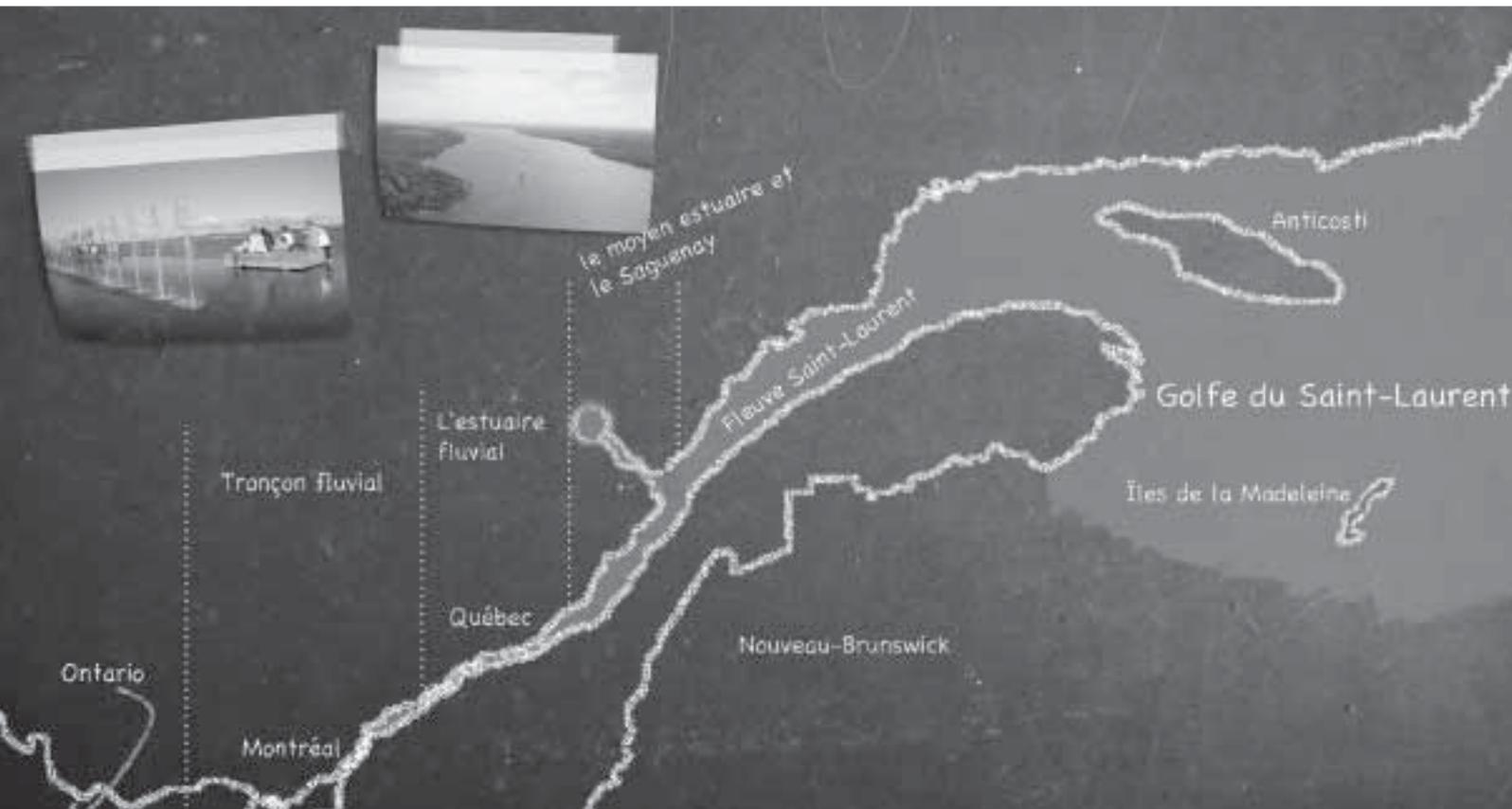


# Mon fleuve et moi

Un rendez-vous pour le Saint-Laurent



Une initiative de



Partenaire principal



En collaboration avec



## Publishing Supervisor

Benoît Mercille

## Original Idea

Alexandre Archer and Christian Payeur

## Research and Writing

Jean-Patrick Toussaint, David Suzuki Foundation,  
Sophie-Anne Tremblay, St. Lawrence Economic Development  
Council (SODES), Alexandre Archer

## Educational Design

Jean Robitaille, Établissements verts Brundtland (EVB-CSQ)  
and Alexandre Archer

## Supervision and Administration

Benoît Mercille

## Production Assistance

Christine Baby, Graphic Designer and Alexandre Archer

## Graphic Artist

Chris De Paul (FDS)

## Secretarial Services

Karine Gagnon

## Linguistic Revision

Susy Bélanger and Micheline Jean (CSQ)

## Translation

Janet Brownlee

## Educational Validation

Jean Robitaille

## Cover Page Photos

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### Fondation Monique Fitz-Back

320, rue St-Joseph est, bureau SS-035

Québec (Québec) G1K 8G5

**Telephone:** 418 523-8585

**Toll free:** 1-866-621-6927

**Fax:** 418 523-2054

**Email:** adm@fondationmf.ca

**Website:** www.fondationmf.ca

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The masculine form is used in this document for conciseness. No discrimination is intended. Opinions expressed in this document do not necessarily reflect the opinions of all partners in the project.

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## In the left flap

- The *Mon fleuve et moi: St. Lawrence River*  
Presentation Document

## In the right flap

- Map of *Le Saint-Laurent, Ce grand fleuve qui coule en nous*
- Map of *La voie maritime du Saint-Laurent /  
The St. Lawrence Seaway*
- Map of the *Réseau portuaire commercial stratégique du Québec*
- Booklet on Marine Industry Careers
- *Le Saint-Laurent, patrimoine national du Québec!*  
*Une proclamation qui s'impose*

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We wish to thank the individuals and groups working in the fields of protection, sustainable development and enhancement of the St. Lawrence and its tributaries. Their work in the field, often carried out with modest means, commands respect and confirms the importance of their commitment. We also wish to thank the teachers and educators who cooperated in the validation of the teaching activities during the national session of the EAV-EVB held January 26 and 27, 2012.



The educational guide is printed on **Enviro 100** paper

# A RIVER FOR LIFE, A RIVER FOR THE FUTURE, A RIVER FOR ALL

In Quebec, access to water is not really an issue. The resource is abundant, readily available and generally of good quality. There are thousands of lakes and rivers of all sizes, and there is also one of the most beautiful and largest rivers in the world, the St. Lawrence.

Currently, close to 70% of the population of Quebec live along its shores and 45% drink its water. It is also a major maritime shipping lane, an exceptional reservoir of biodiversity and a venue for relaxation and leisure activity for a good number of Quebecers. However, like many large rivers in the world, the St. Lawrence is increasingly facing a series of challenges and problems for individuals and communities living along its shores.

After decades of neglect, action taken by different levels of government and some environmental organizations has led to a gradual improvement of the state of health of the St. Lawrence. However, much remains to be done in both Quebec and the Great Lakes region, where a large proportion of its water originates. One important consideration must be remembered: the river and the Great Lakes form a single hydrographical reality where all elements are interrelated and mutually inclusive. Understanding the river means understanding what is happening upstream at the heart of the largest freshwater ecosystem in the world, comprised of the Great Lakes: Superior, Huron, Michigan, Erie and Ontario.

Along the shores of the St. Lawrence, awareness has also increased elsewhere in recent years, as have attempts to mitigate the effects of pollution and climate change. Populations living along the shores of the Great Lakes are fully aware of the fact that they have a role to play in the protection and restoration of their freshwater. The Great Lakes and St. Lawrence Cities Initiative was created in 2003 in response to this situation.

## *MON FLEUVE ET MOI*: RENDEZVOUS FOR THE ST. LAWRENCE

The *Mon fleuve et moi* project is an important event in which young people and students from the Québec Metropolitan Community are invited to participate. By taking part in deliberations on the challenges and problems facing the St. Lawrence and the Great Lakes, they will be able to assess their own impact from environmental, social and economic standpoints. The *Mon fleuve et moi* project is also intended to help them identify their responsibilities, express their viewpoints and outline potential solutions. At the same time, the project seeks to showcase educational and professional opportunities related to the St. Lawrence, a formidable tool for economic development.

## SPECIAL BOOKLET ON TRAINING AND MARINE INDUSTRY CAREERS

For generations, the St. Lawrence River has been the mainstay of considerable economic activity. As a maritime shipping lane, it has created entire communities of marine workers involved in a broad spectrum of interesting trades. Yet even today, the marine industry is a domain largely unknown to the public and even less so to young people, despite the fact that it offers excellent job opportunities for new generations and advantageous working conditions and salaries. This special booklet is for those not afraid to look into an innovative, growing industry.

# WHAT THE EDUKIT OFFERS

THE EDUKIT PROPOSES THREE EDUCATIONAL ACTIVITIES THAT IN TURN WILL ALLOW YOUTHS TO:

- 1 Learn about the importance of water and the St. Lawrence for coastal populations;
- 2 Learn about the characteristics and environmental, social and economic issues inherent in the St. Lawrence and, to a certain extent, the Great Lakes;
- 3 Share with their group knowledge acquired on the characteristics and issues inherent in their river;
- 4 Become aware of what management of water resources in the St. Lawrence and the Great Lakes entails;
- 5 Learn about the mechanisms implemented and action taken locally, nationally and internationally to ensure the protection of the St. Lawrence and the Great Lakes;
- 6 Become aware of the vital need for solidarity imposed by our relations with coastal populations of the St. Lawrence and Great Lakes;
- 7 Learn about the different professions and opportunities offered in the maritime sector;
- 8 Take action to improve the quality of the water resource and the St. Lawrence ecosystem.

The EduKit offers many possibilities for the integration of other disciplines, in particular French, social studies and personal and moral development programs. The activities are conducive to the development of various skills, in addition to offering an original outlook on the world.

## EDUKIT CONTENTS

The *Mon fleuve et moi* EduKit contains many tools that will allow teachers to increase youth awareness of issues related to the protection, development and enhancement of the St. Lawrence.

- The educational guide presents an information document on the St. Lawrence River, means to assess learning goals achieved, three educational activities and various links and references.
- The left flap of the EduKit contains the *Mon fleuve et moi: St. Lawrence River* presentation document.
- The right flap contains companion documents presenting various characteristics of the St. Lawrence River.

Finally, a section of the Fondation website is dedicated specifically to *Mon fleuve et moi* ([www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/](http://www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/)).

# EIGHT VIEWS OF THE ST. LAWRENCE RIVER

The *Mon fleuve et moi* EduKit allows youths to learn about the St. Lawrence River through eight themes of singular importance to the life of coastal populations and all Quebecers. The themes offer different outlooks so youths may gain a better understanding of various aspects of the St. Lawrence River, the complex nature of the many roles it plays and the myriad features that link it to us.

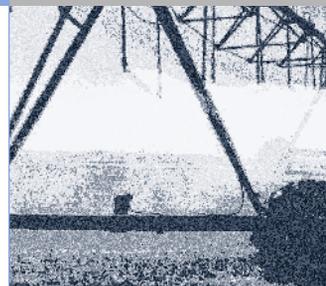
## BIODIVERSITY AND TOURISM

The St. Lawrence River is a unique jewel of biodiversity and our ecological heritage, encompassing many species of plants and several thousands of species of invertebrates, but also many species of fish, birds and mammals among the largest in the world. However, their habitat is subjected to strenuous change that has led to the disappearance of some among them, or more often to decreased numbers. At the same time, the arrival of exotic species poses many threats to indigenous species confronted with ferocious competition from these newcomers. Tourism activity, on the other hand, generates millions of dollars of revenue for Quebec's economy each year. People come from around the world to admire the spectacular scenery and the river's unique biodiversity.



## FARMING AND FOOD

The St. Lawrence Valley is singularly well adapted to farming. However, farming practices face several ecological challenges related more particularly to the quality of water in the river and its tributaries. Despite heightened awareness and concrete action taken in the farming sector over the years, some watercourses continue to harbour high levels of phosphorus, nitrogen and chemical pesticides. As citizens and consumers, we must make choices and take action to cooperate with farming sector stakeholders in the implementation of a more environmentally friendly farming industry respectful of the water resource.



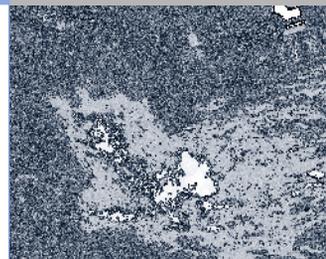
## HEALTH AND WATER SUPPLY

Water, a source of life, can also become synonymous with sickness or even death when it becomes scarce or of poor quality. Except under very special and rare circumstances, water is abundant and easily available in Quebec and generally of good quality. Note that nearly 45% of all Quebecers drink water from the St. Lawrence. Since our body is made up of 70% water, our health is closely linked to that of the river. Indeed, climate change is an important challenge facing the supply of freshwater.



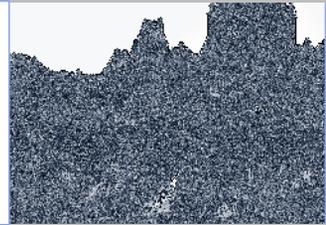
## POLLUTION AND SOLUTIONS

Despite all action taken, more than 90 billion litres of wastewater from the Great Lakes and St. Lawrence region are discharged each year into the lakes and river. This is equivalent to more than all the water contained in 30 000 Olympic-sized pools. In excess of 200 synthetic chemical compounds have been inventoried in municipal effluent in Canada. Therefore, a great deal of work remains to be done so that municipalities along the shores of the St. Lawrence are equipped with adequate infrastructures to treat their wastewater.



## CULTURE AND TRADITION

In addition to sculpting the magnificent shorelines along its course over thousands of years, the St. Lawrence River has imposed its rhythm, power and generosity on coastal populations. It has inspired our collective imagination as well as life habits. Tales, myths, stories, paintings and song mirror the very special relationship that individuals, even today, cultivate with the river formerly referred to by the Algonquin as Magtogoek, the “path that walks.”



## ACCESS TO THE RIVER AND ITS MANY USES

Today, the challenge resides in preventing the deterioration of the river's natural surroundings by protecting them from intensive and disorganized use while allowing everyone greater access to the river in a sustainable and responsible manner. Mission impossible, you think? Yet, along the shorelines, initiatives have emerged to reconcile various interests and needs, albeit sometimes divergent, expressed by different stakeholders interested in the river. More than ever, the St. Lawrence is at the heart of political and social concerns aimed at ensuring its protection, development and enhancement.



## MARITIME TRANSPORT AND OTHER ECONOMIC DIMENSIONS

The St. Lawrence and its port network provide the axis for shipping merchandise overseas to and from Quebec and the Great Lakes region. Nearly one quarter of maritime traffic totalling some 80 million tonnes of international goods and 30 million tonnes of domestic goods pass through ports along the St. Lawrence. The river is a crucial component of several key sectors in Quebec, including mining and the aluminium and petrochemical industries that depend on maritime transport for supplies and shipping.



## MANAGEMENT AND GOVERNANCE

Integrated management based on joint action taken by decision makers, users and civil society is required to ensure the sustainable nature of goods and services offered by a healthy St. Lawrence. The goal is to ensure planning and a better harmonization of protective measures and the use of resources of this important ecosystem that extends beyond the borders of Quebec and upon which more than 40 million people depend.



# OVERVIEW OF *MON FLEUVE ET MOI* EDUCATIONAL ACTIVITES

The *Mon fleuve et moi* EduKit proposes three activities that allow youths to learn about their river, identify primary stakeholders responsible for its protection, development and enhancement and become personally involved through action to protect and ensure access to the water resource. It is possible to choose activities that you consider the most pertinent by providing the necessary information beforehand.

## ACTIVITY 1 — SETTING COURSE FOR THE RIVER

Youths are invited to present the St. Lawrence River to a foreign delegation visiting Quebec for the first time. Using information in the *Mon fleuve et moi: St. Lawrence River* presentation document and collected through documentary research or Internet browsing, students must prepare a program of locations and activities to see and do to learn more about this magnificent river and the challenges and issues facing it.

- Perspective of sustainable development applied to the St. Lawrence River.
- Synthesis of information in a document presented in the form of a tourist leaflet.

## ACTIVITY 2 — A RIVER SEEKING RECOGNITION

Using information acquired through their study of the situation of the St. Lawrence River, the students prepare arguments to have the river recognized as a national heritage. Portraying the role of different protagonists, they must present their proposals in preparation for a national meeting on the St. Lawrence to have the river recognized as a national heritage.

- Importance of the St. Lawrence to Quebecers.
- Water as a shared asset “to protect, develop and enhance.”
- Promotion in favour of a special status for the St. Lawrence River.

## ACTIVITY 3 MY ACTION FOR THE ST. LAWRENCE

Using acquired information on the St. Lawrence River and through programs and organizations actively involved in the protection of water and the St. Lawrence River, students determine, propose and implement an action plan to reduce the pressure of human activity on the water resource and the St. Lawrence ecosystem.

- Knowledge of factors detrimental to the health of the St. Lawrence River and its tributaries.
- Role of organizations involved in the protection of river water.
- Commitment to the protection of water and the river.

# MEANS TO ASSESS LEARNING GOALS

The educational activities of the *Mon fleuve et moi* EduKit are designed to integrate the concerns and orientations of the *Programme de formation de l'école québécoise*. The table below presents subject-specific competencies and generic skills associated with the general educational domains explored or targeted by each activity.

Teaching staff may refer to this grid to establish competency principles linked to the activities and determine appropriate means of evaluation. The EduKit may be used while teaching several subjects, including French, social sciences and personal and moral development. The kit can be applied to the development of all generic skills and several fields of education targeted by the new programs. There are many opportunities for written and oral presentation to enhance learning and evaluation. Activities may also be adapted for use in the context of an extracurricular activity.

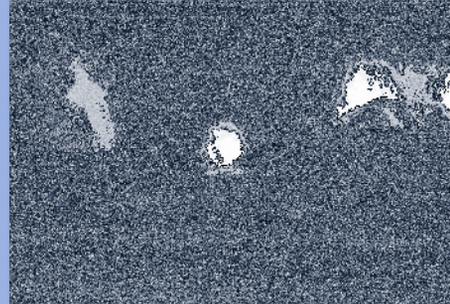
Page 18 contains an evaluation grid of the *Mon fleuve et moi* EduKit that we invite you to replicate and return to the Fondation Monique-Fitz-Back.

		Activity 1	Activity 2	Activity 3
Legend: ● achieved				
DOMAINS	Language (English)	●	●	●
	Mathematics, science and technology			
	Social studies	●	●	●
	Arts			
	Personal and moral development	●	●	●
GENERIC SKILLS	INTELLECTUAL SKILLS			
	Use of information	●	●	●
	Problem solving	●	●	●
	Critical thinking	●	●	●
	Creative thinking	●	●	●
	PERSONAL AND SOCIAL SKILLS			
	Structuring one's identity	●	●	●
	Cooperating	●	●	●
	METHODOLOGICAL SKILLS			
	Developing efficient work methods	●	●	●
	Using ITC	●	●	●
	COMMUNICATION SKILLS			
	Communicating correctly	●	●	●
GENERAL EDUCATIONAL FIELDS	Health and wellbeing			●
	Orientation and entrepreneurship		●	●
	Environment and consumption	●	●	●
	Media		●	●
	Living together and citizenship		●	●

# EDUCATIONAL ACTIVITIES



# SETTING COURSE FOR THE RIVER



## DESCRIPTION



### Summary

Youths are invited to present the St. Lawrence River to a foreign delegation visiting Quebec for the first time. Using information on the *Mon fleuve et moi: St. Lawrence River* presentation document and collected through documentary research or Internet browsing, the students must prepare a program of locations and activities to see and do to learn more about this magnificent river and the challenges and issues facing it.



### Material and preparation

The *Mon fleuve et moi: St. Lawrence River* presentation document. Photocopy the entire document found on the left flap of the EduKit. This document is also available in electronic format on the website of the Fondation Monique-Fitz-Back at [www.fondationmf.ca](http://www.fondationmf.ca).



### Goals

#### Bring the students to:

- Learn about and explore the St. Lawrence River by determining locations to see and exploratory activities to complete;
- Better understand the challenges and issues facing coastal populations along the St. Lawrence;
- Summarize their information in a document presented in the form of a tourist leaflet.

## ORGANIZATION



### Situation scenario and initial perceptions (15 to 20 minutes)

- Divide the class into teams and ask the students to prepare an exploration map (network of concepts) where they enter their initial knowledge of the river.

- Ask the students to rate their level of knowledge on a scale of 1 to 5 with 1 corresponding to “no knowledge”, 2 to “little knowledge”, 3 to “some knowledge”, 4 to “good knowledge” and 5 to “very good knowledge”. Note their answers on the blackboard.
- Explain that their class has been chosen to produce an information document for the members of a foreign delegation who will be visiting Quebec soon. The document will help the delegates learn more about the St. Lawrence.
- Indicate to the students that although they cannot visit the shores of the St. Lawrence in person, they may refer to information found in the documents provided in the EduKit and on the Internet to prepare their tourist leaflet. To illustrate their content, the students must use drawings and photos taken themselves. The drawings and photos may also be submitted to the *Mon fleuve et moi* contest. Information on the contest is available on the website of the Fondation Monique-Fitz-Back at: [www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/concours/](http://www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/concours/).



### Observation (30 to 45 minutes)

- Form eight teams according to your needs.
- Distribute to each of the eight teams a copy of the first and last page of the *Mon fleuve et moi: St. Lawrence River* presentation document.

#### At the elementary school level

- Divide the proposed theme sheets among the teams.
- Each team must prepare an information document (8.5 x 11 inches, recto verso, folded in two) presenting:



1. A short text and illustration describing the overall state of the river (Page 1);
2. A summary of thematic issues related to the sheet studied. Examples of distinguishing sites where the facts presented may be observed through illustrations (pp. 2 and 3);
3. Illustrated solutions proposed by the students to enhance the river or improve the situation (p. 4).

#### At the high school level

- Provide each team with a copy of the *Mon fleuve et moi: St. Lawrence River* presentation document so that they may prepare an information document (8.5 x 11 inches, recto verso, folded in two) presenting:
  1. A short text and one or more illustrations describing the overall state of the river;
  2. A fictional journey on the river providing distinguishing sites illustrating issues inherent in the themes under study, a brief description of each and possible solutions to improve the situation;
  3. A conclusion highlighting global action that might be taken to ensure the long-term viability of the river.



#### Analysis

(60 to 120 minutes, may be completed outside the classroom)

- Following research, ask each group to select the information and illustrations deemed most pertinent. What best illustrates the overall state of the river? What are the main issues and challenges facing coastal populations along the St. Lawrence with regard to each of the themes?
- Divide the tasks of drafting, illustration and page layout among the members of each team.

- Invite the students to use their imagination in the preparation of their presentation document while complying with the framework and format of the presentation document selected by you.



#### Transformation (50 to 70 minutes)

- During a plenary session, invite the teams to present their document (PowerPoint presentation, exhibit of drawings, photos and illustrations).
- Complete the presentation with a discussion on the main challenges faced and to be faced by populations living along the St. Lawrence River.



#### Follow-up and educational outreach

Participate in the *Mon fleuve et moi* photo and drawing contest organized by the Fondation Monique-Fitz-Back. Browse the Fondation website at: ([www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/concours/](http://www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/concours/)).

- Hold a presentation document contest among the teams and different classes based on the following criteria:
  - originality of the perspective;
  - pertinence of the information presented;
  - ability to record information;
  - quality of the writing;
  - quality of the illustrations;
  - etc.
- Organize an exhibit of the presentation documents.
- In computer class, prepare a website to post the presentation documents.

# A RIVER SEEKING RECOGNITION



## DESCRIPTION



### Summary

Using information collected on the situation of the St. Lawrence River, the students prepare arguments to use in the preparation of a document to have the river recognized as a national heritage. Adopting the positions of various protagonists, they present proposals to use in the preparation of a national meeting on the St. Lawrence for the purpose of recognizing the river as a national heritage.



### Material and preparation

- Leaflet entitled *Le Saint-Laurent patrimoine national du Québec – Une proclamation qui s'impose!* This document is available on the website of the Amis de la vallée du Saint-Laurent at [www.avsl.qc.ca/patrimoine.html](http://www.avsl.qc.ca/patrimoine.html)
- Excerpt from the Quebec Water Policy Orientation 2 - AXIS 1: Acknowledge a special status for the St. Lawrence. Available on the website of the Ministère du Développement durable, de l'Environnement et des Parcs (MDDEP) at [www.mddep.gouv.qc.ca/eau/politique/](http://www.mddep.gouv.qc.ca/eau/politique/)
- OPTIONAL - Motion: official report of debates in the National Assembly Tuesday March 23, 2010 - Vol. 41 N° 97 Available on the website of the Amis de la vallée du Saint-Laurent, "Actualités" section at [www.avsl.qc.ca/nouveaute.html](http://www.avsl.qc.ca/nouveaute.html)



### Goals

- Heighten youth perception of the water theme as a shared asset and the idea of granting special status to the river in the form of its recognition as a national heritage of Quebec.
- Learn about the importance of the St. Lawrence for all Quebecers.

- Promote awareness among young people of their citizenship role in the use of water, but also their role as custodians of the river, by involving them in a democratic citizens' movement.
- Discuss the concepts of material and non-material heritage. Definitions of material and non-material heritage may be found on the website of the Ministère de la Culture, des Communications et de la Condition féminine (MCCCF) at [www.mcccf.gouv.qc.ca/](http://www.mcccf.gouv.qc.ca/)

## ORGANIZATION



### Situation scenario and initial perceptions (10 to 15 minutes)

- Initiate discussion on the need to better protect the river and means to ensure the long-term survival of the river and its uses.
- Ask the students if they are aware of mechanisms serving to protect natural environments (parks, wildlife preserves, ecological reserves, etc.).
- Explain to the students that in 1992, an environmental organization known as Les Amis de la vallée du Saint-Laurent (AVSL) introduced the idea of granting the St. Lawrence a special status, namely recognition as a Quebec national heritage. Ask them if they are aware of other examples around the world. Invite them to search the Internet on the subject. Mention that the Ganges River (India) and a portion of the Loire (France) benefit from similar or related status. You may also refer to the educational kit entitled "Fleuves du monde" available on the website of the Établissements vert Brundtland and their partner, the Centrale des syndicats du Québec : [www.evb.csq.qc.net/index.cfm/2,0,1666,9457,0,0,html](http://www.evb.csq.qc.net/index.cfm/2,0,1666,9457,0,0,html)
- Should we support them? If so, how? What means might be taken to achieve this?
- Let's take a look!



### Observation (30 to 45 minutes)

- Explain to each team that they are now responsible for a thematic commission tasked with preparing recommendations to be sent to the Government of Quebec to ask that an acknowledgment of the St. Lawrence as a heritage be established in fact.
- Invite the students to reflect on the nature of recognition of the river as a heritage. Where necessary, specify the difference between material and non-material heritage by referring to definitions developed by the MCCCCF. In their opinion, what does, or would, the recognition of the St. Lawrence as a heritage allow?
- Suggest that the students learn what Les Amis de la vallée du Saint-Laurent propose and see if their proposals are similar to those proposed by the students.

#### At the elementary school level

- Suggest that the students formulate their recommendations during a plenary session. Note students' proposals on the blackboard and group under the themes discussed. Mention that in Quebec, groups working on the protection of the river approve of, or support, the idea of a special status for the river, namely recognition as a "national heritage to be protected, developed and enhanced."
- Present to students the main ideas found in the following documents: *Le Saint-Laurent patrimoine national du Québec - Une proclamation qui s'impose!* and the excerpt from the Quebec Water Policy. Invite the students to identify at least one argument that stakeholders in each of the themes addressed in the *Mon fleuve et moi: St. Lawrence River* presentation document might use in support of the idea of such status.

#### At the high school level

- Hand out to each team (formed earlier) a copy of the leaflet *Le Saint-Laurent patrimoine national du Québec - Une proclamation qui s'impose!* and a copy of the excerpt from the Quebec Water Policy (Orientation 2 - AXIS 1: Acknowledge a special status for the St. Lawrence). Ask them to read the documents.
- Ask each team to summarize information gathered and prepare a recommendation for an action or measure to obtain recognition of a special status for the St. Lawrence for each of the themes developed in *Mon fleuve et moi: St. Lawrence River* presentation document and for the themes presented in the leaflet entitled *Le Saint-Laurent patrimoine national du Québec - Une proclamation qui s'impose!*.



### Analysis (30 to 60 minutes)

- Ask each team to summarize information gathered and prepare a recommendation for an action or measure to obtain recognition of a special status for the St. Lawrence for each of the themes developed in *Mon fleuve et moi: St. Lawrence River* presentation document and for the themes presented in the leaflet entitled *Le Saint-Laurent patrimoine national du Québec - Une proclamation qui s'impose!*.
- Ask each team to record their observations and recommendations on a poster (large piece of cardboard).



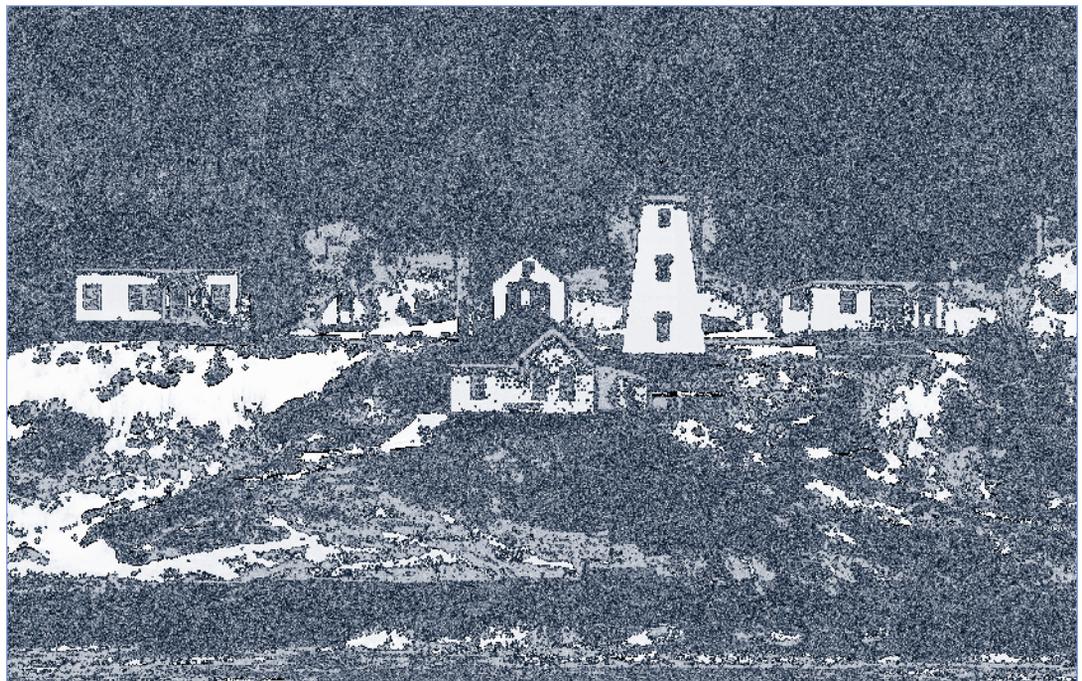
### Transformation (45 to 60 minutes)

- In turn, ask the teams to present their recommendation or approach to support the official recognition of the St. Lawrence as a national heritage to be protected, developed and enhanced in accordance with recommendations of the Quebec Water Policy.
- Record on the blackboard the list of recommendations and approaches proposed.
- After each presentation, lead a discussion to evaluate the pertinence of the observations presented. Based on the knowledge the students now have of their river, ask them to comment on the proposals presented.
- Send a list of the students' recommendations and approaches to Les Amis de la vallée du Saint-Laurent at [amis@avsl.qc.ca](mailto:amis@avsl.qc.ca). This organization will forward them to the Ministre du Développement durable, de l'Environnement et des Parcs du Québec.



### Follow-up and educational outreach

- Heighten awareness of the membership campaign for the recognition of the St. Lawrence as a heritage river within the school and the community at large.
- Participate in the *Mon fleuve et moi* photo and drawing contest organized by the Fondation Monique-Fitz-Back. Browse the Fondation website at: [www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/concours/](http://www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/concours/)



# MY ACTION FOR THE ST. LAWRENCE



## DESCRIPTION



### Summary

Using knowledge acquired on the St. Lawrence and programs and organizations actively involved in the protection of water and the St. Lawrence River, the students determine, propose and apply an action to reduce the pressure of human activities on the water resource and the St. Lawrence ecosystem.



### Material and preparation

Obtain the *Des organismes et des projets pour la protection de l'eau et du fleuve St. Lawrence* sheet. This document is available on the website of the Fondation Monique-Fitz-Back at [www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/](http://www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/).



### Goals

#### Bring the students to:

- Become aware of the problems related to the health of watercourses of the St. Lawrence River Basin;
- Learn about the organizations and programs in which youths can become involved to improve the health of watercourses of the St. Lawrence River Basin;
- Determine an action that will contribute to improving the health of watercourses of the St. Lawrence River Basin.

## ORGANIZATION



### Situation scenario and initial perceptions

(45 minutes, including the film presentation)

- Show students the film entitled *Le fleuve aux grandes eaux* by Frédéric Back ([www.fredericback.com](http://www.fredericback.com)) or any other film on the health of the river. The Radio-Canada website in the Archives section (<http://archives.radio-canada.ca/>) offers a series of very interesting documentaries on the St. Lawrence River.

- Initiate a discussion on the state of the health of the river (and its tributaries), main problems encountered by the river and means to remedy the situation.



### Observation (20 to 30 minutes)

- Form eight teams.
- Invite the teams to prepare an exploration map (network of concepts) of water-related problems associated with their region. Suggest that they seek inspiration by referring to the eight themes presented in the *Mon fleuve et moi: St. Lawrence River* presentation document.
- Ask a spokesperson to present to the group the maps developed by each team. Highlight problems most often raised.
- For each problem raised, ask the teams to determine the causes and consequences.
- Ask the students to determine local problems deemed the most urgent and requiring action, and to suggest possible action to take.



### Analysis

(45 to 60 minutes excluding a visit by an expert and the discovery itinerary)

- Explain to the students that several organizations are already involved in the protection of water and the St. Lawrence River. Several among them promote projects where people might become involved.
- Hand out to each team a copy of the *Des organismes et des projets pour la protection de l'eau et du fleuve St. Lawrence* sheet and ask them to read it.
- Ask the students to consult the suggested websites to learn more about these organizations, the programs they offer and projects supported or underway.

- If possible, invite a representative from these organizations to come discuss the problem of water in Quebec, particularly in your region. Or, refer to the list of environmental organizations in your community and seek resource persons in Cegeps and universities.
- You may also ask the students to prepare a discovery itinerary of your community, organize an excursion where students will learn about different uses of water or plan a meeting with municipal authorities responsible for water issues. Ask the students to indicate the main problems encountered with water.



### Transformation

(30 to 45 minutes excluding the action taken)

- Ask each team to choose a project targeting their community or select a program or project of interest from among the organizations listed in Des organismes et des projets pour la protection de l'eau et du fleuve St. Lawrence sheet. The project might consist of a personal commitment (saving water), a project directly concerning the school (analysis of water usage and recommendations to school management for more rational use), a community project

(cleaning rivers, awareness campaign) or participation in activities and projects already implemented by different organizations.

- Invite a spokesperson from each team to present their commitment theme.
- During a plenary session, try to establish a consensus or ask the students to choose the project best liked by the entire group.
- Take action.



### Follow-up and educational outreach

- Promote awareness of the project or projects that your students intend to achieve in your community and inform the Fondation Monique-Fitz-Back of your activities.
- Invite a representative from an environmental organization to come present an overview of environmental problems associated with water in your community. Participate in the *Mon fleuve et moi* photo and drawing contest organized by the Fondation Monique-Fitz-Back. Browse the Fondation website at [www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/concours/](http://www.fondationmf.ca/ressources-pedagogiques/trousses-pedagogiques/mon-fleuve-et-moi/concours/)



# THE *MON FLEUVE ET MOI* EDUKIT EVALUATION GRID

(TO BE RETURNED TO THE FONDATION MONIQUE-FITZ-BACK)

Name of establishment:

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Framework or course during which the EduKit was used:

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Number of student participants in the activity:

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Did the EduKit lead to joint action or a commitment to a project? If so, describe briefly.

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**FOR EACH ACTIVITY COMPLETED, EVALUATE THE FOLLOWING ITEMS:**

		Student interest in the activity	Knowledge acquired on challenges facing water and the St. Lawrence River	Skills leading to the exercise of citizenship
<b>EVALUATION SCALE</b> 1. VERY GOOD 2. GOOD 3. AVERAGE 4. VERY LITTLE 5. NOT AT ALL	<b>Activity 1</b> <b>SETTING COURSE FOR THE RIVER</b>			
	<b>Activity 2</b> <b>A RIVER SEEKING RECOGNITION</b>			
	<b>Activity 3</b> <b>MY ACTION FOR THE ST. LAWRENCE</b>			
	<b>Overall evaluation of the EduKit</b>			

**GENERALLY SPEAKING, HOW WOULD YOU ASSESS  
THE *MON FLEUVE ET MOI* EDUKIT?**

Strong points:

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Weak points:

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Other comments:

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**Please photocopy this sheet, complete and mail, fax or email to:  
Fondation Monique-Fitz-Back, 320, rue St-Joseph Est, bureau SS-035,  
Québec (Québec) G1K 8G5. Fax: 418-523-2054 / [adm@fondationmf.ca](mailto:adm@fondationmf.ca)**

## SAINT-LAURENT

J'habite un fleuve en Haute-Amérique  
Presque océan, presque Atlantique  
Un fleuve bleu vert et Saint-Laurent  
J'habite un grand boulevard mouvant

Une mer du Nord en cristaux de sel  
Agile, fragile, belle et rebelle  
Presque océan, presque Atlantique  
J'habite un fleuve en Haute-Amérique

Un fleuve tout plein d'animaux brillants  
De capelans, de caps diamants  
De baleines douces et de poissons-volants  
J'habite un estuaire souffrant

Un vieux géant à court d'arguments  
Il faut vacciner même les marsouins  
Débarbouiller bébé loup-phoque  
Des Grands Lacs jusqu'à Tadoussac  
Il faut laver l'eau, laver l'eau, laver l'eau

J'habite un fleuve en Haute-Amérique  
Presque océan, presque Atlantique  
Un fleuve bleu vert et Saint-Laurent  
J'habite un grand boulevard mouvant

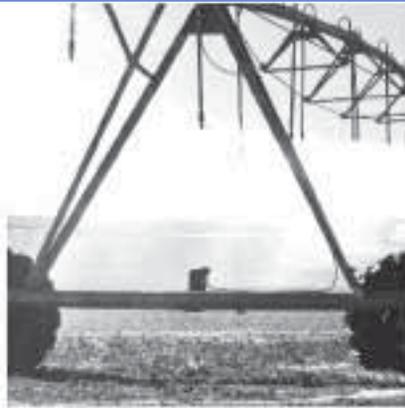
Une mer du Nord en cristaux de sel  
Agile, fragile, belle et rebelle  
Presque océan, presque Atlantique  
J'habite un fleuve en Haute-Amérique

Un fleuve par devers Charlevoix  
Bordé de quais, de fermes d'oncles Joseph  
De noms qui chouennent chez les Cajuns  
J'habite une suite de caps tourmentés

À la mémoire des marins d'eau salée  
Des voitures d'eau qui l'ont défrichée  
Ils étaient des centaines puis des milliers  
On es des millions amarrés aux marées  
Amarrés aux marées  
Amarrés aux marées  
Amarrés aux marées

J'habite un fleuve en Haute-Amérique

Paroles: Jean Charlebois. Musique: Robert Charlebois - Album IMMENSÉMENT, 1992



“The river awaits us for adventure,  
research and above all with generosity  
inspiring beauty, harmony, passion and  
delight” (translation)

Frédéric Back, Le fleuve aux grandes eaux

