

Making Good Decisions

Real World Ecosystems
Learner Worksheet
Grade Level: 5-8



Name:

You have been given a tag that identifies your community role and assigns you to a group. The next step is to decide a little more about yourself. You can use the multi-stakeholder information in the following chart to help you fill in the information below. Remember, it is up to you to decide the information about your character. The person you will be role playing may be different from yourself, but try to imagine what that person would be like.

Remember what the number on the tag accompanying the role indicates:

1 = You are very opposed to the use of pesticides or herbicides.

2 = You are undecided about banning pesticides or herbicides.

3 = You are not in favour of banning pesticides.

- 1. Role-play tag: What is your role-play position in the community? (see your tag, write it below)**

- 2. Circle one of the following to identify your overall position on the pesticide issue.**

Opposed to the use of pesticides

Undecided

Not in favour of banning

- 3. Describe what your character thinks about banning pesticides and herbicides. Use the following information to help you with ideas. Create a history and background for your role-play character. Write it in the space on the next page.**

<p>Youth The youth group can be a very active and persuasive group. Often, youth are able to attract the attention of government and organizations.</p>	<p>Government The government has many different departments that have been subject to cutbacks. Government departments are asked by citizens to provide more services with fewer resources.</p>	<p>Environmental groups Environmental groups are mostly composed of not-for-profit associations. They receive funding by doing research, projects with industries, and funding agencies. They often lobby for a particular issue and use a lot of research to support their cause.</p>
<p>Corporations and companies Corporations and companies are selling a product to make money. Often keen marketing strategies and public perception are very important to the success of the corporation or company.</p>	<p>Scientists Scientists research a variety of areas. Scientific research can be paid for by the government or industry. Sometimes this can limit the type of research done and how it is done. Once scientists have completed their research and published their work, it becomes public. Often scientists are under a lot of pressure to "prove" their findings.</p>	<p>Media Much of the media attention a topic will receive depends on the author's view about the subject. For example, Lorne Gunter will write from a corporate or consumer point of view, whereas others may side with sustainability objectives.</p>
<p>Medical community Surprisingly, the medical community is not in agreement about pesticides and herbicides. This may be because of the different research that is available or the type of patients the doctor sees in personal work experiences.</p>	<p>Agriculture People who work in the field of agriculture are often pressured into growing "perfect crops." The high standards that are demanded of farmers often pressure them into using a lot of chemicals. Farmers are then torn between maintaining healthy land and growing a crop that will be saleable.</p>	

Here are a few more points that you may want to use for your character profile.

Your character:

- believes that science will solve the debate
- believes that economics is more important than the environment
- believes that pesticides and herbicides cause health problems for people and animals
- believes that the government should change the laws
- believes that educating people about safe handling and application is the key
- believes that there is no real scientific evidence to prove there is any problem with pesticides and herbicides
- believes that the environmentalists have done research to prove their beliefs, but have not publicized any opposing information

4. **My character's position: (Include reasons why your character is or is not in favour of banning the use of pesticides.)**

5. **Do some further research to find out what steps you would have to take in order to help bring about change in the regulations about such things as the use of chemicals in the environment. To whom do you have to speak? In what order are the various steps to be carried out? Remember, simply yelling in protest does no good. Think about the steps that Dr. Irwin went through, then devise your own plan.**

Decision Making: Doin' It Right

Part B: Group Worksheet

Names of people in your group and their character:

Name	Character
1.	
2.	
3.	
4.	
5.	
6.	

Use the backgrounder and perhaps some internet sources for information to help develop your group's position. You may want to use a scrap piece of paper to jot down ideas first. Remember that it is important to understand the opposing point of view in order to better defend your own.

6. Why should pesticide use be banned in the community?

7. Why shouldn't pesticides be banned in the community?

8. Your group will have to define and record its position about whether or not to ban the cosmetic use of pesticides in the community. Start with an opening sentence such as "After a long discussion, our group has come to the conclusion that...."

9. In point form, record what information your group has found to support its final position.

10. Make a recommendation. What would your group like to see being done based upon your research findings? A sample statement might read as follows: We recommend that pesticides and herbicides _____ within public parks and/or places where children may spend time.

11. Now, put all your information together into one paragraph that will become the basis for your group's presentation to the class. Each learner should write their own paragraph. Finish your paragraph by saying, "We feel confident that this stand will benefit the community," or "We hope to continue to work towards a solution that will be acceptable for everyone."
