

SOCIAL STUDIES 9 UNIT 5: SECTION 2: WORKBOOK 20

Students for Environmental and Social Advocacy

Answer the following questions. Type your responses between the blue brackets provided.

1. What are the main environmental concerns of the *Students for Environmental and Social Advocacy*?¹

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2. How do they view the role of government and individuals responding to environmental issues?¹

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3. Reflect on the actions you took yesterday (and so far today) that have consumed energy. An example has been provided to assist you.

- In the first column, list the ways in which you consumed energy such as electricity (including battery-powered devices such as rechargeable phones) or fossil fuels such as gasoline and natural gas. **Aim for a minimum of 6 items on your list.** You may add rows to the chart if necessary.
- In the second column, indicate for how long you consumed each form of energy.
- In the third column, indicate why you used each form of energy.
- In the last column, explain whether or not you would be able to do without consuming each form of energy.

What You Used	For How Long?	Why You Used It	Could You Do Without It? Explain
car	15 minutes	To get to guitar lesson	Yes; I could have walked to my lesson or taken public transportation.
< >	< >	< >	< >
< >	< >	< >	< >
< >	< >	< >	< >
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Patricia Lychak et al., *Issues for Canadians: Teaching Resource* (Scarborough: Nelson Education Ltd., 2008). 480..
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4. In your opinion, how important are individual actions to reduce GHGs?¹

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Save your completed handout to your **Activities** folder.

¹ Patricia Lychak et al., *Issues for Canadians: Student Resource* (Scarborough: Nelson Education Ltd., 2008). 320-322. Reproduced by permission.