

**CHAPTER 1**

**PO 201 – IDENTIFY THE ROLE OF AN ENVIRONMENTALLY CONSCIOUS CITIZEN**





## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 1

#### EO M201.01 – DISCUSS THE RIGHTS AND RESPONSIBILITIES OF A CANADIAN CITIZEN

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Total Time: 30 min

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#### PREPARATION

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##### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handout located at [Annex A](#) for each cadet.

##### PRE-LESSON ASSIGNMENT

N/A.

##### APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the rights and responsibilities of a Canadian citizen, generate an interest and to present basic material.

A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the rights and responsibilities of a Canadian citizen.

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#### INTRODUCTION

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##### REVIEW

N/A.

##### OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the rights and responsibilities of a Canadian citizen.

##### IMPORTANCE

Cadets are valued members of their community and they have the ability to make positive contributions to society. Recognizing and understanding the rights and responsibilities of a Canadian citizen may assist cadets in positively impacting their community.

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**Teaching Point 1****Explain the Rights of a Canadian Citizen**

Time: 10 min

Method: Interactive Lecture

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Every Canadian citizen is granted certain rights based on Canada's tradition of democracy and respect for human dignity and freedom. These rights are found in Canada's *Human Rights Codes* and in the Canadian *Charter of Rights and Freedoms*.

All Canadians have the following rights:

- **Equality Rights.** Every citizen is entitled to equal treatment before and under the law, and equal protection and benefit of the law without discrimination.
- **Democratic Rights.** Every citizen has the right to participate in political activities including voting and being elected to political office.
- **Legal Rights.** Every citizen has the right to be presumed innocent until proven guilty, the right to retain a lawyer and to be informed of that right and the right to an interpreter in court proceedings.
- **Mobility Rights.** Every citizen has the right to enter and leave Canada, and to move to and take up residence in any province.
- **Language Rights.** Every citizen has the right to use either the English or French language in communications with the federal government and certain provincial governments.
- **Minority Language Education Rights.** In general, English and French minorities in every province and territory have the right to be educated in their own language.

Canadians also enjoy fundamental freedoms of religion, thought, expression, peaceful assembly and association.

If Canadian citizens have their rights violated by the federal, provincial or territorial governments or their rights are violated by others, Canadian citizens can challenge that action in court.

English and French are the two official languages of Canada. They are an important part of our national heritage and national identity.

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**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS**

- Q1. Where are the rights of a Canadian citizen found?
- Q2. Name the rights of a Canadian citizen.
- Q3. What other fundamental freedoms do Canadian citizens have?

**ANTICIPATED ANSWERS**

- A1. The rights of a Canadian citizen are found in Canada's *Human Rights Codes* and in the Canadian *Charter of Rights and Freedoms*.
- A2. The rights of a Canadian citizen include:
- equality rights – equal treatment and protection from discrimination before the law,

- democratic rights – participation in political activities,
- legal rights – the presumption of innocence until proven guilty,
- mobility rights – the ability to move within the country,
- language rights – using either official language when dealing with the federal government, and
- minority language education rights – education conducted in either official language for the English or French minority.

A3. Canadians also enjoy fundamental freedoms of religion, thought, expression, peaceful assembly and association.

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## Teaching Point 2

## Explain the Responsibilities of a Canadian Citizen

Time: 5 min

Method: Interactive Lecture

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Canadian citizens share certain common responsibilities.

These responsibilities are:

- understanding and obeying Canadian laws;
- participating in Canada's democratic political system;
- voting in elections;
- allowing other Canadians to enjoy their rights and freedoms; and
- appreciating and helping to preserve Canada's multicultural heritage.

All Canadians are encouraged to become informed about political activities and to help better their communities and the country by reading a newspaper, watching news programs, etc.

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## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS

- Q1. List the responsibilities of a Canadian citizen.
- Q2. What are all Canadians encouraged to do?
- Q3. What are some ways Canadian citizens may become informed about political activities?

### ANTICIPATED ANSWERS

- A1. These responsibilities are:
- understanding and obeying Canadian laws;
  - participating in Canada's democratic political system;
  - voting in elections;
  - allowing other Canadians to enjoy their rights and freedoms; and
  - appreciating and helping to preserve Canada's multicultural heritage.

A2. All Canadians are encouraged to become informed about political activities and to help better their communities and the country.

A3. Answers will vary (read a newspaper, watch news programs, etc.).

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### Teaching Point 3

### Conduct a Group Discussion Where Cadets Decide Which Right or Responsibility Is the Most Important to Them

Time: 10 min

Method: Group Discussion

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#### BACKGROUND KNOWLEDGE

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The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.



Distribute the handout of rights and responsibilities of a Canadian citizen located at [Annex A](#).



#### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

#### SUGGESTED QUESTIONS

- Q1. Which of the rights of a Canadian citizen do the cadets think is the most important to them?
- Q2. Why was that right chosen?
- Q3. Which of the responsibilities of a Canadian citizen do the cadets think is the most important to them?

Q4. Why was that responsibility chosen?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

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### CONFIRMATION OF TEACHING POINT 3

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The cadets' participation in the group discussion will serve as confirmation of this TP.

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### END OF LESSON CONFIRMATION

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#### QUESTIONS

- Q1. Name the rights of a Canadian citizen.
- Q2. List the responsibilities of a Canadian citizen.
- Q3. What are Canada's two official languages?

#### ANTICIPATED ANSWERS

- A1. The rights of a Canadian citizen include:
- equality rights – equal treatment and protection from discrimination before the law;
  - democratic rights – participation in political activities;
  - legal rights – the presumption of innocence until proven guilty;
  - mobility rights – the ability to move within the country;
  - language rights – using either official language when dealing with the federal government; and
  - minority language education rights – education conducted in either official language for the English or French minority.
- A2. The responsibilities of a Canadian citizen are:
- understanding and obeying Canadian laws;
  - participating in Canada's democratic political system;
  - voting in elections;
  - allowing other Canadians to enjoy their rights and freedoms; and
  - appreciating and helping to preserve Canada's multicultural heritage.

A3. Canada's two official languages are English and French.

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**CONCLUSION**

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**HOMEWORK/READING/PRACTICE**

N/A.

**METHOD OF EVALUATION**

N/A.

**CLOSING STATEMENT**

All Canadian citizens have certain rights and responsibilities. Recognizing and understanding the rights and responsibilities of a Canadian citizen may assist cadets in making a positive impact on their community.

**INSTRUCTOR NOTES/REMARKS**

N/A.

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**REFERENCES**

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C0-081 Citizenship and Immigration Canada. (2006). *Fact Sheet: Rights and Responsibilities*. Retrieved 2 February 2007, from [http://www.cic.gc.ca/english/newcomer/fact\\_08e.html](http://www.cic.gc.ca/english/newcomer/fact_08e.html).



## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 2

#### EO M201.02 – DISCUSS THE PRINCIPLES OF ENVIRONMENTAL STEWARDSHIP

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Total Time: 30 min

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#### PREPARATION

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##### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handout located at [Annex B](#) for each cadet.

##### PRE-LESSON ASSIGNMENT

N/A.

##### APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the principles of environmental stewardship, generate an interest and present basic material.

A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about environmental stewardship.

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#### INTRODUCTION

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##### REVIEW

N/A.

##### OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss the principles of environmental stewardship.

##### IMPORTANCE

It is important for cadets to learn the principles of environmental stewardship so cadets may become more environmentally conscious.

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**Teaching Point 1**

**Explain the Government of Canada's *Code of Environmental Stewardship***

Time: 10 min

Method: Interactive Lecture

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As part of being a responsible Canadian citizen, cadets should be aware of their role in protecting the environment.

The Government of Canada has enacted legislation in order to ensure the protection of the environment and that human health is not endangered.



Distribute the Government of Canada's *Code of Environmental Stewardship* located at [Annex B](#).

To reflect the Government's dedication to protecting the environment, in all aspects of its operations and activities, it has created the Government of Canada's *Code of Environmental Stewardship*.

The Government commits to:

- incorporating environmental concerns in relevant decisions. The Government must take environmental concerns into account in every decision and piece of legislation it writes and passes;
- ensuring environmental considerations are incorporated in purchasing practices. The Government must consider the environment when it purchases anything, from submarines to paper products;
- applying environmentally responsible practices in disposal. The Government must use environmentally responsible practices when acquiring, using, transporting, storing and disposing of hazardous materials. A hazardous material is any item or agent which has the potential to cause harm to humans, animals, or the environment, either by itself or through interaction with other factors. These materials may be biological, nuclear, chemical, etc.;
- meeting or exceeding federal environmental laws. The Government has pledged to meet or exceed the letter and spirit of federal environmental laws and, where appropriate, to be compatible with provincial, territorial and international standards;
- reusing, recycling and reducing waste. The Government has to find methods to seek cost-effective ways to reduce the use of raw materials, toxic substances, energy, water and other resources. The Government has also promised to recycle and reuse items where appropriate; and
- improving the level of environmental awareness. The Government has undertaken the task of improving the level of environmental awareness throughout the public service. It stresses to its employees the environmental and health benefits of environmental awareness and encourages and recognizes beneficial actions of employees.

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**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS**

- Q1. Why should cadets be aware of their role in protecting the environment?
- Q2. What is the name of the legislation that the Government created to protect the environment?

Q3. What does the Government commit to under the *Code of Environmental Stewardship*?

### ANTICIPATED ANSWERS

- A1. Cadets should be aware of their role in protecting the environment because it is part of being a responsible citizen.
- A2. The Government of Canada's *Code of Environmental Stewardship*.
- A3. The Government commits to:
- incorporating environmental concerns in relevant decisions;
  - ensuring environmental considerations are incorporated in purchasing practices;
  - applying environmentally responsible practices in disposal;
  - meeting or exceeding federal environmental laws;
  - reusing, recycling and reducing waste; and
  - improving the level of environmental awareness.

### Teaching Point 2

### Explain That the CCM Has a *Code of Environmental Stewardship* in CATO 11-08, *Environmental Protection and Stewardship*

Time: 5 min

Method: Interactive Lecture

To ensure the Cadet Program stays well within the Government's *Code of Environmental Stewardship*, the CCO created a Cadet Administrative and Training Order (CATO) 11-08, *Environmental Protection and Stewardship*. This order prescribes national policy for the Canadian Cadet Organization/Cadet Instructor Cadre (CCO/CIC) on environmental matters.

The CCO/CIC must ensure the protection of the environment during all activities by adopting environmentally sound practices and by complying with federal, provincial and territorial environmental legislation and regulations, municipal environmental bylaws, as well as the DND's environmental regulations.

The term due diligence is found throughout CATO 11-08, *Environmental Protection and Stewardship*. The definition of due diligence is the exercise of reasonable care in the conduct of one's business or duties. To demonstrate due diligence, a member must show that they did all that any reasonable person would have done in the same circumstance to avoid a foreseeable risk of harm to the environment.

If due diligence is not practiced and an offence in violation of environmental legislation occurs there may be legal liabilities.

If a member of the CF does not comply with the Government's *Code of Environmental Stewardship* they may be personally liable to cover financial loss or they may be imprisoned.

If a cadet does not comply with the Government's *Code of Environmental Stewardship* they may be charged under the *Youth Criminal Justice Act*.

### CONFIRMATION OF TEACHING POINT 2

### QUESTIONS

Q1. What is the number and the name of the CATO that protects the environment?

Q2. What is the definition of due diligence?

Q3. What may happen to a cadet who does not comply with the Government's *Code of Environmental Stewardship*?

### ANTICIPATED ANSWERS

A1. CATO 11-08, *Environmental Protection and Stewardship*.

A2. The definition of due diligence is the exercise of reasonable care in the conduct of one's business or duties.

A3. If a cadet does not comply with the Government's *Code of Environmental Stewardship* they may be charged under the *Youth Criminal Justice Act*.

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### Teaching Point 3

### Conduct a Group Discussion About Environmental Stewardship Within the Cadet Program

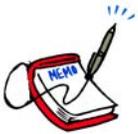
Time: 10 min

Method: Group Discussion

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### BACKGROUND KNOWLEDGE

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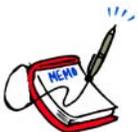


The point of the group discussion is to explore environmental stewardship within the Cadet Program using the tips for answering/facilitating discussion and the suggested questions provided.

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### GROUP DISCUSSION

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#### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

**SUGGESTED QUESTIONS**

- Q1. What is being done or can be done to reduce, reuse and recycle at the squadron?
- Q2. What is being done or can be done to improve environmental awareness at the squadron?
- Q3. What is being done or can be done to improve environmental awareness when the squadron conducts an outdoor activity?
- Q4. What is being done or can be done by the squadron to improve environmental awareness in the community?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

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**CONFIRMATION OF TEACHING POINT 3**


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The cadets' participation in the group discussion will serve as the confirmation of this TP.

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**END OF LESSON CONFIRMATION**


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**QUESTIONS**

- Q1. Within the Government of Canada's *Code of Environmental Stewardship*, what does the Government commit to?
- Q2. What is the definition of due diligence?
- Q3. What is the number and the name of the CATO that protects the environment?

**ANTICIPATED ANSWERS**

- A1. The Government commits to:
- incorporating environmental concerns in relevant decisions;
  - ensuring environmental considerations are incorporated in purchasing practices;
  - applying environmentally responsible practices in disposal;
  - meeting or exceeding federal environmental laws;
  - reusing, recycling and reducing waste; and
  - improving the level of environmental awareness.

A2. The definition of due diligence is the exercise of reasonable care in the conduct of one's business or duties.

A3. CATO 11-08, *Environmental Protection and Stewardship*.

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### CONCLUSION

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### HOMEWORK/READING/PRACTICE

N/A.

### METHOD OF EVALUATION

N/A.

### CLOSING STATEMENT

Cadets may be given many opportunities to display environmental stewardship during the training year. Being aware of the human impact on the environment may allow cadets to have a positive effect in their community and may encourage them to be more proactive in applying the principles of environmental stewardship.

### INSTRUCTOR NOTES/REMARKS

N/A.

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### REFERENCES

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A0-039 CATO 11-08 D Cdts 3. (1997). *Environmental Protection and Stewardship*. Ottawa, ON: Department of National Defence.

C0-090 Environment Canada. (2007). *Code of Environmental Stewardship*. Retrieved 2 February 2007, from <http://www.ns.ec.gc.ca/g7/code.html>.



## COMMON TRAINING INSTRUCTIONAL GUIDE



### SECTION 3

#### EO C201.01 – DISCUSS ENVIRONMENTAL ISSUES RELATIVE TO CANADA

Total Time:

30 min

#### PREPARATION

##### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Research the locations of local recycling of aluminum cans, bottles, paper/cardboard, batteries and other recycling opportunities. Research the locations of the nearest biomedical and chemical waste disposal sites within the province/territory.

##### PRE-LESSON ASSIGNMENT

N/A.

##### APPROACH

A group discussion was chosen for this lesson to allow the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about environmental issues.

#### INTRODUCTION

##### REVIEW

N/A.

##### OBJECTIVES

By the end of this lesson the cadet shall discuss environmental issues relative to Canada.

##### IMPORTANCE

It is important for cadets to know about the environmental issues facing our nation so that they have information to make decisions about the impact they may have on the environment now and for the future.

**Teaching Point 1****Conduct a Group Discussion on the Recycling Opportunities in the Local Community**

Time: 10 min

Method: Group Discussion



References for TP1 can be found by investigating the Website for your local municipality, region and/or province/territory.

**BACKGROUND KNOWLEDGE**

The point of the group discussion is to draw recycling opportunities in the local community from the group using the tips for answering/facilitating discussion and the suggested questions provided.

**GROUP DISCUSSION****TIPS FOR ANSWERING/FACILITATING DISCUSSION**

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

**SUGGESTED QUESTIONS**

- Q1. What are the opportunities in the local community for aluminum can and bottle recycling?
- Q2. Where is this facility located?
- Q3. What are the opportunities in the local community for paper/cardboard recycling?
- Q4. Where is this facility located?

- Q5. What are the opportunities in the local community for battery recycling?
- Q6. Where is this facility located?
- Q7. What other opportunities are there to recycle in the local community?
- Q8. Where are these facilities located?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

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### CONFIRMATION OF TEACHING POINT 1

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The cadets' participation in the group discussion will serve as confirmation of this TP.

#### Teaching Point 2

#### Conduct a Group Discussion on Suggestions for Lowering Greenhouse Gas Emissions Locally, Provincially/Territorially or Nationally

Time: 10 min

Method: Group Discussion

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### BACKGROUND KNOWLEDGE

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The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Greenhouse gas emissions are the gases released into the atmosphere that affect the temperature and climate of the Earth's surface. The main greenhouse gases emitted, due to human activity, are carbon dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>) and nitrous oxide (N<sub>2</sub>O). CO<sub>2</sub> emissions are mainly from burning fossil fuels and deforestation. These emissions have led to the largest increase in atmospheric greenhouse gas concentrations since the Industrial Revolution and they have affected the radiation transfer through the atmosphere. This is called the greenhouse effect. The greenhouse effect is the heating of the Earth's surface and lower atmosphere.

Simple things that may be done to lower greenhouse gas emissions may include:

- walking or taking public transit instead of driving a vehicle;
- avoiding unnecessary idling of a vehicle;

- driving a hybrid car;
- investing in a programmable thermostat;
- turning down the temperature in the house before going to sleep;
- replacing standard bulbs with fluorescent bulbs; and
- turning off lights when not in the room.

Things that may be done by the provincial/territorial and national governments to lower greenhouse emissions may include:

- tax incentives for towns and cities to create public transportation;
- researching and developing alternate fuels and energy sources;
- taxing;
- educating the public about greenhouse gas emissions; and
- having all governments employees use the ideas from the previous TP.

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### GROUP DISCUSSION

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#### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

#### SUGGESTED QUESTIONS

- Q1. What simple things may be done to help lower greenhouse gas emissions?
- Q2. What things may be done by provincial/territorial and national governments to lower greenhouse emissions?
- Q3. What things are being done by governments to reduce the amount of greenhouse gas emissions?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

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### CONFIRMATION OF TEACHING POINT 2

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The cadets' participation in the group discussion will serve as the confirmation of this TP.

### Teaching Point 3

### Conduct a Group Discussion on Local, Provincial/Territorial or National Hazardous Waste Disposal Sites

Time: 5 min

Method: Group Discussion

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### BACKGROUND KNOWLEDGE

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The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

There are different types of waste created by human activity. The most dangerous type of waste is called hazardous waste. Different types of hazardous waste include nuclear waste, biomedical waste, chemical waste and household hazardous waste.

Although nuclear waste has been safely stored for the short-term, no permanent disposal system has been fully developed. Every country that uses nuclear power is trying to find an answer to this international problem.



The locations of the nearest biomedical and chemical waste disposal sites within the province/territory may be found by contacting the provincial/territorial government.

Biomedical waste is created in every hospital, clinic and dentist's office in the country. These wastes must be separately stored and transported to sites within the country for disposal. These wastes are very dangerous because they may be contaminated with infectious viruses and bacteria.

Chemical wastes, like industrial chemicals and solvents, must be disposed of in special areas located around the country. Some chemicals, like polychlorinated biphenyls (PCBs) and dioxin, are disposed of at the Swan Hills Treatment Centre, in Alberta, the only centre of its kind in the country. These chemical wastes are very dangerous and have proven, in some cases, to cause cancer.

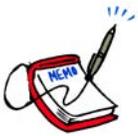
Some household hazardous waste items may include (this list is not exhaustive):

- motor oil;
- prescription drugs;
- cleaning products;
- paints;
- car waxes and polishes;
- weed killers;
- antifreeze;
- propane gas cylinders;
- solvents, turpentine, varnishes, lacquers; and
- products with flammable, corrosive, explosive, toxic, or poisonous warning labels, etc.

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### GROUP DISCUSSION

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#### TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

#### SUGGESTED QUESTIONS

- Q1. What is the most dangerous type of waste?
- Q2. Why is biomedical and chemical waste not stored in garbage dumps?
- Q3. Where in the community are household hazardous wastes collected? How often?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

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### CONFIRMATION OF TEACHING POINT 3

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The cadets' participation in the group discussion will serve as the confirmation of this TP.

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### END OF LESSON CONFIRMATION

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#### QUESTIONS

- Q1. What do greenhouse gas emissions affect?
- Q2. What are some simple things that may be done to lower greenhouse gas emissions?
- Q3. Why are biomedical and chemical wastes dangerous?

#### ANTICIPATED ANSWERS

- A1. Greenhouse gas emissions affect the temperature and climate of the Earth's surface.
- A2. Simple things that may be done to lower greenhouse gas emissions include:
  - walking or taking public transit instead of driving a vehicle;
  - avoiding unnecessary idling of a vehicle;
  - driving a hybrid car;
  - investing in a programmable thermostat;
  - turning down the temperature in the house before going to sleep;
  - replacing standard bulbs with fluorescent bulbs; and
  - turning off lights when not in the room.
- A3. Biomedical waste may be contaminated and chemical waste may be cancer causing.

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### CONCLUSION

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#### HOMework/READING/PRACTICE

N/A.

## METHOD OF EVALUATION

N/A.

## CLOSING STATEMENT

Through the discussion of local, provincial/territorial and national environmental issues, cadets may gain an understanding of how their individual actions affect the environment. It may inspire them to take personal responsibility for its preservation and restoration which is part of being an environmentally conscious citizen.

## INSTRUCTOR NOTES/REMARKS

References for TP1 can be found by investigating the Website for your local, municipality, region and/or province/territory.

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### REFERENCES

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- C0-091 The City of Red Deer. (2007). *Household Tips to Reduce Greenhouse Gas Emissions*. Retrieved 19 February 2007, from <http://www.city.red-deer.ab.ca/Keeping+You+Informed/Environmental+Tips+and+Initiatives/Household+Tips+to+Reduce+Greenhouse+Gas+Emissions.htm>.
- C0-092 The City of Red Deer. (2007). *Household Hazardous Waste*. Retrieved 19 February 2007, from <http://www.city.red-deer.ab.ca/Keeping+You+Informed/Environmental+Tips+and+Initiatives/Household+Hazardous+Waste.htm>.
- C0-093 Industry Canada. (2007). *Canadian Company Capabilities*. Retrieved 19 February 2007, from <http://www.strategis.ic.gc.ca/app/ccc/search/navigate.do?language=eng&portal=1&subPortal=&estblmntNo=234567041421&profile=completeProfile>.
- C0-094 Depository Services Program. (2007). *High-Level Radioactive Waste in Canada*. Retrieved 19 February 2007, from <http://www.dsp-psd.pwgsc.gc.ca/Collection-R/LoPBdP/BP/bp338-e.htm>.

## WHAT ARE MY RIGHTS AS A CANADIAN CITIZEN?

Canadians enjoy the following rights:

- **Equality Rights.** Equal treatment before and under the law, and equal protection and benefit of the law without discrimination.
- **Democratic Rights.** Every citizen has the right to participate in political activities including voting and being elected to political office.
- **Legal Rights.** Every citizen has the right to be presumed innocent until proven guilty, the right to retain a lawyer and to be informed of that right and the right to an interpreter in court proceedings.
- **Mobility Rights.** Every citizen has the right to enter and leave Canada, and to move to and take up residence in any province/territory.
- **Language Rights.** Every citizen has the right to use either the English or French language in communications with the federal government and certain provincial/territorial governments.
- **Minority Language Education Rights.** In general, English and French minorities in every province and territory have the right to be educated in their own language.

## WHAT ARE MY RESPONSIBILITIES AS A CANADIAN CITIZEN?

Canadians share common responsibilities. They should:

- understand and obey Canadian laws;
- participate in Canada's democratic political system;
- vote in elections;
- allow other Canadians to enjoy their rights and freedoms; and
- appreciate and help to preserve Canada's multicultural heritage.

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## **THE GOVERNMENT OF CANADA'S CODE OF ENVIRONMENTAL STEWARDSHIP**

To reflect the Government's dedication in all aspects of its operations and activities, it has created the Government of Canada's *Code of Environmental Stewardship*.

The Government commits to:

- incorporating environmental concerns in relevant decisions;
- ensuring environmental considerations are incorporated in purchasing practices;
- applying environmentally responsible practices in disposal;
- meeting or exceeding federal environmental laws;
- reusing, recycling and reducing waste; and
- improving the level of environmental awareness.

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