

### TEACHER GUIDE

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is Canada's community waterfront, home of arts, culture and education, and a registered, charitable not-for-profit cultural organization operating a 10-acre campus on Toronto's central waterfront. School Visits offers hands-on, inquiry-based programs that are designed to foster creativity and personal growth while connecting to the Ontario Curriculum.

### WHAT TO EXPECT FROM YOUR DAY

When you arrive on site, you will be greeted by one of our staff. Payment will be taken care of by our Registrar during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre and your program(s) will begin shortly thereafter.

**Grade:** 7 - 12

**Key Inquiry Question:** *How can the concept of sustainability be used to understand the development of Toronto's Waterfront Community?*

### CURRICULUM LINKS

#### **Geography**

#### **Grade 7 – Natural Resources Around the World: Use and Sustainability**

- Use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment

#### **Grade 8 – Global Settlement: Patterns and Sustainability**

- Demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment

#### **Grade 9 – Livable Communities**

- Identify factors that affect the sustainability of communities, and describe strategies for improving their sustainability

#### **Grade 11 – Travel and Tourism: A Geographic Perspective – Sustainability, Stewardship and Tourism**

- Assess social and cultural impacts of tourism on tourist destinations, and explain the role of good stewardship practices in supporting the social and cultural sustainability of destination communities

#### **Grade 12 – The Environment and Resource Management**

- Assess impacts of community land use and infrastructure on humans and the natural environment, and assess ways of reducing these impacts

#### **Science:**

#### **Grade 7 – Understanding Life Systems: Interactions in the Environment**

- Assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts

#### **Grade 9 – Sustainable Ecosystems**

- Assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts

### ACTIVATION (PRE-VISIT IDEAS)

1. Have students co-create a **mind map centred on the concept of sustainability**. Write the word sustainability in the centre of a black/whiteboard or on a piece of chart paper and have students generate words or ideas that they associate with this concept. Ask students to make connections between the words on the mind map.
2. Have students work in groups to **research the history of their local community or neighbourhood**. Based on their research, ask students to answer the following questions: What is the Indigenous history of this land? Does it belong to a particular treaty? What patterns of human settlement have occurred in this area? How has the physical landscape changed over time? What kinds of development or land use have occurred in this area? How is the land currently being used?
3. Ask students to **research Waterfront Toronto** to learn about the revitalization of Toronto's waterfront. Have students visit the organization's website to learn about their vision, as well as past and current projects.

### EXTENSION (POST-VISIT IDEAS)

1. Based on the sustainability criteria they created at Harbourfront Centre, have students conduct a **sustainability audit of their local neighbourhood or school community**. Ask students to compare how Toronto's waterfront community compares with local sustainability initiatives in their school or neighbourhood.
2. Have students work in groups to **design a map or 3D model of a sustainable community**. They may choose to recreate the waterfront community they toured at Harbourfront Centre, re-design another community, or create an imagined community. Have each group present their model or map of a sustainable community to the class.
3. Ask students to write a **sustainability pledge** that includes three concrete actions they can take to make their community more sustainable. Post students' sustainability pledges around the classroom or in the school.

### ADDITIONAL LINKS TO LEARNING

(Harbourfront Centre School Visits does not assume responsibility for content on the resources listed below. Please confirm the content is appropriate for your class and school community before using these suggested resources in your classroom)

1) Waterfront Toronto <https://www.waterfronttoronto.ca/nbe/portal/waterfront/Home>

2) Blog TO – The Transformation of Toronto's Waterfront <https://www.blogto.com/city/2016/11/transformation-torontos-waterfront-1800-today/>

3) UN Sustainable Development Goals <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

## PERFORMING ARTS ASSESSMENT TOOL

Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>INTERACTION IN GROUP DISCUSSION</b>	<b>never</b> able to respond to direct questions; never volunteers point of view	<b>rarely</b> able to respond to direct questions; rarely volunteers point of view	responds <b>occasionally</b> to questions; occasionally volunteers point of view	responds <b>frequently</b> to questions; routinely volunteers point of view
<b>LISTENING SKILLS</b>	student <b>does not</b> listen when others talk and <b>follows few</b> of the instructor's directions.	student <b>does not</b> listen when others talk and <b>sometimes follows</b> the instructor's directions	student <b>listens</b> when others talk and <b>often follows</b> the instructor's directions	student <b>listens</b> when others talk and <b>always follows</b> instructor's directions
<b>USE OF TECHNIQUES</b>	applies <b>few</b> of the skills, concepts and techniques taught.	applies <b>some</b> of the skills, concepts and techniques taught.	applies <b>most</b> of the skills, concepts and techniques taught.	applies <b>all</b> (or almost all) of the skills, concepts and techniques taught.
<b>PARTICIPATION</b>	student <b>never participates</b> willingly and acts inappropriately	student <b>rarely participates</b> and occasionally acts inappropriately	student <b>willing participates</b> and acts appropriately	student <b>participates enthusiastically</b> and always acts appropriately

### COMMENTS

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