

Unit Title: Pebble Mine Project

Unit Description: In this unit students will explore the impact that the Pebble Mine could potentially have on the Bristol Bay Region. Students will be provided with handouts that contain maps of the region, background information on the developer of the project Pebble Limited, information on the native people of Bristol Bay as well as other pertinent information on the proposed Pebble Mine and the Bristol Bay Region. Students will be given a identity card that would contain personal information of a person that would be impacted by the development of the mine and a scenario card describing a potential scenario that could occur before, during or after the development of the mine. They will also be provided with a handout that explores how to make a ecological decision based on facts not emotions.

Overview of Unit:

- 1) Students will view the video Day in Our Bay and look through the accompanying booklet.
- 2) Teacher will then facilitate a question and answer time about the Day in Our Bay.
- 3) Teacher will present a short overview of the Pebble Mine Project and the role of Pebble Watch Newsletter.
- 4) The teacher will then hand out and discuss how to use the Ecological Decision Making Handout.
- 5) Students will be given the opportunity to use the handout and become familiar with it as a decision making tool.
- 6) Hand out Pebble Mine Fact Sheets, Maps, Pebble Watch Newsletters or links to the site.
- 7) Explain that participants are going to be given an identity card of someone that would be affected by the Pebble Mine Project. They are to immerse themselves in this identity for the rest of the unit. They will also receive a scenario card containing a hypothetical situation that could arise due to the Pebble Project. All scenarios could be the same if you want a group meeting at the end of the session (ie: town meeting, EPA hearing, economic development hearing etc...)
- 8) Explain that using the materials provided they are to explore how their scenario would affect their new identity in the following realms.
 - a. From a social aspect.
 - b. From a cultural aspect.
 - c. From an economic aspect.
 - d. From an environmental standpoint.
 - e. On subsistence resources.

Be sure to stress that participants should look at both positive and negative impacts.

- 9) Distribute Identity and Scenario Cards.

- 10) Give students time to review materials and formulate their decisions based on their identities. You could give small groups the same scenario and identity to explore and then have them represented by a single spokesperson.
- 11) Have students write a short paper talking about their experience and if their view of the Pebble Mine was impacted by the identity they assumed from a social, cultural, economic, environmental, and subsistence viewpoint.

Timeframe: This unit will take anywhere from three days to a week depending upon the format the teacher chooses.

Assessment: There are multiple opportunities for assessment during this unit. These could take the form of a final paper, a presentation, participation in a forum etc...

Conclusion: I will use this until as an opportunity to teach my students how to make decisions based on facts not emotions. It will also introduce them to town hall meetings and how to be an effective speaker. I will then continue on to another unit where we will explore career opportunities in the mining fields that I was exposed to this summer during my externship with the Bristol Companies.

Resources:

Day In Our Bay Video and Booklet
Pebble Watch Newsletters or link to site.
Pebble Mine Fact Sheets
Maps of the Bristol Bay Region
The Bristol Bay Region Handout
Ecological Decision Making Handout
Identity Cards
Scenario Cards