

Sustainable Community Lesson Plan

**Created by the BCTF Committee for Action on Social Justice
Antipoverty Action Group**

Life Cycle of a Local Resource

Includes optional handout (Reflection sheet).
Recommended for Grades 4 and up.

Objectives

- students will develop an understanding of the connection between communities and their local resources
- students will understand the role of natural resources in settlement, development, economy, identity, and possible collapse of communities.

-

Curriculum connections

- Social Studies 4
 - the pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada
- Social Studies 5
 - natural resources continue to shape the economy and identity of different regions of Canada
 - what natural resources are most important to the economy of your community?
 - how has technology affected the discovery, extraction, processing, and marketing of selected natural resources?
- Social Studies 7
 - human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources
- Social Studies 8
 - interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations
- Science 5
 - how can we act as stewards of our environment?
 - the nature of sustainable practices around BC's resources.

Lesson Plan (80 min.)

Introduction (5 min.)

- teacher asks students about a local tourist attraction (preferably a natural attraction – park/forest, ski resort, river rafting, etc.)

- could show a flyer if available
- ask students if they have been to the attraction, what they like about it, what they don't like about it, etc.
- ask students what they feel are the benefits and drawbacks of the attraction
- discuss who owns the local tourist attraction (you may need to research this)
 - for example, Whistler Blackcomb Resort is owned by the Colorado-based Vail Resorts

Discussion (20 min.)

- make the connection between the tourist attraction and natural resources
 - a park/forest could be connected to the forestry industry
 - river rafting could be connected to hydro energy and/or water
- discuss natural resources and how they affect local communities from settlement to development, economy, and identity
- discuss the 'life cycle' (i.e., natural state, extraction, transportation, production, distribution, consumption, waste, renewal) of a natural resource

Assignment (20 min.)

- class brainstorms the *local* natural resources in their community
 - forestry
 - wildlife
 - fishing
 - agriculture (specific local resources)
 - mining (specific ores, etc. in local region)
 - energy (specific local sources)
- working in pairs or groups, students choose a local natural resource and research its 'life cycle'
 - at each stage of the 'life cycle', students should focus on
 - the state of the natural resource
 - the location of the natural resource
 - the ownership of the natural resource
- students display their research in a poster, slideshow, etc., and share their findings with the class
 - give examples of flowcharts for posters

Extension (25 min.)

- discuss stewardship (of our environment/natural resources)
 - how is our community impacted by our natural resources?
 - are the impacts positive or negative?
 - who is impacted positively/negatively?
 - who benefits the most from our resources?
 - are these resources sustainable?

- if not, what happens when these resources run out?
- discuss how resource-based economies/communities have collapsed when resources or investments run out
- as groups share their 'life cycle' presentations, the rest of the class will consider the above questions and rate our stewardship of each particular resource.

Debrief (10 min.)

- students write a reflection (or share in a class discussion) on the connections between resources, community, and stewardship

