

“Remember the Land: Global Ecumenical Voices on Mining”

Unit: Interactions and Interdependence of Nations;
Dynamic Relationships; Resources and Wealth

Specific Topic: Mining

URLs: http://www.kairoscanada.org/wp-content/uploads/2012/11/SUS-RE-RememberTheLand_StudyGuide.pdf

[Remember The Land - Study Guide](#)

http://www.kairoscanada.org/wp-content/uploads/2012/12/SUS-RE_CommunityMappingActivity.pdf

Lesson Description:

Remember the Land Study Guide - 1 Hour

Canada is home to 75% of the world’s mining and exploration companies. Canadian stock exchanges raise 40% of all mineral exploration capital worldwide. In May 2011, 150 people - church leaders and grass roots activists - from around the world gathered in Toronto to consider the impact of Canadian mining on the environment and the people who seek to protect it. *Remember the Land* is the story of that gathering. It raises questions that KAIROS encourages you to explore as individuals, congregations, as members of institutional churches, and as citizens.

Community Mapping Activity - 1 Hour

The community mapping activity is designed to help you better understand the impacts of resource extraction on communities such as those highlighted in the KAIROS video *Remember the Land*.

Curriculum Outcomes:

Grade 6

Outcome - IN6.2: Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic. (e)

Outcome - DR6.1: Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean.

Outcome - DR6.2: Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land.

Outcome - DR6.3: Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.

Outcome - RW6.1: Examine and analyze factors that contribute to quality of life, including material and non-material factors. (b, c, e, f)

Outcome - RW6.2: Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability. (b)

Grade 7

Outcome - RW7.2: Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.

Grade 8

Outcome - RW8.2: Assess the implications of personal consumer choices.

Grade 9

Outcome - RW9.1: Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

Outcome - RW9.3: Assess the relationship of the natural environment in the development of a society.

Materials:

- LCD Projector (recommended)
- Computer
- Internet
- Video

Procedure:

Lesson 1 - Remember the Land Study Guide (1 Hour)

1. Welcome and Context-Setting - 15 minutes

- Welcome the gathered group. Ask them to think of a place that has great meaning to them.
 - Why is it important to them?
 - Is it threatened by anything? What?
 - What would they be willing to do to protect it?
- Have the group share their thoughts briefly.

- Next, share this quotation from American theologian and activist Ched Meyers, who argues that as activists for ecological justice it is very important that we understand the land we are trying to protect:
We won't save a place we don't love; we can't love a place we don't know; and we can't know a place we haven't learned.

- Explain that peoples all over the world, particularly Indigenous peoples, are engaged in struggles to protect the land that they know and love; the land that sustains them materially, culturally, and spiritually; the land that has its own deep, inherent worth. **Introduce *Remember the Land* as a video about that struggle.**

2. Video Viewing - 15 minutes

- After the video has finished, ask participants to remove what they have with or on them that came from mining and place it in front of them. This will include change, cell phones, wedding rings, and other jewelry.
- Ask them to leave the objects there throughout the discussion.

3. Discussion - 15 minutes

- Open up discussion of the video by choosing two or three of the questions below (or all of them if time permits).

- Chief Stan Beardy of the Anishnabe Aski Nation in Northern Ontario and Naty Atz Sunuc of Guatemala speak powerfully about what the land means to their people. Does what they say resonate with any of the values that surfaced in your discussion before the film?

- Bishop Jo Seoka of South Africa and Rev. Suzanne Matale of Zambia raise important theological principles which underlie their activism in mining-affected communities. Does what they say either resonates with or offer challenge to your understanding of the notions of stewardship and loving one's neighbour?

- Bishop Mark MacDonald, Canada's National Anglican Indigenous Bishop, and Vidalina Morales of El Salvador ask us to reconsider our understanding of and relationships with Indigenous peoples. What does this mean for us as consumers of products of resource extraction?

- Most of the examples in *Remember the Land* are from outside of Canada. Can you think of any current Canadian examples of resource extraction and industrial development that post similar dilemmas as those expressed in this film?

4. Moving Forward - 15 minutes

- For this step, make sure you record on the flip chart any concrete plans for action and who will take it forward. Consult the materials on pgs. 3-4 and share with the group what your national church and KAIROS have already done on mining issues. Share with the group the fundamentals of ethical investment on p. 3.
- Remind the group of Rev. Rex Reyes' challenge in *Remember the Land* that if the churches want to be in solidarity with mining - affected communities then "it's going to be ... a choice between churches remaining as monuments, or being movements."
 - How might we take action as individuals?
 - As a congregation/parish?
 - At the regional or national level of our church?
 - How will we follow through on these actions?

- *Remember the Land: Global Ecumenical Voices on Mining* - Invite people to take back their belongings.

Extension Resource: For further information on Global Citizenship Education (GCE) and additional resources, see **SCIC's Global Citizenship Education Modules**.