

COOKIE MINING

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OBJECTIVE // To learn about the impact of extractive industries on communities and the planet

TIME// 60 to 90 minutes

GROUP SIZE // Any

PREPARATION // Print and cut out the role cards

MATERIALS (PER PARTICIPANT) //

- 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

HOW TO PLAY THE GAME //

1. Have the participants 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 participants 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 participants 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 participants 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).



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4. Once the time is completed, have the participants 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 participants to silently return to their original place and survey their cookie-land. Ask the participants 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 participants clean up their places, and gather for the second activity. If you have enough cookies, they can enjoy a little snack.

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DISCUSSION QUESTIONS AND CATHOLIC SOCIAL TEACHING //

1. Explain to participants 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 participants 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 participants 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 participants 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 participants that governments regulate mining companies. Governments determine where and how companies may work, and establish the policies for environmental protection. Ask participants 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.

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5. Tell participants 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.

For more information, related materials and videos, please visit www.devp.org/voiceforjustice