

A VOICE FOR JUSTICE

STUDENT ACTION CARD



STUDENT ACTIVITY GUIDE

A VOICE FOR JUSTICE

DEVELOPMENT AND PEACE and its members are part of a growing international movement of people concerned with the ongoing negative impact of the extractive industry on communities in the Global South. This year, we are calling for the creation of an independent ombudsman in Canada to receive complaints and verify the compliance of Canadian extractive companies operating overseas. The ombudsman would be a strong voice in Canada for those whose rights are being violated by Canadian-owned mining companies.

This 60- to 90-minute activity is designed for students between the ages of 6-17 (please adapt the activity to fit the age group). It can be done in a classroom, parish or any other youth group setting. It is an interactive experience to SEE the ecological and human impacts of mining, to JUDGE the situation using Catholic Social Teaching, and to ACT in solidarity.



COOKIE MINING

Materials needed, per student:

- ▶ Blank sheet of paper (reuse a one-sided print sheet if possible)
- ▶ Pen, pencil or marker
- ▶ Modeling clay
- ▶ 1-2 large, crispy, nut-free chocolate chip cookies
- ▶ 2 of any combination of paperclips, flat toothpicks or round toothpicks

Objectives:

1. To familiarize students with the impact of extractive industries on communities and the planet.
2. To analyze issues related to the extraction of the Earth's natural resources using the See, Judge, Act model of Catholic Social Teaching.
3. To engage students as responsible citizens and faithful members of the global Church by advocating for policies for the common good.

School, Organization or Parish Name

City

Province

Teacher or Leader Name

Grade

PART 1: SEE (30-40 MINUTES)

Method:

1. Have the students trace the cookie in the middle of the paper and draw a circle of the same size in one corner. The cookie stays within its outline on the page and represents the student's land. Using the modeling clay, the students build a house (shelter), a garden (food) and a stream (water) on their cookie-land and can decorate it if time permits.
2. Explain that chocolate chips have recently been found to be very valuable and a mining company has purchased a permit from the government to mine the chocolate chips from each student's land. The students must trade places, leaving their cookie-land on its paper in its original place. They will now become a mining company on another student's land (it may be helpful to ensure they cannot see their own cookie during the mining process).
3. Give the students 10 minutes to mine as many of the chocolate chips as possible from the cookie in front of them, using the following rules:
 - ▶ They can only use the tools provided (toothpicks/paper clips). They may not use their hands at any time on the cookie, house or chips.
 - ▶ Whole and half-chips are to be placed in the circle in the corner of the page. Any chip pieces that are smaller than one half are to be left where they fall on the sheet.
 - ▶ At the end of the 10 minutes, all sculpted items (house, garden, etc) must be returned to their original location, no matter how damaged they might be (give them a one-minute warning).
4. Once the time is completed, have the students put down their tools. While still at their mining station, ask them to count the mined chocolate chips (2 halves = 1 whole), and to write that number right beside the circle holding the chips.
5. While still at their mining station, discuss the mining process with them using the following questions:
 - ▶ Was it easy or difficult to remove the chocolate chips from the cookie?
 - ▶ What happened to the land around the chocolate chips while you were trying to get them out?
 - ▶ As the mining company, did you try to minimize the damage knowing it was someone else's land or were you only focused on getting the chips out?
6. Ask the students to silently return to their original place and survey their cookie-land. Ask the students to first share their feelings about their land and cookie by simply naming their emotion, and proceed with the following questions:
 - ▶ What impact did the mining process have on your house, garden and water supply?
 - ▶ How did the change in the land affect your house, food and water? Can your house and its items be replaced?
 - ▶ Given that the land has changed and you have no new modeling clay, do you think you could repair the existing house and garden to the way they were before or would you need to rebuild them entirely?
 - ▶ If the cookie debris and small pieces of chocolate chips on the page represent pollution, chemicals and waste from the mine, what impact would this have on your food and water supply? What impacts would this have on your whole community?
 - ▶ As the land owner, who did not receive a share of the profits from the mining company, what could justify the damage to your house and land?
 - ▶ Who should be responsible to fix your house, clean the pollution and restore your community? Why?
 - ▶ Who would you turn to for help? Who has the responsibility to listen to you, and to ensure that things are made better? Who should hold the company accountable for the damage it caused?
7. Have the students clean up their places, and gather for the second activity. If you have enough cookies, they can enjoy a little snack.

** Modification for Math and Economics classes: Use graph paper as the base. Start students off with \$13. With their "money" they can purchase their cookie (\$7) and tools (flat toothpicks \$1, round toothpicks \$2, paper clips \$5). Each whole chocolate chip (or two halves) earns them \$3. After the activity is finished, reveal that each square that is covered in cookie debris costs \$1 to clean up.



PART 2: JUDGE (15-20 MINUTES)

1. Explain to students that the same damage to the Earth can be caused by all extractive industries, such as mining, gas and oil, that extract a substance from the Earth. Have the students identify ways these extracted resources are used in their daily lives or are present around the room: a metal chair leg or gold ring, gas heating in their house or school, cars and buses that burn oil, and all plastic items that are made from oil.
2. Explain that extractive industries aren't innately bad – we rely on these extracted materials every day. However, we have to make sure that the way we get these materials does as little damage to the Earth as possible and hurts as few people as possible.

Sacred: The Earth is sacred. Creation has its own intrinsic value. We have a responsibility to protect and cherish the Earth's ecological diversity, beauty and life-sustaining processes.
3. Remind students how they felt when they represented the mining company. For some, their goal was to get out as many chips as possible and they focused solely on that goal, just like some mining companies do. Other extractive companies, as some of the students did, try very hard to reduce pollution and to not harm the communities who live nearby. Discuss why companies should try to protect the communities and environment in which they work.

Integral Human Development: We wish to promote integral human development. This concerns the well-being of every person and the whole of every person in every dimension - economic, political, social and spiritual.
4. Explain to the students that governments regulate mining companies. Governments determine where and how companies may work, and establish the policies for environmental protection. Ask students to identify who has the most power in the relationship of mining – the community, the company or the government? Who has the least? Who should have the most power? How should the rules for these companies be made? Should the community have a voice in the making of these rules? Are the needs of the company or the needs of the community more important?

Option for the Poor: New models of development are needed that prioritize the needs of the world's poor while respecting the ecological health of the Earth. These new models require those of us living in wealthy countries to change our lifestyle and our attitude towards growth, and to reduce our disproportionate consumption of the world's resources
5. Tell students that the majority of the world's mining companies are based in Canada. When a Canadian mining company causes damage to communities and land in other countries, who should be responsible? Should Canada help set standards to protect communities and the Earth from damage?

Common Good: The ecological health of the Earth and the importance of the Earth's resources to the common good must take priority over commercial interests. The economic and social costs of depleting shared resources should be borne by those who incur them, rather than by those least responsible, or by future generations.
6. Does the Canadian government have a responsibility to listen to the stories of communities who have been hurt and to change the way Canadian mining companies work? Do we, as Canadians, have a responsibility to ensure that the work of our government and the companies of our country are not harming our brothers and sisters in other countries or the Earth?

Solidarity: We are one global community. All life is interconnected and interdependent. We must live in solidarity with the whole of creation, holding it in trust for future generations.

PART 3: ACT (15-30 MINUTES)

1. Explain to the students that DEVELOPMENT AND PEACE is a Catholic organization that works with partners around the world to find alternatives to unjust social, economic and political systems. Right now, members of DEVELOPMENT AND PEACE across Canada are telling our government they want Canada to listen to communities who have been hurt by Canadian companies in other countries. They are asking the Government of Canada to create an ombudsman, someone who will listen to these communities and ensure that companies follow the rules that protect human rights and the environment.
2. Invite the students to participate in this effort. Discuss with the class what words and/or images should be included on the Student Action Card (see last page), and invite the students to complete the card.
3. Scan the card, or take a picture of it, to share on your school or school board's social media platforms.
4. Mail it to us at 1425 René-Lévesque Blvd West, 3rd Floor Montréal, Québec, Canada, H3G 1T7 or send it by e-mail at info@devp.org.