



MODULE 2: Quality of Life and Development in the Philippines

LESSON 1 TITLE: Natural Resources and the Environment: Impacts of Foreign Mining in the Philippines

GRADE/SUBJECT: Grade 8 Geography

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Activity Overview

This is the first of three classes in a module that presents some of the distinctive features that shape development and quality of life in the Philippines. In the first class, students will learn about the rich natural resources of the Philippines and the injustices that sometimes result from their exploitation. Students will grapple with transnational inequalities by watching two videos about a Catholic priest in the Philippines who fought to protect the environment and the Mangyan Indigenous peoples on Mindoro from the impacts of a nickel mine proposed by a large foreign mining company. They will think about who benefits and who is disadvantaged by foreign mining and they will create questions from the perspective of different people (residents, politicians, students, farmers) to ask a hypothetical company that is seeking to mine a rural area in the Philippines (or another location).

Overall Expectation(s):

- B1.** analyse some interrelationships among factors that contribute to global inequalities, with a focus on inequalities in quality of life, and assess various responses to these inequalities;
- B2.** use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective;
- B3.** demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life.

Specific Expectation(s):

- B1.1** analyse some interrelationships among factors that can contribute to quality of life;
- B2.1** formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective;
- B3.8** identify and describe various factors that can contribute to economic development.

Catholic Graduate Expectation(s):

Guiding Question:

How do we live Gospel values through stewardship?

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1d -develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

An Effective Communicator who:

CGE2a -listens actively and critically to understand and learn in light of gospel values;

A Reflective and Creative Thinker who:

CGE3d -makes decisions in light of gospel values with an informed moral conscience;

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

A Collaborative Contributor who:

CGE5b -thinks critically about the meaning and purpose of work;

A Caring Family Member who:

CGE6c -values and honours the important role of the family in society;

A Responsible Citizen who:

CGE7j -contributes to the common good.

Evidence of Learning (Assessment and Evaluation Plan):

- Prior Knowledge: definition of *natural resources*
- discussion
- anecdotal notes
- reading skills/strategies
- observations
- collaborative talk structures
- Philippine Quality of Life Bingo (BLM#): assessment as learning

Teaching/Learning Strategies

Assessment as learning

Distribute “Philippines Quality of Life Bingo” (BLM.GEO8.M2.1.2) cards at the beginning of class. After each case study students are asked to identify (i.e., a star, checkmark) emergent themes from the day’s lesson. Ask students to think about an issue(s) being raised as they learn about each case (i.e., Rich Natural Resources, Inequality, Activism, Foreign Ownership, Indigenous Peoples). The goal is for students to recognize and identify all themes as the learning happens. There is also one blank square. Students will be asked to think of any other positive or negative factors that affect development and quality of life in the Philippines that they can add to the empty box.

Minds On [10 mins]

Provide a placemat template (or have students draw a placement template on a blank piece of paper) to table groups (or groups of 4 students) and each student should have their own writing tool.

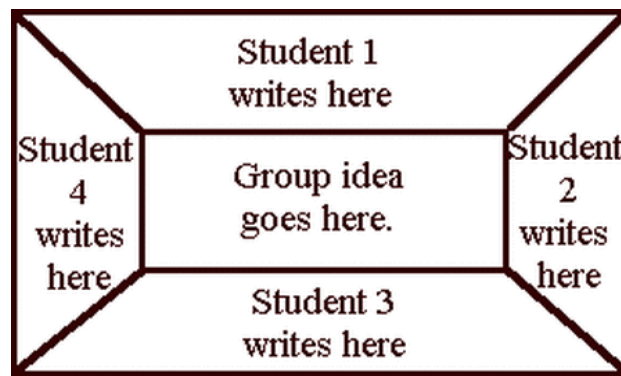


FIG 1.1: Placemat Sample

Ask students to imagine they live somewhere with an excellent quality of life. **Ask:** “How does that reflect in the country’s environment and natural resources?” (i.e., fresh produce, limited pollution, diversified vegetation, accessible drinking water, etc.) Allow a couple minutes for students to record their own answer in their designated space without discussion or debate from other group members. They are to then share their responses with their group members. They are to agree upon the 5 most important factors and write them in the centre of the placemat. Have groups share their ideas with the whole class.

Action [20 mins]:

Explain to the students that they will be watching two videos about how people in the Philippines seek to protect their natural resources and their environment from being exploited by foreign mining companies.

Screen two videos:

1. *A Voice for the Voiceless* [2013, 4:25] chronicles the struggle led by Father Edu. The video is available on Youtube: <https://www.youtube.com/watch?v=XCQu1WfNSZY>
2. *2012 Goldman Environmental Prize Ceremony: acceptance speech Edwin Gariguez* [2012, 3:19]. The video is available here: <https://www.youtube.com/watch?v=8MvLP-fcoXU>

Case Study: Struggling with Nickel Mining in the Philippines

As shown in the second video, the Goldman Environmental Prize honors the achievements and leadership of grassroots environmental activists from around the world. The 2012 winner was a Catholic priest from the Philippines, Father Edwin (“Edu”) Gariguez. This case study profiles the struggle that he led to protect the environment and the Indigenous peoples on Mindoro from the impacts of a nickel mine proposed by a large foreign mining company.

Hand out “Case Study: Struggling with Nickel Mining in the Philippines” (BLM.GEO8.M2.1.1) for students and ask them to respond to the following guiding questions as they watch the video. Answer Key is provided below and in BLM.GEO8.M2.1.1a

1. What are the natural resources in the video that activists are trying to protect?
Rice, fruits, vegetables, fish, drinking water (rivers)

2. Who was planning to open the mine?
A Norwegian mining company. (Note: Not also that many mining companies in the Philippines are from overseas. Canadian companies are major players in the Philippines mining sector.)
3. Whose quality of life would be improved by the mine and whose would be negatively impacted?
The quality of life of those working for the Norwegian mining company would be improved. The Indigenous people of the Philippines living in the area would have their quality of life negatively impacted due to the impact it would have on the environment.
4. What impact would opening the mine have on the environment?
The mine would destroy forest land, disrupt the ecosystem and contaminate water.
5. Can you think of another example of where this is happening/happened in the world?
Answers may vary. Note: Parallels can be made between other Indigenous Peoples who are trying to protect the land and environment from corporate interests. In Canada in 2017, the Secwepemc Nation petitioned Prime Minister Justin Trudeau to protect the water and land against the Kinder Morgan tar sands Pipeline. In the US in 2017, the Standing Rock Sioux Tribe protested the construction of the Dakota Keystone XL Pipeline because it would contaminate the drinking water and damage sacred Indigenous burial sites. None of these projects have consent of the Indigenous Nations whose lands and territories they negatively impact.
6. How do you think Father Edu lives out Gospel Values or Catholic social teaching?
As followers of Christ, we are called to be stewards of creation and to foster the common good. By defending the environment and the rights of the Mangyan people, Father Edu is protecting God's creation. By helping the Mangyan people, Father Edu is demonstrating compassion and solidarity with some the world's most marginalized peoples, demonstrating God's love for the meek.

Extension and Cross-curricular connections

As an extension, you may choose to learn more about Father Edwin Gariguez by reading the article found [here: http://www.goldmanprize.org/recipient/edwin-gariguez/](http://www.goldmanprize.org/recipient/edwin-gariguez/) Cross-curricular connections may also be made to Social Studies, particularly in connection to Indigenous rights in Canada.

Consolidation [15 mins]

Present the following situation to the class: A foreign company (just like in the video) wants to develop and extract the natural resources in a rural community (such as spring water). What questions would you ask the company if you were a resident, a farmer, a politician or a student?

In groups of 3-4 (or it could be the same groups from the Minds-on activity), allow 5 minutes to discuss. All students are to record their own individual questions. Invite each group to present 1-2 questions.

Complete the card, "Philippine Quality of Life Bingo" (BLM.GEO8.M2.1.2), marking a star on the themes covered for today's lesson such as: Rich Natural Resources, Inequality, Activism, Foreign Ownership, and Indigenous Peoples. Students are to submit this as assessment of learning.

Differentiated Instruction and Accommodations/Special Needs:

- rephrase, repeat instructions
- provision of visual, audio, kinesthetic prompts, etc.
- allow for choice, where applicable, through differentiating instruction and/or assessment

- Students may read the case study instead of or in addition to viewing the video
- provision of tools and/or apps (i.e., Google translate)
- varied instructional strategies (i.e., individual, pair, small/large group)
- ‘Flipped’ classroom; provide link to video/article/website prior to lesson
- scribe
- frequent breaks
- chunk assignments into manageable tasks
- additional time to complete work
- collaborative talk structures prior to written work

*Instructional, assessment and environmental accommodations must reflect student’s *Individual Education Plan*, if applicable.

Learning Materials

- computer with internet access, speakers, and projector
- paper for the placement exercise
- “Philippine Quality of Life Bingo” (BLM.GEO8.M2.1.2)
- A Voice for the Voiceless [2013, 4:25]
<https://www.youtube.com/watch?v=XCQu1WfNSZY>
- 2012 Goldman Environmental Prize Ceremony: acceptance speech Edwin Gariguez [2012, 3:19]
<https://www.youtube.com/watch?v=8MvLP-fc0XU>
- “Case Study: Struggling with Nickel Mining in the Philippines” (BLM.GEO8.M2.1.1)
- “Answer Key: Case Study: Struggling with Nickel Mining in the Philippines” (BLM.GEO8.M2.1.1a)

Elements of 21st Century Learning

Collaboration: Students work together, sharing responsibility, making substantive decisions, inter-dependently.

Knowledge Construction: Students create or adapt and evaluate prior knowledge, influencing change in a new context, across multiple disciplines.

Real-World Problem Solving & Innovation: Students problem solve, reaching beyond their immediate world, finding innovative solutions, consulting with experts in the wider community.

Skilled Communication: Students use various forms of communication, providing supporting evidence, communicating with clarity, honesty and sensitivity, reaching out to the greater community to enhance the quality of life.

Self-Regulation: Students work on long--term activities, knowing learning goals and success criteria in advance, with opportunities for self--direction, revising their work based on feedback.

Use of ICT for Learning: Students have the opportunity to use Information and Communication Technology for knowledge construction, creating ICT artifacts for others to use.

Resources

For a short primer about development in the Philippines and its progress towards the Sustainable Development Goals (which replaced the Millennium Development Goals in 2016):

<http://www.ph.undp.org/content/philippines/en/home/countryinfo/>

Teaching Notes

Please note the involvement of Canadian mining companies in the Philippines. To learn about the human rights violations in the Philippines and Canadian-owned mining companies involvement in such violations, read this media briefing paper produced by KAIROS: Canadian Ecumenical Justice Initiatives:

https://www.kairoscanada.org/wp-content/uploads/2017/03/Media-Packet_Open-for-Justice.pdf

Where possible make connections between the Philippine case study to FNMI struggles with mining companies here in Canada. For example, discuss the struggle between the Tsilhqot'in in British Columbia and mining companies which can lay claim to lands without any recognition of Indigenous rights:

<https://canadiandimension.com/articles/view/struggles-against-gold-mine-on-indigenous-land>

Case Study: Struggling with Nickel Mining in the Philippines

Respond to the following questions as you watch the video:

1. What natural resources can you see in the video/trying to be protected?

2. Who was planning to open the mine?

3. Whose quality of life would be improved by the mine and whose would be negatively impacted?

4. What impact would opening the mine have on the environment?

BLM.GEO8.M2.1.1

5. Can you think of another example of where this is happening/happened in the world?

6. How do you think Father Edu lives out Gospel Values or Catholic social teaching?

Answer Key

Case Study: Struggling with Nickel Mining in the Philippines

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Philippines Quality of Life Bingo

As you work through the case study, put a star in the box when you see an issue being mentioned. Can you eventually find the themes in all of the boxes? In the Free Space, indicate any other positive or negative factors that affect development and quality of life in the Philippines that are not listed.

<p>Gender Equity: In 2016, the Philippines ranked #1 in the Asia-Pacific region for various measures of gender equality.</p>	<p>Rich Natural Resources: The world's leading producer of nickel and major deposits of copper and gold; plus rich farming, forestry and fishery resources.</p>	<p>Inequality: The richest 10% of Filipinos control 70-80% of the country's wealth, making it one of Asia's most unequal countries.</p>
<p>Overseas Work: Over 2 million Filipinos go abroad to work every year.</p>	<p>Poverty: Around 25% of the population lives in poverty.</p>	<p>Activism: Citizen activism is widespread, but activist leaders are often under threat.</p>
<p>Corruption: Some politicians use public money and resources for personal gain or to fund their re-election.</p>		<p>Youth: A large and youthful population. A median age of just 23 in a total population of 100 million.</p>
<p>Foreign Ownership: Widespread foreign ownership or control of natural resources.</p>	<p>Skilled Workforce: 25 % of adults have post-secondary education.</p>	<p>Languages: Over 100 languages and dialects, and many people speak more than one. Plus, 4th largest number of English speakers globally.</p>
<p>Indigenous Peoples: Indigenous groups form about 15% of the population but are often the poorest and most disadvantaged.</p>	<p>Spatial Inequality: Only 4.5% of households in Manila live in poverty, but over 50% in parts of Mindanao.</p>	<p>Poor Public Services: Public services, such as education and healthcare, are poorly funded.</p>