

Whose land is it anyway?

Teaching aims

Students should understand that some applications of science have unintended and undesirable impacts on the quality of life or the environment and that the benefits need to be weighed against costs.

Learning outcomes

All should be able to identify the groups affected and the main benefits and costs of a course of action for each group.

Most can communicate ideas through role-play and talk.

Some will be able to distinguish what can be done (feasibility) from what should be done (values).

Starter (approx 5 minutes)

Show the images of the caribou, Gretchen Indian, Inupiat Eskimo, trans-Alaskan oil pipeline.

Ask if the students can find a link between the pictures. Project the image of the Inupiat Eskimo – what would the class like to know about this person?

Main

Arrange the class into groups of 6-8 (four groups in total).

Hand out 'Eskimo' sheets to two groups and 'Indian' sheets to remaining two groups.

Watch the video clip from 'Baked Alaska' (10 mins). Students should answer the prompt questions as they watch.

Organise a debate between two of the groups for and against drilling in the Arctic National Wildlife Reserve (ANWR).

Groups are given 10 mins to decide what they will say – all students must say something. Students should be encouraged to cite evidence to support their argument and challenge each other on what they have said. The remaining two groups listen and decide which group put forward the more convincing argument. Then give the listening groups the chance to support or disagree with the speakers, using the points they have discussed in their groups.

Plenary

Ask the students to think about what they have learnt in this lesson. Ask them to discuss in pairs, then share some of the lessons learnt with the whole class. Have all the questions raised in the lesson been answered?

or

Watch the PowerPoint presentation 'Energy - the future' about research which may reduce the amount of oil we use.