



Global Storylines: The Discovery (Second Level CfE)



Background to the global issues....

What's yours is mined! Can the extraction industries operate sustainably? Raw materials mined and quarried from the Earth underpin everything we do and everything we need to survive and enjoy life. However, extractive operations harm the environment in many ways, and have major effects on local communities. Can the challenges of poverty alleviation, environmental sustainability and governance be addressed together? The extractive industries (and end-consumers) face significant responsibility for these, given the massive long-term investments that they undertake, often in poor and potentially unstable countries.

Context for interdisciplinary learning:

The community is set in a unique habitat with a particular ecosystem which supports some very rare wildlife. The community lives well and the people are proud and protective of their special place. One day a discovery is made which changes their lives. What they find there, is already a demand for - this could be a mineral ore or another commodity....what happens? A large development is proposed for extracting the commodity, but this will damage the habitat of the animal - what do the community do?

Key Experiences and Outcomes:

Sustainability & Interdependence

- I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. **SOC 2-08b**
- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**
- Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-02a**

Participation

- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 2-12a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a**

Social justice & equity

- I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**
- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 2-09a**

Critical thinking

- I can understand how advertising and the media are used to influence consumers. **HWB 2-37a**
- I can use evidence selectively to research current social, political or economic issues. **SOC 2-15a**