



Green Cleaning Overview and Lesson Plan

An environmentally friendly cleaner, or green cleaner, is generally defined as a solution which safeguards human health, while minimizing its impact on the environment. Interestingly, if you were to take a look around your kitchen right now, you'd likely find the majority of the ingredients necessary to create a green cleaner. You may also find some household cleaning products that would not be considered green cleaners.

The Be Green & Clean Workshop was developed by the One Simple Act (OSA) program to help educate Albertans about the benefits of using environmentally friendly cleaning alternatives. This workshop also highlights some of the important health and environmental concerns regarding standard household cleaning products. This document is intended as a presenter's resource to familiarize you with the workshop and associated tools. **Note:** *This workshop is most effective when a PowerPoint presentation is used, followed by the 'Make a Green Cleaner' activity. While the activity has been developed and used repeatedly, the PowerPoint presentation requires further development.*

The goals of this workshop are:

1. To emphasize the environmental and financial benefits of green cleaning.
2. To identify some of the important health and environmental issues associated with conventional cleaners.
3. To encourage group discussion about experiences with conventional cleaning products, and share stories or recipes for effective green cleaners.
4. To make and test the effectiveness of a multi-purpose green cleaner.

The Workshop Audience

This workshop can be delivered to both adults and children. Though adults typically have the most experience with purchasing and using cleaning products, children particularly enjoy the 'Make a Green Cleaner' activity because it is fun and interactive. If you do intend to present to an audience including children, be sure to monitor them during the activity to avoid accidents. You will also need to tailor the PowerPoint presentation to a child inclusive audience.

The presentation can be given to a group of up to 30 people, dependant upon the supplies available for the activity and your comfort with managing/presenting to large groups. Ideal audiences include community groups, families, women's or men's clubs, and event gatherings with a green focus. The information it covers is very practical and therefore the presentation also lends itself well to a 'lunch-n-learn' type of audience.



Location and Time

This workshop is best held indoors in a room with a computer, a projector, and a screen. It is best to have participants seated so they can view the screen and the presenter. You may wish to set up an extra table in advance of the presentation for the activity supplies. This way, you can smoothly transition from the informational portion of the session to the interactive 'Make a Green Cleaner' activity. You will need a source of warm water (NOT boiling) for the green cleaner recipe. Access to a kitchen or washroom is ideal for clean up after the activity.

Dependant upon the length of the informational PowerPoint you develop, you will likely want to budget 1 hour for the workshop, as the activity alone takes about 20 minutes. The workshop facilitator should manage their speed of presentation and group discussion to meet the time requirements.

Presentation Materials

1. PowerPoint Presentation

OSA has developed the 'Be Green and Clean PowerPoint,' but has identified the need to improve it. Ideally this presentation would focus on the benefits of green cleaning and briefly discuss some of the health and environmental concerns surrounding traditional cleaning supplies. In its current form, the presentation focuses heavily on the issues surrounding conventional cleaners rather than the benefits of green cleaners. As such we would encourage you to develop a new presentation, with the use of the other tools mentioned in this document.

2. Make a Green Cleaner Activity

Using readily available ingredients, this activity gives workshop participants the opportunity to make a multi purpose green cleaner that will save them money and reduce their environmental footprint. Follow these steps to run the activity:

a. Lay out the activity materials

Before you begin your presentation, lay out the ingredients for the activity (*7% white pickling vinegar, borax, hot water, essential oils and castile soap*), the measuring utensils (*measuring cups and spoons*), spray bottles, funnels to pour the ingredients into the bottles and cloths to clean up any spills. This

way, you can smoothly transition from the informational portion of the session to the interactive activity.

b. Explain the activity

You may wish to give the following instructions prior to sending participants over to the 'green cleaner assembling station'.

"Begin by selecting a spray bottle and a funnel. On the side of your spray bottle, there is a list of the ingredients. Be sure to add the ingredients to the bottle in order. It is very important that you don't skip an ingredient and add it later, because this particular green cleaner tends to get clumpy and ineffective if it is not added in the correct order."

If you are working with a group that includes children, be sure to ask adults to help them in making their cleaner. Also, be prepared to walk participants through assembling their solution by making one of your own (you can give the one you've made away at the end of the workshop, or keep it for yourself!)

c. Supervise and answer questions

While participants assemble their green cleaners, you may wish to educate them on the components they are adding.

- **White vinegar** creates an environment that inhibits the growth of mould, mildew and some bacteria (*Be sure to point out that the vinegar being used is **7% white pickling vinegar** rather than normal 5% vinegar. The 7% solution is stronger and therefore creates a less hospitable environment for bacteria.*)
- **Borax** increases detergent efficiency by softening water; alkaline property helps to kill mould and fungus.
- **Hot water** to dissolve the other ingredients (do not use boiling water because it will melt the bottles. Hot water out of a tap is fine.)
- **Essential oil** to add scent. Some oils have mild antiseptic properties, such as lemon or lavender. (*Suggest that people add only a few drops of essential oils. They tend to have a very strong smell and therefore participants will likely not want to add the recommended 10 drops.*)
- **Castile soap** (a pure, olive oil-based soap) efficiently loosens grime and dirt from surfaces.





Participants will likely also ask you where they can purchase castile soap and borax. Both of these products are readily available at most grocery stores in the cleaning section. If the local grocery store does not carry these items, they are also available at health food stores (or could certainly be special ordered in remote areas).

Inevitably, someone will add their ingredients in the wrong order and wonder why their solution has gone all clumpy. Explain to them that they need to pour it out and follow the order of the ingredients list.

d. Test the cleaners

Once participants have assembled their green cleaner, have them test their cleaner on the table or a nearby wall, door handle or countertop. *This particular cleaner is not recommended for glass or windows due to the essential oils and oil based soap it contains.* However be sure to mention that participants will be mailed out a list of other green cleaning solutions, including glass cleaner, scouring powder, floor cleaner and furniture polish.

3. One Simple Act Commitment Cards

Once the workshop is complete, ask each participant to make a personal commitment to utilize their green cleaner. Alternately, inform participants that they may choose any other action on the back of the commitment card. Be sure to stress that they must choose an action that they are prepared to tackle; something they will *actually* do, not just something they will think about. *(If you give this presentation in conjunction with another workshop, you may choose to suggest that participants commit to actions that align with the other topic also.)* Once a simple action has been chosen, the individual will write out their commitment on a One Simple Act commitment form and sign their name.

Research has shown that when someone writes down and signs their name to something, they are more likely to follow through with it¹.



I commit to one simple act...

I will _____

signature (first name only)

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4. Workshop Evaluation Form

Have each participant complete and return an evaluation form. It is useful to have a large envelope for participants to place their completed sheets into before they leave (rather than giving them directly to the presenter). Though this workshop generally receives a great degree of positive feedback, it is always helpful to get constructive criticism to improve the workshop in the future. Therefore, placing evaluation forms in an envelope allows for participant anonymity and increases the likelihood for useful improvement tips.

Workshop Delivery Tips

1. When developing your Be Green and Clean presentation, be sure to focus on the positives of green cleaners and try to stay away from an alarmist tone about common household cleaning products.
2. As with any presentation, being flexible and adaptable is important. Do not be put off if the number of participants is less than you had expected. As you deliver the presentation, read your audience's comprehension level. If the audience is looking lost or bored, adapt your presentation style, language, and energy level.
3. It is often valuable to begin the workshop by having everyone introduce themselves and share any experiences with green cleaners (or recipes. This will create a dialogue and encourage participants to ask questions and comment throughout the workshop.
4. Monitor group conversation. Be conscious of timing, but also try to allow space for conversations which add value to the workshop. Participants will learn more if they feel involved, and have been given the opportunity to share their own stories.
5. be sure to mention the following tips during the activity:
 - a. Be sure to add the ingredients to the bottle *in order*

¹ <http://www.cbsm.com/public/world.lasso>, accessed February 4, 2010.

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- b. The vinegar being used is *7% white pickling vinegar* rather than normal 5% vinegar. The 7% solution is stronger and therefore creates a less hospitable environment for bacteria.
 - c. Suggest that people add only a few drops of essential oils. They tend to have a very strong smell and therefore participants will likely not want to add the recommended 10 drops.
 - d. This particular cleaner is not recommended for glass or windows due to the essential oils and oil based soap it contains.



Green Cleaning

Target Audience: Most suitable for adult audiences. Consider that your audience should have experience with house cleaning to make this a relevant exercise.

Setting: Any open room space, outdoor okay

Time Required: One hour

Learning Objectives:

- Understand home cleaning products and their connection to the environment
- Create dialogue on the implications (positive and negative) of store-bought, chemically-based cleaning products
- Understand some of the issues involved in the global food supply
- Encourage green cleaning



Materials:

- | | |
|---|--|
| <ul style="list-style-type: none"> • White vinegar • Lemon juice • Baking soda • Borax • Castille bar soap (a pure, olive oil-based soap) • Measuring cups & spoons | <ul style="list-style-type: none"> • Hot water • Bottle/container labels • Essential oils • Spray bottles and containers • Rags/paper towels for trying out your recipe |
|---|--|

Things to consider when working with adults:

1. Adult education should tap into the experiences and knowledge adults come with. Begin with what they know.
2. Adults learn more if they discover it themselves.
3. Adults should have some control over the learning process, including setting goals and learning how to learn.
4. AE should help to solve immediate problems or issues they encounter in daily living and working.
5. Adults need to process and use information immediately after it is presented.

A Brief Outline

Introductions and “A Question to Ponder”	5 minutes
Chemical Wipe-out	15 minutes
Game Debrief	5 minutes
Green cleaning discussion	10 minutes
Make Your Own Cleaner	20 minutes
Wrap-up	5 minutes

Introduction

Start by introducing yourself, One Simple Act, why you are doing the session.

Depending on your group, you may want to give them a sense of the length of the presentation (if they don't already know) and what we will be doing today. Adults especially like to have the “whole picture” whereas; students often appreciate the anticipation of “what's next.”

A Question to Ponder...

When you think of cleaning, what kind of products do you think of? Chances are, your audience will say, “Mr, Clean, Palmolive, Tilex, Vim, Scrub Free, PineSol and other cleaning product brand names. Be sure NOT to ask them what cleaning products they have – we don't want to lay blame or make anyone feel badly for the products they use. Shame does not result in change!

Then ask, *what ingredients do they think are listed on those containers?* The audience may pause, because they are not sure. That is probably because most cleaning products do NOT list the chemicals they contain! This is because if a chemical is at a low percentage in the total volume, chemical labeling is not required. Most manufacturers try to stay below that percentage, so that they don't have to disclose the chemicals they use. Often, if a chemical is listed, it will be listed in the first aid section...in very small print.

Let's have a look at my multi-surface orange liquid over here (hold up the bottle)! It says that it contains no phosphate, no chlorine and no ammonia. I thought this stuff would be great! But it also says that it contains alcohol ethoxylates. I found it listed in the first aid section. I looked them up and found this: “Corrosive to eyes and skin. When ingested, it can cause burns, ulcerations or perforation (in extreme cases). Concentration vapors cause respiratory tract irritation, cough, discomfort and difficulty in breathing.” Yikes!

However, despite the human health hazards, instructions for environmentally safe disposal are not required on labels. The consumer, manufacturer, municipal and provincial waste management agencies and federal regulatory authorities should all share the responsibility for ensuring the proper disposal of residues and containers. But how does the consumer get this information? Some materials, for example, paint, are not marked as potential hazardous waste.

Some of these products require special precautions for use and disposal. For some, safe disposal methods do not exist. Many communities do not have proper disposal facilities, thus making it impossible for individuals to safely dispose of hazardous wastes.

Provincial departments and local municipalities responsible for disposal have an enormous task. As a result, they may suggest throwing "small" amounts of hazardous materials in the garbage. They tend to be more concerned with the control of large industrial sources of pollution at manufacturing plants. But, "small" household wastes, taken together, amount to a considerable environmental effect.

Many health and environmental groups are currently lobbying to have standard hazard labeling on all household products, but so far, this is not yet instituted.

The Chemical Wipe-out Game!

Goal: Participants discuss some of the hazardous chemicals in cleaning products, but in a fun and light way. We don't want to dwell on the negatives of cleaning; we just want to heighten some awareness of synthetic cleaning products. The game is similar to bingo, but played as a team.

Objective: As a team, select a hazardous symbol for the chemical listed on your play board. Use the description of the chemical to guess what the hazard symbol may be. Some chemicals have more than one hazard symbol, but your team's job is to select only one! First team with a full board of hazard symbols wins.

Materials

- Cut-out hazard symbols (lots) sorted into like piles (Hazard symbol sheet is attached). Copy onto coloured paper.
- Pre-made play boards (made on flip chart paper). They will be like bingo card where every team has a different play board. You need one play board for each team.

Draw this game board on a piece of flip chart paper:

1, 4 dichlorobenzene	Ammonia	Nitrobenzene
Xylene	FREE	Triclosan
Phosphates	Alcohol ethoxylates	Napthalene

-
- Alphabetical listing of chemicals (attached)
 - Tape or adhesive to stick hazard symbols to game board

Instructions

1. Each team will get 1 play board, 1 alphabetical listing of chemicals, small stack of the six different hazard symbol cut-outs.

Every country has different hazard labeling. In the list below, you will be familiar with a number of the symbols. We have added a few other classifications that are used in other countries, but not yet in Canada. Your team's job is to help Canada add new hazard symbols to products containing chemicals of concern.

Review the meaning of these symbols with your team:



This is the symbol for a **toxic or poison**. This product can poison or damage living organisms. (e.g., heavy metals, antifreeze)



This is the symbol for **corrosive**. It can eat away at surfaces, including skin (e.g., acids, rust removers, alkaline cleaning fluids)



This is the symbol for **flammable**. These products can burn easily (e.g., degreasers)



This is the symbol for **irritant**. This symbol covers a wide range of hazards – with precautions such as avoid contact with skin, do not breath, etc. (e.g., air fresheners, synthetic soaps)



This is the symbol for **reactive/explosive**. These products can react violently when mixed with other agents, or when placed under heat or pressure (e.g., bleaches, aerosols)



This is the symbol for a chemical that is **dangerous for the environment**. These may build up in the environment (bioaccumulate) or persist for long periods of time. Care should be taken on disposal. (e.g.: detergents with phosphates).

2. The play boards will be posted on the wall at one end of the room. The teams with their chemical list and hazard symbols will all be at the other end of the room.
3. The team must look at their play board and select a chemical. Let's use phosphates from the example board above. They will then find the description for phosphates on their alphabetical listing. The team must decide which hazard symbol best describes this chemical.
4. Once the team has selected the appropriate hazard symbol for phosphates, one team member must run to the play board and stick the hazard symbol over the word, "phosphates."
5. Repeat steps 3 and 4 until the game board is full of hazard symbols. When the team is complete, they must yell out, "Wipe Out" instead of "Bingo."

Game Debrief

1. You can check and see which teams were correct in the symbols they assigned to their chemicals. Discuss their rationale for selecting a certain symbol.
2. Should Canada add better labeling of these chemicals to products in which they can be found?
3. Which chemical caused you concern that you didn't know about before?

Remember, this game should be fun and relatively short. Don't spend too much time on this game, and allow more time for making green cleaning products. The goal of the game is to heighten awareness.

The Solution to Chemicals: Make Cleaning Easy!

Green cleaning answers can be found in your home right now! There are only about five ingredients that we really need to do most of our household cleaning. They are:

- White vinegar
- Lemon juice
- Baking soda
- Borax
- Castille bar soap (a pure, olive oil-based soap).

These products are inexpensive, environmentally benign and the best part – they really work! Here are a few more tips to help you “clean up your act!”:

- ✓ To save time and money, make your cleaners in advance and buy the ingredients in bulk for cost savings and to avoid excess packaging.
- ✓ Make large batches of the recipes and store them in reusable airtight plastic containers and spray bottles.
- ✓ Label all of your ingredients and keep them out of reach of children.
- ✓ Add your favourite essential oils or herbs to add fragrance.

Activity: Make your own Cleaning Product

Send groups of participants to stations you have set up to make their own cleaning product. If the room is small or without good air exchange, avoid using essential oils – your meeting space will become too fragrant! Have your participants add their own oils once they get home.

Don't want to make your own? Products you can buy:

- ✓ Natura (all purpose, reusable dryer sheets, the Wondercloth made from wood fibres and resists bacterial growth)
- ✓ Nature Clean
- ✓ Method
- ✓ Seventh Generation
- ✓ Ecover
- ✓ Murphy's Oil Soap

Check out these tips for buying Cleaning Products:

Is the product you want to buy...:

- Non-aerosol
- Minimally packaged
- Non-poisonous (look for the hand skeleton)
- Non-toxic (look for the hand skeleton)
- Non-Corrosive (look for the skull)
- Inexpensive
- Phosphate-free
- All-purpose
- Re-usable
- Available in bulk

Not every product will meet all of these criteria, but they are good reminders!

Background Information

- Cleaning products were responsible for nearly 10 percent of all toxic exposures reported to U.S. Poison Control Centers in 2000, accounting for 206,636 calls. Of these, nearly two-thirds involved children under six, who can swallow or spill cleaners stored or left open inside the home.
- According to the U.S. Environmental Protection Agency, the air inside the typical home is on average 2-5 times more polluted than the air just outside—and in extreme cases 100 times more contaminated—largely because of household cleaners and pesticides.
- The Janitorial Products Pollution Prevention Project reports that 6 out of every 100 janitors in Washington state have lost time from their jobs as a result of injuries linked to toxic cleaning products, particularly glass and toilet cleaners and degreasers.
- In a 2002 U.S. Geological Survey study of contaminants in U.S. stream water, 69 percent of streams sampled contained persistent detergent metabolites, and 66 percent contained disinfectants.

(from World Watch Institute, Cleaning Products)

Hydrogen Peroxide – Not just for Owies Anymore!

- ✓ Shower: Keep a spray bottle of 3% hydrogen peroxide in the bathroom for spraying down the shower to kill bacteria bugs and viruses
- ✓ To freshen kitchen: Keep a spray bottle of 3% solution of hydrogen peroxide in the kitchen. Use to wipe off counter tops and appliances. It will disinfect and give the kitchen a clean, fresh smell. Also works great in the refrigerator and lunch boxes.
- ✓ For the laundry: Add 1 cup of 3% hydrogen peroxide to your wash in place of bleaches.
- ✓ In the dish wash/rinse water: Add 4 Tablespoons of 3% hydrogen peroxide to the regular washing formula to safely sanitize and eliminate the transmission of colds and diseases.
- ✓ Cleansing for vegetables and salad greens: Add salt in addition to 1/4 cup 3% hydrogen peroxide to a sink full of cold water. Wash vegetables thoroughly, rinse with cold water and drain. This process prolongs freshness.

Recipes

Glass Cleaner

- 👉 ¼ cup vinegar
- 👉 4 cups warm water

Pour ingredients into a pump bottle. For best results, spray the mixture on the glass surface and rub with crumpled newspapers (no seriously, give it a try!).

Scouring Powder

- 👉 1 – ½ cups baking soda
- 👉 5 to 6 drops of essential oil (thyme, clary sage, tea tree and grapefruit oil have anti-bacterial properties)
- 👉 1 tbsp Borax

Mix ingredients in an empty yogurt / sour cream container. Be sure and label the container! Sprinkle on stove-top stains or bathroom sinks

Multi-purpose Cleaner

- 👉 ¼ cup white vinegar
- 👉 2 teaspoons Borax
- 👉 3-½ cups hot water
- 👉 20 drops of essential oil (lavender or lemon is excellent)
- 👉 ¼ cup Castile soap (add last)

Mix ingredients and store in a clean pump bottle.



Floor Cleaner

- 👉 1/8-cup Castille soap
- 👉 ¼ to ½ cup white vinegar or lemon juice
- 👉 20 drops of essential oil (thyme, clary sage, tea tree and grapefruit oil have anti-bacterial properties)

Keep mixture in a small container. Add your desired amount to a bucket of warm water.

Furniture Polish

- 👉 ¼ cup olive oil
- 👉 ¼ cup vinegar
- 👉 2 tsp lemon juice

Mix ingredients and store in a clean pump bottle. Shake well and apply liberally to wood surfaces.

Chemicals to watch out for

Look on just about any cleaning product and you will notice a lack of an ingredient list. Could it be because so many contain ingredients that are toxic? Here is a short list of harmful ingredients that are in many household cleaners. Here's a good rule...if you can't pronounce it, you shouldn't be cleaning with it!

- ✗ **1,4 dichlorobenzene (1,4 DCB)**: Has been linked to a reduction in pulmonary function. It is found in deodorizing products, such as room fresheners, urinal cakes, toilet bowl fresheners, and cleaning products.
- ✗ **2-butoxyethanol/ Ethylene glycol butyl ether**: One of many glycol ethers used as a solvent in carpet cleaners and specialty cleaners. Can be inhaled or absorbed through the skin and may cause blood disorders, as well as liver and kidney damage.
- ✗ **Ammonia** (in glass cleaner): An eye and lung irritant, causes headaches and irritation to mucus membranes, breathing difficulty, wheezing, chest pains, pulmonary edema, and skin burns.
- ✗ **Formaldehyde** (a preservative in many products): A suspected human carcinogen, and a strong irritant to eyes, throat, skin, and lungs.
- ✗ **Methylene chloride**: Methylene chloride is listed as a possible human carcinogen by the International Agency for Research on Cancer and is commonly found in paint strippers.
- ✗ **Naphthalene**: Either naphthalene, or another chemical called paradichlorobenzene, is used in mothballs and moth crystals. Naphthalene is a substance known to cause cancer, while paradichlorobenzene is listed as a possible human carcinogen.
- ✗ **Nitrobenzene** (in furniture and floor polishes): Can cause skin discoloration, shallow breathing, vomiting, and death. It is associated with cancer and birth defects.
- ✗ **Petroleum distillates** (in metal polishes): Short-term exposure can cause temporary eye clouding; longer exposure can damage the nervous system, skin, kidneys, and eyes.
- ✗ **Phenol and Cresol** (in disinfectants): Corrosive and can cause diarrhea, fainting, dizziness, and kidney and liver damage.
- ✗ **Phosphates**: Manufacturers have since reduced or even eliminated phosphates from laundry products, but no action has ever been taken on dishwasher detergents.
- ✗ **Sodium hypochlorite and sodium hydroxide** (chlorine bleach): When bleach is mixed with other products can create noxious gases. In the environment, sodium hypochlorite is toxic to fish and aquatic organisms.
- ✗ **Toluene**: Toluene is a potent reproductive toxin, which is used as a solvent in numerous products, including paints. It may cause harm to the developing fetus and pregnant women should avoid products containing toluene.



- ✘ **Triclosan:** An antibacterial found in soaps, deodorants, toothpastes, mouthwashes, and cleaning supplies. Reports have suggested that Triclosan can combine with chlorine in tap water to form chloroform gas and other toxic compounds. They are eliminated from the body very slowly (they can bioaccumulate to dangerous levels), and they persist in the environment for a very long time.
- ✘ **Trisodium nitrilotriacetate (NTA):** NTA is listed as a possible human carcinogen by the International Agency for Research on Cancer. It is used in laundry detergents and can impede the elimination of metals in wastewater treatment plants.
- ✘ **Xylene:** Another extremely toxic ingredient that is often found in graffiti and scuff removers, spray paints, and some adhesives. A suspected reproductive toxin, it is also a neurotoxin that can cause memory loss on repeated exposure.

The following web sites contain much useful background information for presenters, students and teachers:

United States Department of Health and Human Services, Household Products

Database:

Enter the name of a household product, paint, cleaner or personal care product by brand name and the database will pull up all chemical information on the product.

<http://householdproducts.nlm.nih.gov/index.htm>

Consumer Reports Greener Choices website

<http://www.greenerchoices.org/home.cfm>

The World Watch Institute, Cleaning Products – What’s Behind the Shine?

<http://www.worldwatch.org/node/1484>

EVALUATION QUESTIONNAIRE

Please reflect on this workshop and let us know what worked well and what needs improvement. Your input will help us enhance future workshops and resources. Your individual responses are confidential.

EVENT INFORMATION

Workshop Name: _____ **Facilitator(s)** _____
Workshop Location: _____ **Date:** _____

OVERALL ASSESSMENT

1. Please indicate your overall assessment of the workshop.

- Very Effective
 Effective
 Somewhat Effective
 Definitely Not Effective

WORKSHOP OVERVIEW

Please check the best measures your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
<u>Workshop Content</u>					
The workshop objectives were clear to me.					
This workshop lived up to my expectations.					
The content is useful/applicable to me.					
<u>Workshop Design</u>					
The workshop activities stimulated my learning.					
The difficulty level of this workshop was appropriate.					
The pace of this workshop was appropriate.					
<u>Workshop Facilitator(s)</u>					
The instructor(s) was well prepared.					
The instructor (s) was helpful.					
<u>Workshop Results</u>					
I will be able to use what I learned in this workshop.					
I believe the goals of the workshop were met.					

2. Which topics or aspects of the workshop did you find most interesting or useful?

3. How will you apply what you learned at this workshop? Please complete the following statement:

As a result of this workshop, I intend to:

4. Please tell us how we could make this workshop more effective. Please tell us what topics you would like more information on and share other comments you may have.

BUILDING THE MOVEMENT

5. How would you like to continue your engagement with *One Simple Act*? Please check all items that interest you.

- Add my email to the *One Simple Act* electronic newsletter
- I would like to share my progress with *One Simple Act*. Please contact me by phone or email within six months to learn how I used the information from this workshop.

Name: _____ Phone _____

Email: _____

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