
Greenwashers	16
Growing Cities	16
Let’s Ban the Bead!	17
Revolution	18
Story of Bottled Water	19
Story of Cosmetics	19

Story of Electronics	20
Story of Solutions	20
Story of Stuff	21
The Clean Bin Project	21
Vanishing of the Bees	22
Appendix: Curriculum Links.....	23
Dirt! The Movie.....	23
Greenwashers.....	24
Growing Cities.....	25
Revolution.....	27
The Clean Bin Project.....	30
Vanishing of the Bees.....	32

Program Options by Theme



Films	Curriculum Ties	Workshops/Activities
<p>Growing Cities</p> <p>Dirt! The Movie</p> <p>Story of Solutions</p>	<p>Gr.9- Geography, Science (Biology), Food and Nutrition</p> <p>Gr. 10- Civics and Citizenship, Science</p> <p>Gr. 11- Biology, Environmental Science, Food and Culture, Physical Geography</p> <p>Gr. 12- Canadian and World Issues, World Geography, The Environment and Resource Management, Nutrition and Health, Food and Healthy Living</p>	<ul style="list-style-type: none"> • Bean Garden • Composting Workshop • Discuss fears, and how human activities impact the planet • • Where Does Your Food Come From?



Pollinators/Habitat Conservation



Films	Curriculum Ties	Workshops/Activities
<p>Story of Solutions</p> <p>Story of Electronics</p>	<p>Gr.9- Geography, Science (Biology)</p> <p>Gr. 11- Biology, Environmental Science, Food and Culture</p> <p>Gr. 12- Canadian and World Issues, Biology</p>	<ul style="list-style-type: none"> • Discussion about the importance of pollinators and impact humans have • • Fox-Rabbit-Leaf • “Migration Headache” • Oh Deer! • Pollinator Gardens • Seed Bombs



Waste



Films	Curriculum Ties	Workshops/Activities
<p>The Clean Bin Project</p> <p>Story of Stuff</p> <p>Story of Cosmetics</p> <p>Story of Bottled Water</p> <p>Story of Solutions</p> <p>Story of Electronics</p> <p>Let's Ban the Bead!</p>	<p>Gr.9- Geography, Science (Biology), Food and Nutrition</p> <p>Gr. 10- Civics and Citizenship, Introduction to Businesses, Information and Communication Technology</p> <p>Gr. 11- Environmental Science, Health and Physical Education, Physical Geography,</p> <p>Entrepreneurship, Marketing,</p> <p>Gr. 12- The World of Fashion, The Environment and Resource Management, Nutrition and Health, Food and Healthy Living, Entrepreneurship, Business Leadership</p>	<ul style="list-style-type: none"> • Brainstorm ways to cut down waste • Composting Workshop • • Debate (Greenwashers) • • Return to: Pollinators/Habitat Conservation • Where Does Your Food Come From?



Water



Films	Curriculum Ties	Workshops/Activities
<p>Story of Bottled Water</p> <p>Story of Solutions</p> <p>Let's Ban the Bead!</p> <p>Cold Amazon</p>	<p>Gr.9- Geography, Science</p> <p>Gr. 10- Science</p> <p>Gr. 11- Biology, Environmental Science, Physical Geography</p> <p>Gr. 12- Canadian and World Issues, World Geography, The Environment and Resource Management</p>	<ul style="list-style-type: none"> • Discussion about the importance of oceans and impact humans have • • Water Footprints

Workshops



Bean Garden

Recommended grades: 9-12

Subjects: Science, Biology, Social Studies

Suggested Films: Dirt! The Movie; Growing Cities; Revolution; Story of Solutions

Students have the opportunity to plant an edible garden with a focus on beans, peas, and other fast-growing vegetables. This allows them to start the garden in early March and harvest before the end of the school year. Mathematics can be integrated into the planning of the garden by asking students to determine area of the garden, volume of soil required based on the area and desired depth, mass of soil required based on density, mass of soil and compost based on required ratio, etc.

Return to: Food



Composting Workshop

Recommended grades: 9-12

Subjects: Science, Biology, Social Studies

Suggested Films: Dirt! The Movie; The Clean Bin Project; Story of Solutions

Students start and maintain their own vermicomposter (worm composter) in the classroom. If properly maintained, a vermicomposter does not have an odour. Students may be motivated to bring healthier snacks to school to feed the worms with their food waste.

For schools in Oakville, this workshop is offered through a partnership with [Oakvillegreen Conservation Association](#).

Return to: Food



Contest: Decrease Your Waste

Recommended grades: 9-12

Subjects: Science, Biology, Social Studies, Math

Suggested Film: The Clean Bin Project; Story of Stuff; Story of Bottled Water; Story of Solutions; Let's Ban the Bead!; Greenwashers

This contest can be done between individuals within a class, between classes within a grade, or school-wide. We encourage the school to continue their waste-reductions efforts after completion of the contest. This could also be extended to include community service or community outreach activities.

Return to:

   
Enviro-Ethics

Recommended grades: 9-12

Subjects: Social Studies, Sciences

Suggested Films: Dirt! The Movie; Growing Cities; Greenwashers; Revolution; The Clean Bin Project; Vanishing of the Bees; Story of Solutions; Story of Stuff

Students will be able to distinguish between actions that are harmful and beneficial to the environment and evaluate the appropriateness and feasibility of making changes in their own behaviours. The group participates in activities and brainstorms positive commitments they can make, at the individual level, the classroom level, the school level, the community level, and/or the national or global level. If desired, the group can take their actions further and implement them in the community. Adapted from Project Wild, Canadian Wildlife Federation.

Return to: Food Pollinators/Habitat Conservation Water


Fox-Rabbit-Leaf

Recommended grades: 9-12

Subjects: Science, Biology

Suggested Films: Revolution, Vanishing of the Bees

Students play an active game that demonstrates the ‘balances’ in nature between species. Many rounds are played with discussion occurring after each round or every couple of rounds. Populations will be recorded at the end of each round to graph the results and discuss the impact population numbers have on this food web.

Return to: Pollinators/Habitat Conservation


Making Personal Care/Cleaning Products

Recommended grades: 9-12

Subjects: Science, Chemistry, Social Studies, Home Economics, Math

Suggested Films: Revolution; The Clean Bin Project; Story of Cosmetics; Story of Solutions; Story of Bottled Water; Let’s Ban the Bead!

Students make their own personal care products or cleaning products. Each student will receive a booklet of recipes to take home with them. Products will be chosen based on subject and grade, with the more complex products offered only to older students. For example, senior chemistry students may choose to make soap.

Return to:

“Migration Headache”

Recommended grades: 9-12

Subjects: Science, Biology, Understanding Life Systems, Social Studies, Physical Education

Suggested Film: Vanishing of the Bees

This activity is best done outside, but could be done in a large indoor space. Students role play a particular pollinator species during migration. The system is perturbed in different ways to illustrate the impact of human development, pesticide use, and habitat destruction on pollinator populations. Adapted from Project Wild, Canadian Wildlife Federation.

Return to: Pollinators/Habitat Conservation

Nature Walk

Recommended grades: 9-12

Subjects: Science, Biology

Suggested Films: Revolution; Vanishing of the Bees

Students walk outside on school property and identify pollinator species. Depending on the grade level and subject, they may also identify other animal species or plant species, and they may study the pollinator habitats and population densities. Completing this activity on school property helps make the point that nature is all around us, rather than something that is far removed from us. Please inquire if you would like to arrange a nature walk off of school property.

Return to: Pollinators/Habitat Conservation

Oh Deer!

Recommended grades: 9-12

Subjects: Science, Biology

Suggested Films: Revolution; Vanishing of the Bees

Students play an active game that highlights the importance of food, water and shelter for all living things, not just human beings. Many rounds can be played with discussion and recording the deer population at the end of each round. Once many rounds have been played, students can graph the population numbers and draw conclusions as to the population fluctuations. Adapted from Project Wild, Canadian Wildlife Federation.

Return to: Pollinators/Habitat Conservation



Pollinator Gardens

Recommended grades: 9-12

Subjects: Science, Biology, Social Studies

Suggested Films: Dirt! The Movie; Revolution; Vanishing of the Bees; Story of Solutions

Students plant a pollinator garden on the school property. They have the option to research pollinator life cycles and plan the garden themselves, or to plant a “pop-up” pollinator garden (Oakvillegreen Conservation Association) using a kit. Mathematics can be integrated into the planning of the garden by asking students to determine area of the garden, volume of soil required based on the area and desired depth, mass of soil required based on density, mass of soil and compost based on required ratio, etc.

If it is not feasible to plant a garden at the school, it may be possible to arrange for the students to volunteer in a community garden.

At this time, workshops to implement pollinator gardens on school property can be offered only to a limited number of schools. For schools in Oakville, these workshops are offered through a partnership with [Oakvillegreen Conservation Association](#).

Return to: Pollinators/Habitat Conservation



Seed Bombs

Recommended grades: 9-12

Subjects: Science, Biology, Social Studies, Art

Suggested Films: Dirt! The Movie; Revolution; Vanishing of the Bees; Story of Solutions

Students make “seed bombs” by embedding seeds from native plant species within balls of soil and clay. They students can spread the seed bombs around the school yard, at their homes, or at other appropriate locations. The workshop can be adapted for an art class by having the students make small, environmentally-inspired sculptures and photographing them before spreading them.

For schools in Oakville, this workshop is offered through a partnership with [Oakvillegreen Conservation Association](#).

Return to: Pollinators/Habitat Conservation

Water Footprints

Recommended grades: 9-12

Subjects: Science, Social Studies, Geography, Math

Suggested Film: Revolution; Story of Solutions; Story of Bottled Water

Students try to calculate the amount of water they use in a day, a week, or a year. They try to think of all ways that they use water and come up with a way to estimate their total.

Each student then gets a card that either lists a way we use water, or has a volume in litres. The students take turn reading their cards and the other students respond by reading their own card if they think it provides the answer. After completing the activity, the students can re-evaluate their estimates for their own water usage. This can be followed up with a discussion or brainstorm on how we can reduce our water usage.

Return to: Water

Where Does Your Food Come From?

Recommended grades: 9-12

Subjects: Science, Biology, Geography, Social Studies, Food and Nutrition

Suggested Films: Dirt! The Movie; Growing Cities; Revolution

Students consider a meal they've eaten recently, possibly their lunch that day. They try to trace one or more food items all the way back to their origins, accounting for all energy and resources they think went into getting the food into their lunch.

Return to: Food

Curriculum Ties in the Arts or English



All themes and films can be connected to the Arts, Music, Drama, or English by integrating one or more of the following activities into the programming:

- Base an art assignment off of the film, including but not limited to assignments in drawing, painting, sculpting, mixed media, dance, drama, photography, and film
- Write a musical piece in response to the film
- Relate the film or topic to mainstream music or media
- Write poetry, short stories, essays, or spoken word in response to the film
- Write a critical essay supporting a particular argument to do with the theme of the film

Any of these activities can focus on one or more of the following:

- Educating the public
- Expressing your thoughts, feelings, or opinions about the environmental theme of the film

With permission from the students, teachers, and school, copies of these works may be posted on our website, our Instagram page, our Facebook page, or our Youtube channel.

Future opportunities in the Arts and English



As we grow our program, we are working towards including options for students to participate in environmental art exhibits, poetry slams, and documentary contests. Some of these options may be available for the 2015-16 school year. Please contact us to express interest or to obtain more information.

Return to: Error: Reference source not found Pollinators/Habitat Conservation Water

Films

Cold Amazon



Length: 22 min

Release year: 2009

Themes: Water, Sustainability

Recommended grades: 9-12

Rating: N/A

Website: gordonfoundation.ca

Synopsis: Narrated by celebrated northern journalist Paul Andrew, Cold Amazon tells the story of Canada’s massive Mackenzie River Basin. At 1.8 million sq. km, covering three provinces and all three territories, the Mackenzie plays a significant environmental, economic and spiritual role that stretches far beyond its borders. This short documentary highlights the importance and vulnerability of the mighty watershed through the impassioned voices of those who rely on its health and work for its protection.

See Curriculum Links: Coming soon

Return to: Water

Dirt! The Movie



Length: 86 min

Release year: 2009

Themes: Food, Soil, Sustainability

Recommended grades: 9-12

Rating: N/A

Website: <http://www.dirtthemovie.org/>

Synopsis: DIRT! The Movie—narrated by Jaime Lee Curtis—brings to life the environmental, economic, social and political impact that the soil has. It shares the stories of experts from all over the world who study and are able to harness the beauty and power of a respectful and mutually beneficial relationship with soil.

But more than the film and the lessons that it teaches, DIRT! The Movie is a call to action.

“When humans arrived 2 million years ago, everything changed for dirt. And from that moment on, the fate of dirt and humans has been intimately linked.”

How can you affect that relationship for the better?

See Curriculum Links: Dirt! The Movie

Return to: Food



Greenwashers

Length: 50 min (can also choose excerpts, or we can suggest excerpts)

Release year: 2011

Themes: Waste, Greenwashing, Marketing, Consumerism

Recommended grades: 9-12

Rating: N/A

Website: <http://www.thegreenwashersfilm.com/about.html>

Synopsis: Featuring renowned environmentalist Bill McKibben and business executive Scot Case, *Greenwashers* is a satirical documentary that blurs the line between green and greed, truth and believability, environmentalism and marketing. Misleading consumers about the environmental benefits of a product or service has become a new marketing standard and *Greenwashers* takes this practice to the extreme. Following a pair of *Greenwashers*, the film illustrates the various strategies, sins, and consequences of greenwash.

As a mash-up of real commercials, live events, examples, and both real and fictional characters, this documentary will lead you through a twisting green labyrinth of misdirection. Just enjoy the journey!

See Curriculum Links: [Greenwashers](#)

Return to:



Growing Cities

Length: 60 min or 90 min

Release year: 2013

Themes: Food, Sustainability

Recommended grades: 9-12

Rating: N/A

Website: <http://www.growingcitiesmovie.com/>

Synopsis: In their search for answers, filmmakers Dan Susman and Andrew Monbouquette take a road trip and meet the men and women who are challenging the way this country grows and distributes its food, one vacant city lot, rooftop garden, and backyard chicken coop at a time.

Join them as they discover that good food isn't the only crop these urban visionaries are harvesting. They're producing stronger and more vibrant communities, too.

See Curriculum Links: [Growing Cities](#)

Return to: Food

Let's Ban the Bead!  

Length: 2 min

Themes: Waste, Water

Recommended grades: 9-12

Rating: N/A

Website: storyofstuff.org/

Synopsis: This 2-minute short takes on plastic microbeads—the nasty little bits of plastic that companies have been putting in everything from body washes and hand soaps to toothpaste and make up. In it, we show how microbeads are actually designed to go down the drain and into our rivers, lakes, and oceans...and what folks like us can do to stop this ridiculous assault on our public waters.

See Curriculum Links: Coming soon

Return to: Water



Length: 85 min

Release year: 2012

Themes: Food, Water, Habitat Conservation, Species Loss

Recommended grades: 9-12

Rating: PG

Website: <http://therevolutionmovie.com/>

Synopsis: In this true-life adventure, young filmmaker/conservationist Rob Stewart (director of the award-winning Sharkwater) sets out on a journey to discover how we are to survive the major environmental challenges of our time. The film features experts in the field, who offer insights into the causes of environmental degradation and what is needed to reverse the damage. Along with stunning footage of amazing creatures and their habitats, viewers are introduced to some of the incredible people, including children and youth, who are part of the worldwide movement to save Earth and all its inhabitants – including us.

Revolution is an exhilarating and hard-hitting full length feature film sheds light on crucial environmental topics and how we can save the planet, and also shows how past world events have taught us what we need to do to save the future.

Stewart met with renowned world experts who helped him find out about important issues affecting our lives. In an effort to uncover the secrets to a safer world, Stewart goes on an adventure filled with inspiration and drama that will leave audiences around the world, at any age, inspired about how they can get involved in the fight to save our planet.

Revolution is not just about the environment—it's a film about hope and inspiration. It's a call-to-action with an uplifting message that tells us it's possible to alleviate the damage already done. It's time for a Revolution!

See Curriculum Links:

Return to: [Food](#) [Water](#)

Story of Bottled Water

Length: 8 min

Release year: 2010

Themes: Waste, Water

Recommended grades: 9-12

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Bottled Water, released on March 22, 2010 (World Water Day), employs the Story of Stuff style to tell the story of manufactured demand—how you get Americans to buy more than half a billion bottles of water every week when it already flows virtually free from the tap. Over five minutes, the film explores the bottled water industry’s attacks on tap water and its use of seductive, environmental-themed advertising to cover up the mountains of plastic waste it produces. The film concludes with a call for viewers to make a personal commitment to avoid bottled water and support public investment in clean, available tap water for all.

See Curriculum Links: Coming soon

Return to: [Water](#)

Story of Cosmetics

Length: 8 min

Release Year: 2010

Themes: Waste

Recommended grades: 9-12

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Cosmetics, released on July 21, 2010, examines the pervasive use of toxic chemicals in our everyday personal care products, from lipstick to baby shampoo. The seven-minute film reveals the implications for consumer and worker health and the environment, and outlines ways we can move the industry away from hazardous chemicals and towards safer alternatives.

See Curriculum Links: Coming soon

Return to: [Error: Reference source not found](#) [Pollinators/Habitat Conservation](#)

Story of Electronics

Length: 8 min

Release Year: 2011

Themes: Pollinators/Habitat Conservation, Waste

Recommended grades: 9-12

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Electronics, released in November 2011, employs the Story of Stuff style to explore the high-tech revolution's collateral damage—25 million tons of e-waste and counting, poisoned workers and a public left holding the bill. Host Annie Leonard takes viewers from the mines and factories where our gadgets begin to the horrific backyard recycling shops in China where many end up. The film concludes with a call for a green 'race to the top' where designers compete to make long-lasting, toxic-free products that are fully and easily recyclable.

See Curriculum Links: Coming soon

Return to: Error: Reference source not found Pollinators/Habitat Conservation

Story of Solutions

Length: 9 min

Release Year: 2013

Themes: Food, Pollinators/Habitat Conservation, Waste, Water

Recommended grades: 9-12

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Solutions, released in October 2013, explores how we can move our economy in a more sustainable and just direction, starting with orienting ourselves toward a new goal. In the current 'Game of More', we're told to cheer a growing economy – more roads, more malls, more Stuff! – even though our health indicators are worsening, income inequality is growing and polar icecaps are melting. But what if we changed the point of the game? What if the goal of our economy wasn't more, but better – better health, better jobs and a better chance to survive on the planet? Shouldn't that be what winning means?

See Curriculum Links: Coming soon

Return to: Error: Reference source not found Pollinators/Habitat Conservation Water

Story of Stuff

Length: 20 min

Release Year: 2007

Themes: Waste

Recommended grades: 9-12

Rating: N/A

Website: storyofstuff.org/

Synopsis: The Story of Stuff, originally released in December 2007, is a 20-minute, fast-paced, fact-filled look at the underside of our production and consumption patterns. The Story of Stuff exposes the connections between a huge number of environmental and social issues, and calls us together to create a more sustainable and just world. It'll teach you something, it'll make you laugh, and it just may change the way you look at all the Stuff in your life forever.

See Curriculum Links: Coming soon

Return to: Error: Reference source not found Pollinators/Habitat Conservation

The Clean Bin Project

Length: 53 min or 76 min

Release year: 2010

Themes: Waste

Recommended grades: 9-12

Rating: N/A

Website: <http://www.cleanbinmovie.com/>

Synopsis: Is it possible to live completely waste free? In this multi-award winning, festival favourite, partners Jen and Grant go head to head in a competition to see who can swear off consumerism and produce the least garbage. Their light-hearted competition is set against a darker examination of the problem waste. Even as Grant and Jen start to garner interest in their project, they struggle to find meaning in their minuscule influence on the large-scale environmental impacts of our "throw-away society". Described as An Inconvenient Truth meets Super Size Me, The Clean Bin Project features laugh out loud moments, stop motion animations, and unforgettable imagery. Captivating interviews with renowned artist, Chris Jordan and TED Lecturer Captain Charles Moore, make this film a fun and inspiring call to individual action that speaks to crowds of all ages.

See Curriculum Links:

Return to:

Vanishing of the Bees

Length: 34 min or 87 min

Release year: 2009

Themes: Pollinators, Impact of Pesticides on the Environment

Recommended grades: 9-12

Rating: N/A

Website: <http://www.vanishingbees.com/>

Synopsis: Honeybees have been mysteriously disappearing across the planet, literally vanishing from their hives.

Known as Colony Collapse Disorder, this phenomenon has brought beekeepers to crisis in an industry responsible for producing apples, broccoli, watermelon, onions, cherries and a hundred other fruits and vegetables. Commercial honeybee operations pollinate crops that make up one out of every three bites of food on our tables.

Vanishing of the Bees follows commercial beekeepers David Hackenberg and Dave Mendes as they strive to keep their bees healthy and fulfill pollination contracts across the U.S. The film explores the struggles they face as the two friends plead their case on Capital Hill and travel across the Pacific Ocean in the quest to protect their honeybees.

Filming across the US, in Europe, Australia and Asia, this documentary examines the alarming disappearance of honeybees and the greater meaning it holds about the relationship between mankind and mother earth. As scientists puzzle over the cause, organic beekeepers indicate alternative reasons for this tragic loss. Conflicting options abound and after years of research, a definitive answer has not been found to this harrowing mystery (website).

See Curriculum Links:

Return to: Pollinators/Habitat Conservation

Appendix: Curriculum Links

The following is the list of films with their curriculum links.

Dirt! The Movie

Grade 9

- Geography- Academic
 - o Interactions in the Physical Environment
 - The Physical Environment and Human Activities: B1.4
 - o Liveable Communities
 - The Sustainability of Human Systems: E1.1
- Science- Academic
 - o Biology: Sustainable Ecosystems
 - Understanding Basic Concepts: B3.5
- Science- Applied
 - o Biology: Sustainable Ecosystems & Human Activity
 - Understanding Basic Concepts: B3.4; B3.5

Grade 11

- Health and Physical Education
 - o Healthy Living
 - Making Connections for Healthy Living: C3.1
- Biology- U
 - o Diversity of Living Things
 - Relating Science to Technology, Society and the Environment: B1.1
 - o Plants: Anatomy, Growth, and Function: F3.4
- Biology- C
 - o Plants in the Natural Environment
 - Relating Science to Technology, Society, and the Environment F1.2
 - Understanding Basic Concepts: F3.4
- Environmental Science- U/C
 - o Scientific Solutions to Contemporary Environmental Challenges
 - Relating Science to Technology, Society and the Environment: B1.2
 - o Sustainable Agriculture and Forestry
 - Understanding Basic Concepts: many in D.3
- Environmental Science- W
 - o Human Impact of the Environment
 - Understanding Basic Concepts: B3.5
- Food and Culture- U/C
 - o Culture, Foods and Food Practices
 - Culture and Food Habits: B3.4

Grade 12

- Nutrition and Health- U/C
 - o Local and Global Issues
 - Food Production and Supply: many in D.2

Return to: Dirt! The Movie

Greenwashers

Grade 9 or 10

- Introduction to Business -O
 - o Business Fundamentals
 - Business Ethics and Social Responsibility
 - o Functions of a Business
 - Management
 - Marketing
- Information and Communication Technology- O
 - o Ethics and Issues in Information and Communication Technology
 - Health and Environmental Issues

Grade 11

- Entrepreneurship: The Venture- C
 - o Enterprising People and Entrepreneurs
 - Characteristics and Contributions of an Entrepreneur
 - o Ideas and Opportunities for New Ventures
 - Sources and Opportunities and Ideas
- Information and Communication Technology: The Digital Environment
 - o Information and Communication Technology Ethics and Issues
 - Health and Environmental Issues
- Marketing: Goods, Services, Events- C
 - o Marketing Fundamentals
 - The Marketing Process
 - Consumers and Competition
 - o The Marketing Mix
 - Promotion
 - o Trends in Marketing
 - Issues, Ethics and Social Responsibility in Marketing
- Marketing: Retail and Service- W
 - o Marketing Fundamentals
 - Consumers
 - Competition
 - The Buying and Selling Processes
 - o Trends in Retail and Service Marketing
 - Issues, Ethics and the Environment

Grade 12

- Entrepreneurship: Venture in an Electronic Age- C
 - o Targeting Customers
 - Promotional Strategies
- Business Leadership: Management Fundamentals – U/C
 - o Foundations of Management
 - Issues of Ethics and Social Responsibility

Return to:

Growing Cities

Grade 9

- Geography- Academic
 - Managing Canada's Resources and Industries
 - The Sustainability of Resources: C1.1; C1.3; C1.4
 - Liveable Communities
 - The Sustainability of Human Systems: E1.1; E1.3; E1.4; E1.5
- Geography- Applied
 - Managing Canada's Resources and Industries
 - Managing Resources: C1.2; C1.4
 - Liveable Communities
 - The Sustainability of Human Systems: E1.3; E1.4
 - Impacts of Land Use: E2.1; E2.2; E2.3

Grade 9 or 10

- Food and Nutrition-O
 - Food Choices
 - Influence on Food Choices: C2.1; C2.2
 - Local and Global Foods
 - Availability of Food: D1.2; D1.4
 - Food and Environmental Responsibility: D2.1; D2.2, D2.3
 - Food Security: D3.1; D3.2; D3.4

Grade 10

- Civics and Citizenship- O
 - Civic Engagement and Action
 - Civic Contributions: C1.3

Grade 11

- Environmental Science- U/C
 - Sustainable Agriculture and Forestry
 - Relating Science to Technology, Society and the Environment: D1.1
- Physical Geography: Patterns, Processes and Interactions- U/C
 - Human-Environment Interactions
 - Building Knowledge and Understanding
 - Describe the effects of human activities on various aspects of the environment
 - Describe the importance of using sustainable practise in resource-based industries
 - Learning Through Application
 - Analyse how selected human activities affect a local environment

Grade 12

- Canadian World Issues: A Geographic Analysis - U
 - Geographic Foundations: Space and Systems
 - Building Knowledge and Understanding
 - Explain how point of view influence an individual's perceptions of a place (developer vs. environmentalist on a vacant lot)
 - Human-Environment Interactions
 - Developing and Practising Skills

- Analyze the impact on natural and human systems of past and current trends in agriculture
 - Analyze the impact on natural and human systems of some of the side-effects of urbanization and urban growth
 - Learning Through Application
 - Evaluate the short-term and long-term economic, social and environmental effects of efforts to increase the productivity of a selected natural environment (urban garden)
 - Understanding and Managing Change
 - Building Knowledge and Understanding
 - Explain how local participation in the development process can help build sustainable communities (urban gardening, community gardens)
- World Geography: Human Patterns and Interactions- U
 - Geographic Foundations: Space and Systems
 - Building Knowledge and Understanding
 - Compare the capacity of selected ecumenes to meet human needs in the past, in the present, and in various locations
 - Learning through Application
 - Show how characteristics of their local area have evolved to meet changing human needs
 - Human-Environment Interactions
 - Developing and Practicing Skills
 - Analyse selected environments to evaluate the impacts of urbanization on them (movement towards green)
- The Environment and Resource Management- U/C
 - Human-Environment Interactions
 - Developing and Practising Skills
 - Evaluate the environmental, economic and social implication
- The Environment and Resource Management- W
 - Human-Environment Interactions
 - Building Knowledge and Understanding
 - Explain the ways in which people and other living organisms are dependent on the natural environment
 - Learning through Application
 - Describe examples of responsible environmental behaviour in aspects of daily life
 - Identify positive contributions humans have made to the environment
- Nutrition and Health - U
 - Local and Global Issues
 - Food Security: D1.1; D1.2; D1.3
 - Food Production and Supply: D2.4
 - Food Production and the Environment: D3.1; D3.2
- Nutrition and Health - C
 - Local and Global Issues
 - Food Security: D1.1; D1.4
 - Food Production and the Environment: D3.1
- Food and Healthy Living – W
 - The Food Consumer
 - Food Shopping: D1.1
 - Responsible Consumerism: D2.1;

Revolution

Grade 9

- Geography- Academic
 - o Interactions in the Physical Environment
 - The Physical Environment and Human Activities: B1.4
 - o Managing Canada's Resources and Industries
 - The Development of Resources: C2.2
- Geography- Applied
 - o Managing Canada's Resources and Industries
 - Managing Resources: C1.1
 - o Liveable Communities
 - Impacts of Land Use: E2.1
- Science- Academic
 - o Biology: Sustainable Ecosystems
 - Relating Science to Technology, Society and the Environment: B1.1
 - Understanding Basic Concepts: B3.3, B3.5
- Science- Applied
 - o Biology: Sustainable Ecosystems & Human Activity
 - Relating Science to Technology, Society and the Environment: B1.1
 - Understanding Basic Concepts: B3.3, B3.4, B3.5

Grade 10

- Science- Academic
 - o Earth and Space Science: Climate Change
 - Relating Science to Technology Society and the Environment: D1.1
 - Understanding Basic Concepts: D3.1; D3.5; D3.6
- Science- Applied
 - o Earth and Space Science: Earth's Dynamic Climate
 - Relating Science to Technology Society and the Environment: D1.1

Grade 11

- The Americas: Geographic Patterns and Issues- U/C
 - o Human-Environment Interactions
 - Building Knowledge and Understanding
 - Describe the causes and effects of environmental degradation in specific areas of the Americas
- Physical Geography: Patterns, Processes, and Interactions- U/C
 - o Geographic Foundations: Space and Systems
 - Building Knowledge and Understanding
 - Identify the interconnections among natural systems within selected ecosystems
 - Developing and Practising Skills
 - Describe the flow of matter and energy through ecosystems
 - o Human-Environment Interactions
 - Building Knowledge and Understanding
 - Describe the effects of human activities on various aspects of the environment
 - Learning Through Application
 - Analyse how selected human activities affect a local environment

- Understanding and Managing Change
 - Building Knowledge and Understanding
 - Describe the potential effects of climate change on the sustainability of resource-based industries
 - Developing and Practising Skills
 - Explain the correlation between changes in population density, changes in human activities, and changes in the “ecological footprint” of our species
- Biology- U
 - Diversity of Living Things
 - Relating Science to Technology, Society and the Environment: B1.2
 - Understanding Basic Concepts: B3.5
 - Evolution
 - Relating Science to Technology, Society and the Environment: C1.2
 - Understanding Basic Concepts: C3.2
- Environmental Science- U/C
 - Scientific Solutions to Contemporary Environmental Challenges
 - Relating Science to Technology, Society and the Environment: B1.2
 - Understanding Basic Concepts: B3.1; B3.5
 - Conservation of Energy
 - Relating Science to Technology, Society, and the Environment: F1.1
- Environmental Science- W
 - Human Impact of the Environment
 - Understanding Basic Concepts: B3.4; B3.5
 - Natural Resource Science and Management
 - Relating Science to Technology, Society and the Environment: E1.1
 - Understanding Basic Concepts: E3.3

Grade 12

- Canadian and World Issues: A Geographic Analysis- U
 - Human-Environment Interactions
 - Building Knowledge and Understanding
 - Explain how human-induced changes in natural systems can diminish their capacity for supporting human activity
 - Developing and Practising Skills
 - Evaluate the economic, social and ecological impact of current practices used in harvesting or extracting a selected resources
 - Global Connections
 - Identify current global sustainability issues and environmental threats
- World Geography: Human Patterns and Interactions- U
 - Human-Environment Interactions
 - Building Knowledge and Understanding
 - Identify examples from around the world of positive and negative effects of human activities on the natural environment
- The Environment and Resource Management- U/C
 - Geographic Foundations: Space and Systems
 - Building Knowledge and Understanding
 - Describe selected relationships among the earth’s diverse natural systems
 - Identify the factors that contribute to the survival of a species within an ecosystem

- Developing and Practising Skills
 - Analyse how various factors contribute to the fragility and/or resilience of selected ecosystems
 - Human-Environmental Interactions
 - Developing and Practising Skills
 - Analyse ways in which selected human activities alter the natural environment
 - Learning Through Application
 - Predict the social, economic, and environmental effects of the extraction and depletion of selected resources
 - Global Connections
 - Building Knowledge and Understanding
 - Explain how growth in population and economic activity around the world increases pressure on natural resources and natural systems
 - Understanding and Managing Change
 - Building Knowledge and Understanding
 - Describe the rights and responsibilities of individuals with respect to protecting the environment for future generations
 - Learning Through Application
 - Evaluate the impact on both human and natural systems of a selected environmental or resource management problem
 - Analyse the environmental impact of a particular industry or human system and recommend practices to promote economic and environmental sustainability
- The Environment and Resource Management – W
 - Geographic Foundations: Space and Systems
 - Learning Through Application
 - Predict the effects on biodiversity of the destruction of selected natural habitats
 - Human-Environment Interactions
 - Building Knowledge and Understanding
 - Identify ways in which indigenous peoples interact with the natural environment
 - Developing and Practising Skills
 - Determine how selected human activities alter the natural environment
 - Analyse how different kinds of pollution affect humans, plants, animals and materials
 - Learning Through Application
 - Explain the effects of assorted chemicals on human and natural systems
 - Understanding and Managing Change
 - Building Knowledge and Understanding
 - Identify the sources of environmental degradation and its stages

Return to:

The Clean Bin Project

Grade 9

- Geography- Academic
 - Managing Canada's Resources and Industries
 - The Sustainability of Resources: C1.3
 - Changing Populations
 - Population Issues: D1.1
 - Liveable Communities
 - The Sustainability of Human Systems: E1.1; E1.3
- Geography- Applied
 - Managing Canada's Resources and Industries
 - Managing Resources: C1.2; C1.3
 - Liveable Communities
 - Sustainable Communities E1.1; E1.2; E.13; E1.4
- Science- Academic
 - Biology: Sustainable Ecosystems
 - Relating Science to Technology, Society and the Environment: B1.1; B1.2
 - Understanding Basic Concepts: B3.5
- Science- Applied
 - Biology: Sustainable Ecosystems and Human Activity
 - Relating Science to Technology, Society and the Environment: B1.1
 - Understanding Basic Concepts: B3.5

Grade 9 or 10

- Food and Nutrition- O
 - Local and Global Foods
 - Food and Environmental Responsibility: D2.1

Grade 10

- Civics and Citizenship- O
 - Civic Engagement and Action
 - Civic Contributions: C1.3
 - Personal Action on Civic Issues: C3.1, C3.2, C3.3, C3.4

Grade 11

- Housing and Home Design- O
 - Creating and Maintaining Living Spaces
 - Home Maintenance: D3.2
- Raising Healthy Children- O
 - Child Rearing Around the World
 - Parenting Styles and Practices: D2.3
- Health and Physical Education
 - Healthy Living
 - Making Connections for Healthy Living: C3.1
- Physical Geography: Patterns, Process and Interactions- U/C
 - Human-Environment Interactions
 - Building Knowledge and Understanding
 - Effect of human activities on various aspects of the environment
 - Importance of using sustainable practices in resource-based industries
 - Learning Through Application
 - Analyze how selected human activities affect a local environment

- Environmental Science- U/C
 - Scientific Solutions to Contemporary Environmental Challenges
 - Relating Science to Technology, Society and the Environment: B1.2
 - Understanding Basic Concepts: B3.5
 - Reducing and Managing Waste
 - Relating Science to Technology, Society and the Environment: E1.2
 - Developing Skills of Investigation and Communication: E2.4; E2.5
 - Understanding Basic Concepts: E3.4
- Environmental Science- W
 - Human Impact on the Environment
 - Relating Science to Technology, Society and the Environment: B1.1; B1.2
 - Developing Skills of Investigation and Communication: B2.5
 - Energy Conservation
 - Relating Science to Technology, Society and the Environment: D1.1

Grade 12

- The World of Fashion- U/C
 - Textile Production, Society and the Globalized Marketplace
 - Globalization and Social Responsibility: C3.5
- Nutrition and Health- U
 - Local and Global Issues
 - Food Production and the Environment: D.3.1
- Food and Healthy Living- W
 - Food Fundamentals
 - Menu Planning: C3.4
 - The Food Consumer
 - Responsible Consumerism: D2.1; D2.2; D2.3
- Personal Life Management- O
 - Daily Living Skills
 - Managing a Household: C3.2
- Environment and Resource Management- U/C
 - Human-Environment Interactions
 - Learning Through Application
 - Estimate personal and class “ecological footprints”
 - Understanding and Managing Change
 - Developing and Practicing Skills
 - Compare the economic and environmental implications of various waste management methods
- The Environment and Resource Management- W
 - Human-Environment Interactions
 - Developing and Practicing Skills
 - Analyze the impact if reducing, reusing and recycling waste on the sustainability of resources and the environment

Return to: The Clean Bin Project

Vanishing of the Bees

Grade 9

- Geography Academic
 - o Interactions in the Physical Environment
 - The Physical Environment and Human Activities: B1.4
- Science Academic
 - o Biology: Sustainable Ecosystems
 - Relating Science to Technology, Society and the Environment: B1.1
 - Understanding Basic Concepts: B3.5
- Science Applied
 - o Biology: Sustainable Ecosystems & Human Activity
 - Relating Science to Technology, Society and the Environment: B1.1
 - Understanding Basic Concepts: B3.5

Grade 11

- Biology- U
 - o Diversity of Living Things
 - Relating Science to Technology, Society and the Environment: B1.1; B1.2
 - Understanding Basic Concepts: B3.5
- Biology- C
 - o Plants in the Natural Environment
 - Relating Science to Technology, Society, and the Environment F1.2
 - Understanding Basic Concepts: F3.3; F3.4
- Environmental Science- U/C
 - o Scientific Solutions to Contemporary Environmental Challenges
 - Relating Science to Technology, Society and the Environment: B1.1; B1.2
 - o Sustainable Agriculture and Forestry
 - Relating Science to Technology, Society and the Environment: D1.1
 - Understanding Basic Concepts: D3.5
- Environmental Science- Workplace
 - o Human Impact of the Environment
 - Relating Science to Technology, Society and the Environment: B1.1
 - Understanding Basic Concepts: B3.5

Grade 12

- Canadian and World Issues: A Geographic Analysis- U
 - o Human-Environment Interactions
 - Developing and Practising Skills: analyse the impact on natural and human systems of past and current trends in agriculture
- Biology- U
 - o Population Dynamics
 - Understanding Basic Concepts: F3.3; F3.5

Return to: