



What's Your Perspective?

Age range: 10 to 13 (junior)

Time: 75 minutes

Subjects: Science, Geography, Civics

Resources: *What's Your Perspective?* handout (see page 18), pencils.

Learning Outcomes

Students will understand the perspectives of different groups as they relate to activities that affect our forests and freshwater.

Hook: How Do You See It?



Ask the students to raise their hands to the following questions. How many of you have a baby brother or sister? Did you like the idea of getting one? How did other members of the family (siblings, parents, grandparents, new baby) feel? Point out how we all view events from different perspectives. What might be really liked by one person is disliked by another, but we all must try to live in harmony. Discuss other examples, such as Hallowe'en. It's fun for children, but can be a lot of work for adults. Parents must prepare costumes, candy and decorations. Police are usually kept busy supervising the streets and patrolling for vandalism. Do dentists like Hallowe'en?

In the business world, a new store in town may be good for customers but bad for the neighbouring stores that have more competition. When the Canadian dollar rises, it is good from the perspective of some industries and corporations, but not for others.

Procedure

The students will examine a list of activities that relate directly or indirectly to forests and water and prioritize them from a given viewpoint/group.

1

Place students in small groups. Give each student the *What's Your Perspective?* worksheet (see page 18) and have them read it over.

2

Assign, or have each group choose, a perspective from the top row of the chart (e.g., frogs). From that viewpoint, groups prioritize the activities listed in the left column of the chart in order of importance. A ranking of 1 means "most important"; a ranking of 13 for an activity means it is "least important and/or most harmful".

3

Select one student to record the rankings for their group. Recorders should use pencils since the group may change its priorities as the discussion progresses. Once a group is firm on its priorities, each student should record their group's final rankings on their individual worksheet. Then, at the bottom of the same worksheet, each student should describe the point of view – or perspective – of their group.

4

Once all groups have compiled their priorities, each group presents their perspective for the class to record. They should clearly explain their rankings. Discuss the different points of view. All groups should realize clean drinking water comes first!!



What's Your Perspective?

	FROGS	HUNTERS	FURNITURE MAKERS	CAMPERS	GOLFERS	FARMERS	MALL OWNERS	LANDSCAPERS
Cut down trees								
Spray chemicals on lawns								
Have lots of deer, moose								
Fill swamp to use land in other ways								
Swim in clean water								
Dump polluted water in drain								
Drink clean water								
Create conservation group to protect local wetlands								
Clear the forest to create cropland								
Have lots of ducks and geese								
Build roads to new campsites along river banks								
Create wildlife sanctuary with no camping, hunting, etc.								
Have lots of mosquitoes and other insects								

Describe several things that are important to YOUR group. Explain why?

