



Speaking for the TRUGG

Grade 9 Lesson Plan

Lesson #5: Speaking for the TRUGG

Duration: 2 classes

Subject: Social Studies

Topic: The Future of the Human Activities in the TRUGG

Overview

Students formulate an informed opinion on the importance of various stakeholders in the Tumbler Ridge UNESCO Global Geopark (TRUGG). As “Justices of the Supreme Court of British Columbia”, students present their opinion through an essay where they advise which stakeholders should operate within the TRUGG in the future. They then share their opinions through an informal discussion focused on the complex nature of these decisions.

Lesson Objectives

Students will be able to:

- Gather information from a variety of perspectives and student work
- Use the information gathered to summarize solutions and opportunities regarding how to manage the needs of TRUGG stakeholders
- Establish a point of view that recognizes environmental and industrial perspectives and values

Curriculum Connections

Please see the *TRUGG Education Toolkit Curriculum Connections Matrix* for specific connections of this lesson to the B.C. Curriculum for Grade 9.

Materials

- Student Handouts from Lessons 1 - 4 of the TRUGG Gr. 9 Module
- Class set of computers/laptops with Microsoft Word or similar word processing application
- *Essay Primer* Student Handout

Teacher Prep

- Read through the Background Information from Lessons 1 – 4 of this module.
- Print and photocopy a class set of the *Essay Primer Student Handout*.
- Review the *Tumbler Ridge UNESCO Global Geopark Teacher Backgrounder*.

Background Information

With so many industries and community organizations with a vested interest in the Tumbler Ridge UNESCO Global Geopark (TRUGG), discussion and debate over human activities within the park is rich and diverse. Learning about the complexity and inequalities through informed decision-making is a valuable lesson for students and stakeholders alike.

There are many different stakeholders that have an influence on the TRUGG, including:

- Salteau, Kelly Lake and West Moberly First Nations
- Local recreation community (e.g. mountain biking, snowmobiling, skiing, etc.)
- Forestry industry
- Tourism industry
- Oil and gas energy industry
- Hydroelectric energy industry
- Wind energy industry
- Metallurgical coal industry
- Conservation groups
- BC Ministry of Environment and other ministries
- B.C. Parks and other groups related to parks
- And many others!

Encourage students to think critically and consider the multiple perspectives of these stakeholders in order to better understand their diverse needs. Additionally, explain to the students that it is important for them to support their opinions with information learned in Lessons 1 – 4 (and from other reliable sources), as evidence is always required in the development of an informed opinion. Additional research may be needed to support their positions. Students should work individually on this assignment to ensure their own opinions are represented and communicated.

Please see the *Tumbler Ridge UNESCO Global Geopark Teacher Backgrounder* for more background information and details on the Geopark.

Lesson Activities

Introduction/Hook:

1. Write the term “wealthy” on the board. Ask students to discuss the following questions in small groups, then discuss each briefly as a class:
 - a. What does it mean to be wealthy?
 - b. Who can be wealthy? Individuals? Communities? Provinces?
 - c. What makes a wealthy community? A wealthy province?
2. After the first round of discussions, explain to students that British Columbia is often referred to as a wealthy province. Again, starting in their small groups then moving towards a class discussion, ask students the following questions:
 - a. Why is British Columbia considered wealthy?
 - b. Do the “ends” of being wealthy always justify the “means” to become wealthy? (You may need to scaffold what “ends vs. means” implies.)
 - c. How can we, as British Columbians, ensure our economy and environment both remain wealthy in the present and future?

Activity 1:

1. Distribute the *Essay Primer* Student Handout to each student and review as a class.
2. Explain that each student will act as a “Justice of the Supreme Court of British Columbia”, as they gather and synthesize their learning from Lessons 1 - 4 and other sources to develop a personal opinion on which stakeholders with interests in the TRUGG should operate/reside within the park.
 - Emphasize that all opinions must be supported by evidence and examples learned through previous lessons or gathered from other sources.
3. Provide students with time to gather their learning from Lessons 1 - 4 and investigate other sources to synthesize an opinion that will be reflected in their essay regarding stakeholders in the TRUGG.
4. Using computers/laptops or pen and paper, have students write their opinion essay. Provide them with adequate time to complete their writing.

Closure:

1. Facilitate an informal discussion about the process of allowing or limiting stakeholders in the TRUGG. Ask students the following reflective questions:
 - a. *What is our priority as a province: wealthy economy OR wealthy environment? Can we have both? How?*
 - b. *Are our decisions equal for all stakeholders involved? How about equitable?*

- i. Equal: the same outcome for everyone involved, may be unfair
 - ii. Equitable: fair for everyone involved, outcome may be unequal
- c. *As a 'Justice of the Supreme Court of British Columbia', how can we deal with situations where an industry provides vital jobs for a community yet has a significant environmental impact?*

Assessment/Evaluation

- Review and assess students' essays based on their ability to synthesize information gathered from Lessons 1 – 4 (and other sources, as needed) and communicate an informed point of view that exhibits critical and reflective thinking.

Extensions

- Offer the opportunity for students to act the role of 'Justice of Supreme Court of British Columbia' and read their opinions aloud to the class.
- Gather the essays together into a collection and send them to the various stakeholders involved within the essays with the invitation to respond to the opinions from their organizational perspective.