

# Grade 6 Overall Expectations

| Overall Expectations  |  |
|-----------------------|--|
| <b>Literacy</b>       | <ul style="list-style-type: none"> <li>❖ R 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</li> <li>❖ W 1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</li> <li>❖ M 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> </ul> |
| <b>Math</b>           | <ul style="list-style-type: none"> <li>❖ B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</li> </ul>  |
| <b>Science</b>        | <ul style="list-style-type: none"> <li>❖ Understanding Life Systems - Biodiversity 1. assess human impacts on biodiversity, and identify ways of preserving biodiversity</li> </ul>  |
| <b>Social Studies</b> | <ul style="list-style-type: none"> <li>❖ A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada</li> </ul>   |

## TAKE CARE OF YOURSELF!

School and school work is, usually, a way to develop the intellectual or mental part of ourselves. But we have other dimensions. We have a physical body, feelings, and a spirit (which you might be more comfortable thinking of as your “true” self.) We hope some of these suggestions, plus ideas of your own, will help you live in a way that supports not just your mental well-being and development, but your whole self. See if you can do something to support each aspect of yourself each day.

### PHYSICAL WELL-BEING

To take care of your physical well-being, you might:

- Move around! (skip, do jumping jacks, do sit-ups, do push-ups, go for a walk, etc.)
- Eat healthy food.
- Drink water.
- Get rest.
- Listen to your body.
- \_\_\_\_\_

### EMOTIONAL WELL-BEING

To take care of your emotional well-being, you might:

- Connect with somebody (call someone, talk to someone, sit with someone, etc.)
- Notice your feelings.
- Try to have compassion for yourself.
- Write something about what you are experiencing and how it makes you feel. Maybe share it.
- Create art. Maybe share it.
- Laugh.
- \_\_\_\_\_

### SPIRITUAL WELL-BEING

To take care of your spiritual well-being, you might:

- Do something for someone else.
- Meditate, pray, perform ceremony, or spend some time taking deep breaths.
- Make something.
- Offer thanks. It could even be thanks to something non-human, like the water that you drink or the plants growing through the cracks in the sidewalk.
- Ground yourself. Notice and express gratitude to the things and people surrounding you.
- \_\_\_\_\_

### MENTAL WELL-BEING

To take care of your mental well-being, you might:

- Enjoy a story. Read something, listen to a podcast or audio book, watch a movie or show.
- Listen to music that stimulates thoughts.
- Look at art you find engaging.
- Talk with someone you admire.
- Share your own observations or insights with someone you trust.
- \_\_\_\_\_

# What Are My Responsibilities?

*My voice matters. I can act on my beliefs and values by using my strengths and assets to seek change in my community.*

| LITERACY     |  |
|--------------|--|
| <b>THINK</b> | <ul style="list-style-type: none"> <li>❖ Reread about Ta’Kaiya Blayney from the book, <i>Our Future: How Kids are Taking Action</i> (p.7). As you read, notice and note how she uses her strengths &amp; talents to take action and seek justice in her community</li> <li>❖ After you read, make a T-chart. On the left side, list Ta’Kaiya’s strengths and talents and write how she uses them to seek justice. On the right side, write notes about how her actions have been shaped by her identity &amp; community.</li> </ul>  |
| <b>ACT</b>   | <ul style="list-style-type: none"> <li>❖ Think about and list the issues that have been addressed in the texts that you have read over the past 3 weeks. Rank them in order of importance as they relate to your values and beliefs. Feel free to add issues that are important to your community but have not been included in this learning package.</li> <li>❖ Select the issue for which you want to create an action plan. This will be the topic for your final project.</li> <li>❖ Thinking about your strengths and talents, make a list of the steps that you will take to solve the issue.</li> <li>❖ Create a <b>sequence diagram</b> that outlines your plan for actions which you can take to make change in your community (p.8).</li> </ul> |
| <b>SHARE</b> | Present your plan to someone in your household or community and get feedback.  |

# What Are My Responsibilities?

| SOCIAL STUDIES |  |
|----------------|--|
| <b>THINK</b>   | <p>Read the infographic “Potable Water Use in Canada” (p.9). For the uses of water that are relevant to your household, based on your estimations, <b>rank each use in order from greatest number of litres used to least number of litres used.</b></p>   |
| <b>ACT</b>     | <p>There are numerous Canadian NGOs (non-governmental agencies) that focus on water issues around the world. For example, the mission statement of Ryan’s Well Foundation <a href="http://www.ryanswell.ca">www.ryanswell.ca</a> is “...together with local partners, provides access to clean water and sanitation projects and hygiene education in the poorest regions of developing countries. We educate and motivate people to share our passion and contribute to achieving change in the world.”</p> <ul style="list-style-type: none"> <li>❖ How important/impactful do you think the work of Canada NGOs is on water issues around the world? Why do you think a need exists? <b>Write your answer, providing specific reasons and examples to support your opinion.</b></li> </ul>  |
| <b>REFLECT</b> | <p>According to the Canadian government, drinking water advisories are public health protection messages about real or potential health risks related to drinking water. These indicators provide a long-term view of why boil water advisories are issued. They also show the relationship between community size and the frequency of boil water advisories. (Source: <a href="https://www.canada.ca/en/environment-climate-change/services/environmental-indicators/drinking-water-advisories.html">https://www.canada.ca/en/environment-climate-change/services/environmental-indicators/drinking-water-advisories.html</a>)</p> <p>Most non-Indigenous residential communities have access to clean drinking water, but many Indigenous communities on reserves do not. The Canadian government has set a goal to have all long-term drinking water advisories on public systems on reserves lifted by March 2021. As of February 15, 2020, 61 reserve communities still had a long-term drinking water advisory in effect. Since November 2015, 88 advisories have been lifted. (Source: <a href="http://www.sac-isc.gc.ca/eng/1506514143353/1533317130660">www.sac-isc.gc.ca/eng/1506514143353/1533317130660</a>)</p> <ul style="list-style-type: none"> <li>❖ If the Canadian government doesn’t meet its March 2021 goal, what are different ways you could express your desire for the government to keep its commitment? <b>Write out your ideas, explaining why it is so important for the government to meet its goal.</b></li> </ul> |

# What Are My Responsibilities?

| SCIENCE |   |
|---------|---|
| THINK   | <ul style="list-style-type: none"> <li>❖ Think about the effects humans have on the earth and the responsibilities we have to maintain it - what many call “environmental stewardship.”</li> </ul>  |
| ACT     | <ul style="list-style-type: none"> <li>❖ Reread the “Threats to Coral Reefs” infographic (p.10). As you read it, think about how the images and the information support each other.</li> <li>❖ Find “warming ocean” on the infographic. Now, read the first line below. What is told to you about a warming ocean? Now, read the words below that (on the little flag). How are these three pieces of information connected? Think about how all this information is put together to share information. <b>Write down your explanation, focusing on being clear about the reasoning for the purpose of each part of the infographic.</b></li> <li>❖ Now look at all the images that are used. How do the images help you understand the information in the infographic? Write down your answer. Be specific! What other images could be included to improve this infographic? How would they help? Again, be specific.</li> </ul> |
| REFLECT | <ul style="list-style-type: none"> <li>❖ Think about how the scientific information you just read was shown to you. Review the infographic and as you do, think about how images were used to aid in the reader’s understanding of the infographic.</li> <li>❖ Also, think about how this information can be used to convince others of the importance of environmental stewardship (taking care of the environment). Write down what you find most useful explaining the threats to the coral reef.</li> </ul>   |

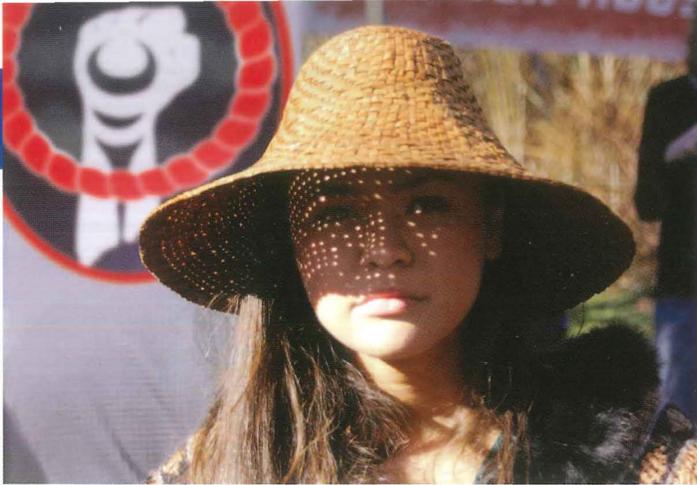
# What Are My Responsibilities?

## MATHEMATICS

|                |  |  |    |    |    |    |    |    |     |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
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| <b>THINK</b>   | <p>Remember what you have learned about the important role water plays in the world. Water is one of the main components of the human body but how important is it?</p> <p><i>Out of 100 % of the human body, what percentage of the body is water? How familiar are you with switching back and forth between percentages, decimals and fractions?</i></p> <p>Percentages can communicate to you where you need to act for yourself and your community. That is one of the skills you will practise while thinking about the importance of water.</p>   |  |    |    |    |    |    |    |     |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| <b>ACT</b>     | <p>Using fractions, percentages, and decimals, you will be working with how much water is part of your body. We need to drink about 3 litres of water daily. We get a lot of water from the foods and other beverages we consume.</p> <p>The following amounts describe how much water one person consumed through eating foods and other beverages:</p>   | <ol style="list-style-type: none"> <li>1. breakfast <math>\frac{1}{4}</math> of daily water consumed (hint: what is <math>\frac{1}{4}</math> of 100?)</li> <li>2. lunch <math>\frac{2}{5}</math> of daily water consumed (hint: how many 5's are in 100? Multiply 2 by that #)</li> <li>3. snacks 0.12 of daily water consumed (hint: multiplying by 100 will shift the decimal two places)</li> <li>4. dinner 20% of daily water consumed (hint: this is already out of 100)</li> </ol> |    |    |    |    |    |    |     |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
|                | <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8   | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |  |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| 11             | 12   | 13   | 14 | 15 | 16 | 17 | 18 | 19 | 20  |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| 21             | 22   | 23   | 24 | 25 | 26 | 27 | 28 | 29 | 30  |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| 31             | 32   | 33   | 34 | 35 | 36 | 37 | 38 | 39 | 40  |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| 41             | 42   | 43   | 44 | 45 | 46 | 47 | 48 | 49 | 50  |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| 51             | 52   | 53   | 54 | 55 | 56 | 57 | 58 | 59 | 60  |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| 61             | 62   | 63   | 64 | 65 | 66 | 67 | 68 | 69 | 70  |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| 71             | 72   | 73   | 74 | 75 | 76 | 77 | 78 | 79 | 80  |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| 81             | 82   | 83   | 84 | 85 | 86 | 87 | 88 | 89 | 90  |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| 91             | 92   | 93   | 94 | 95 | 96 | 97 | 98 | 99 | 100 |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
|                | <ul style="list-style-type: none"> <li>❖ What fraction of water remains to be consumed to meet daily recommendations? (hint: use a hundreds chart to add up the quantities above)</li> <li>❖ How much of the 3 litres still needs to be consumed? Can you share the answer in litres? Now millilitres? (hint: 1 litre = 1000ml)</li> </ul>   |  |    |    |    |    |    |    |     |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |
| <b>REFLECT</b> | <p>Understanding percentages helps you better understand what is being communicated with you. Percentages can communicate to you where you need to act for yourself and your community.</p> <ul style="list-style-type: none"> <li>❖ Now that you have completed the work, how confident are you working with percentages, fractions and decimals? Being able to switch from one to another is an important skill to have so you can work with the numbers and understand them.</li> <li>❖ What would be helpful for you to become more familiar with this work? <b>Write down what you feel confident doing and also what you would want to support learning/ being more comfortable doing.</b></li> </ul>  |  |    |    |    |    |    |    |     |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |  |

# What Are My Responsibilities?

Ta’Kaiya Blaney, Canada



Ta’Kaiya is from Tla’amin Nation on Canada’s west coast.

Ta’Kaiya uses her talents for acting, singing, and song writing to call for action to protect Mother Earth for future generations. At 11, she co-wrote “Earth Revolution.” Her lyrics are: “We’re Generation Now, Children of the future, Earth’s Revolution./ Creation’s crying out, I feel her pain, I can’t walk away./ I’ll do my part to fix what’s broken, and give back what we’ve taken, to hope for the dawn of a new day./ I’m calling each and every person, join me in Earth Revolution.” Ta’Kaiya performed the song at a global conference for youth involved in social and environmental justice. “It was amazing! Someone said, ‘Oh, kids, they’re not going to do anything.’ I said, ‘Hey, I’m a kid, and you’re wrong! We’re speaking out for those who have no voice, like the whales, the salmon. We are not afraid to use it.’ I always had a dream of creating a sustainable future for my community, but it was ‘when I grow up...’ When I read about an oil pipeline from Alberta to British Columbia, I realized age doesn’t matter. It’s important for youth to be involved because it’s our future that corporations and governments are putting at risk—our water, land, and the future of Indigenous people. Elders and other inspiring people are leading this movement, but they get tired. Youth can help. Each one of us has a gift. We should share it!”

Ta’Kaiya says:

*Our generation does not see activism just as an obligation, but a beautiful opportunity to invent the unexpected and to spread our optimism to make a better world.*

“There is a fire lit inside you, and that fire is rising in the youth. You can feel it in the ground. You can hear it in the trees. You can feel it in the air. This generation is ready.”

—Naelyn Pike, 17, USA



A Lakota prophecy predicts children will provide leadership when people have grown ashamed of mistreating Earth. “The Seventh Generation will rise and create a new world. It’s our responsibility to stand up and protect Mother Earth for the next seven generations. We are the ones we’ve been waiting for!”

—Journey Zephier, 15, USA

“Grown men can learn from very little children, for the hearts of the little children are pure. Therefore, the Great Spirit may show to them many things which older people miss.”

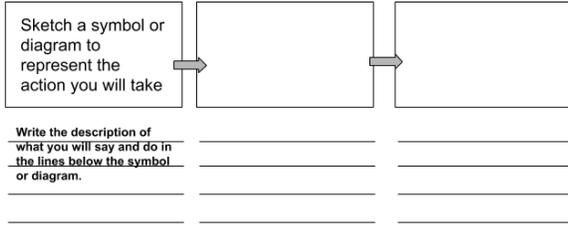
—Black Elk, holy man of the Oglala Lakota Sioux

Wilson, Janet (2019) "Ta’Kaiya Blaney" in *Our Future: How Our Kids are Taking Action* Toronto: Second Story Press.

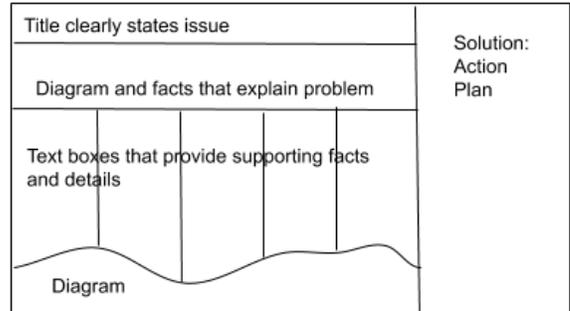
# What Are My Responsibilities?

## Mind Map Exemplars

### Exemplar #5 - Sample Sequence Diagram (Grades 6-8)

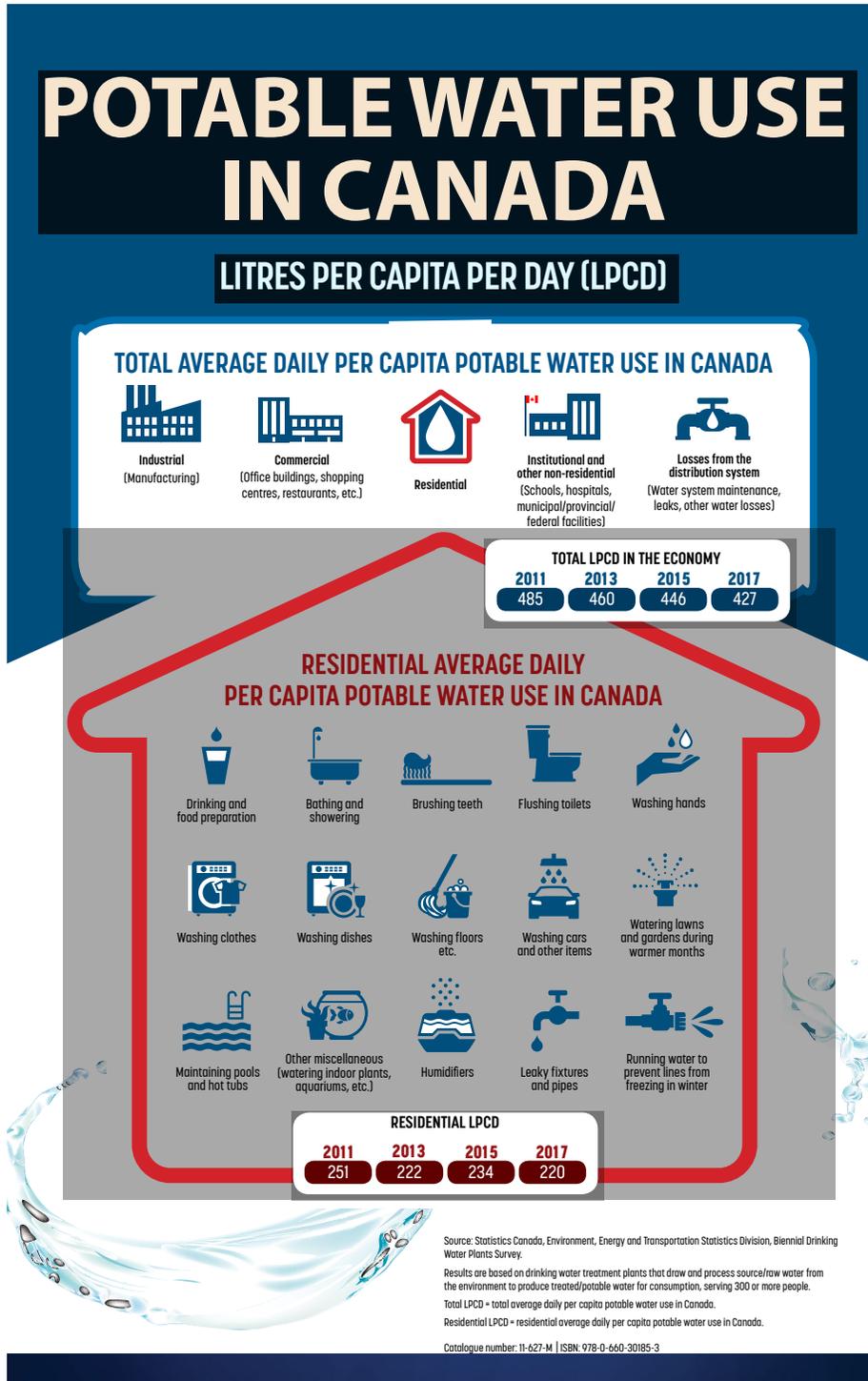


### Exemplar #6 - Sample Infographic Layout: Threats to Coral Reef (Grades 6-8)



# What Are My Responsibilities?

## Potable Water Use in Canada



# What Are My Responsibilities?

## Threats to Coral Reefs

**THREATS TO CORAL REEFS CLIMATE CHANGE**

Increased greenhouse gases from human activities result in climate change and ocean acidification.  
**CLIMATE CHANGE = OCEAN CHANGE**

Human activities contributing to CO<sub>2</sub> emissions: burning fossil fuels for heat and energy, producing some industrial products, raising livestock, fertilizing crops, and deforestation.

**CO<sub>2</sub>**  
 The world's ocean is a massive sink that absorbs carbon dioxide (CO<sub>2</sub>). Although this has slowed global warming, it is also changing ocean chemistry.

**HOW YOU CAN HELP**

Shrink your carbon footprint to reduce greenhouse gases.

- Drive less.
- Reduce, reuse or recycle.
- Purchase energy-efficient appliances and lightbulbs.
- Print less. Download more.
- Use less water.

Do your part to help improve overall coral reef condition.

- Reduce the use of lawn and garden chemicals.
- DO NOT dump household chemicals in storm drains.
- Choose sustainable seafood. [www.FishWatch.gov](http://www.FishWatch.gov)
- Learn about good reef etiquette and practice it when in the water.
- Volunteer for beach and waterway clean ups.

**CLIMATE CHANGE dramatically affects CORAL REEF ECOSYSTEMS**

Warming Ocean (thermal stress) → CORAL BLEACHING

Sea Level Rise (sedimentation) → SMOTHERING OF CORAL

Changes in Storm Patterns (stronger, more frequent storms) → DESTRUCTION OF REEF STRUCTURE

Changes in Precipitation (increased runoff of freshwater, sediment & land-based pollutants) → ALGAL BLOOMS & MURKY WATER REDUCE LIGHT

Altered Ocean Currents (change in connectivity & temperature regimes) → LACK OF FOOD AND DISPERSAL OF LARVAE

Ocean Acidification (a result of increased CO<sub>2</sub>, reduction in pH levels) → DECREASES GROWTH RATES AND STRUCTURAL INTEGRITY

INFECTIONOUS DISEASE

Impacts are immediate and long term, direct and indirect - A weakened coral is **vulnerable**.

National Oceanic and Atmospheric Administration (2019) Threats to Coral Reefs: Climate Change. NOAA: accessed 21 May 2020. <https://oceanservice.noaa.gov/facts/coralreef-climate.html>

# What Are My Responsibilities?

## Glossary

*beliefs*: something that is held as true or real; a firmly held opinion

*values*: a person's standards for behaviour; a person's judgements about what is important in life

*strengths*: a person's beneficial qualities; attributes that are a source of support

*talents*: skills, abilities or gifts; all people have them

*identity*: who you are and how you think about yourself; a person's defining qualities, beliefs, characteristics

*colonization*: the action of settling among and attempting to establish control over Indigenous people of a region for the purpose of exploiting natural resources to gain profit and power

*racism*: prejudice and discrimination rooted in a belief that one racialized group is superior to another; hatred and violence directed racialized groups (e.g. anti-black racism)

*power*: authority or ability to control; the ability to influence

*privilege*: A special benefit that is available only to a particular person or group; not earned

*oppression*: the use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often in order to further empower and/or privilege the oppressor.

*policy*: a course of action adopted by an organization such as a government