

Students use a decision-making process to explore the complex nature of real-world environmental conflicts. Students will explore the geographical, cultural, and political context of the social issue within the case, identify the stakeholders and their role and impact, and map out the intended and unintended consequences from the decision that was made. They will then use this knowledge to problem-solve the situation, gaining an understanding of how these issues are ultimately resolved.

Hours	• Key Questions and	Lesson Objectives and Outcomes	Suggested tasks/activities	Homework
Hour 1	<p>How do you make a decision?</p> <ul style="list-style-type: none"> • What was the decision about? • How did you go about making your decision? • What steps did you take? Who was involved in the process of making the decision? • Did you seek any outside information to influence the decision you made? • What is the reason for building the dam? • 	<p>To develop an understanding of how decisions are made involving complex environmental issues.</p> <p><u>Learning Outcomes:</u></p> <p>All will be able to understand the decision making process.</p> <p>Most will be analyse how building a dam will have an impact on the environment.</p> <p>Some may be able to evaluate the benefits and consequences of building a dam, and consider why various geographic and political factors may influence the decision.</p>	<p>1. Use the initial question ‘How do you make a decision’ to allow students to think about their own thought processes when making a decision.</p> <p>2. Introduce objectives and outcomes.</p> <p>3. Provide information about the environmental controversy around the Lake Turkana dam case study-use the images to give context to the area. <i>How would you describe this environment?</i> <i>Where is this?</i></p> <p>Explain to students that in many instances, people from multiple nations or communities are faced with having to collectively make decisions about shared natural resources.</p> <p>3. Give students the <i>Case Study: Friends of Lake Turkana</i> article and read as a class.</p> <p>Class feedback to gage understanding- what is the initial reaction after reading this article?</p> <p>4. Use following questions to generate discussion- lead students to the following answers. Students can articulate their understanding or answer questions in full in their books once discussed.</p> <p><i>What is the reason for building the dam? (to generate electricity for the</i></p>	

	<ul style="list-style-type: none"> • Who does the dam benefit? • What would happen to the environment in the area if the dam were built? • What would happen to the people and other living things in the area if the dam were built? 		<p>surrounding areas through a hydropower station within the dam)</p> <p><i>Who does the dam benefit?</i> (It will benefit the surrounding areas, particularly rural Ethiopia, Kenya, Sudan, and Djibouti.)</p> <p><i>What would happen to the environment in the area if the dam were built?</i> (The dam affects water flow into the Lake Turkana region. It would lower the lake level, and it could change the salinity of the lake and affect its inhabitants.)</p> <p><i>What would happen to the people and other living things in the area if the dam were built?</i> (The indigenous people practice flood-retreat agriculture. The dam would alter the outflow and would reduce seasonal flooding. The lack of the rich silt would destroy flood-retreat agriculture.)</p> <p>5. Peer Assessment to be used to mark each other's work, to ensure students have understood the article and how this has an impact on the environment.</p>	
Hour 2	<ul style="list-style-type: none"> • What is a stakeholder? • Who are the key stakeholders in the building of the dam? • How will the build impact the environment? How will this affect Lake Turkana? 	<p>To explore how and why decisions are made involving environmental issues.</p> <p>All will be able to understand the decision making process and begin to identify factors which will influence this.</p> <p>Most will confidently analyse how building a dam will have an impact on the environment. They will also consider how stake holders play a vital role in determining complex decisions.</p>	<p>1. Display the word 'Stake-holder' on the board and ask students to paired talk (2 mins) to decipher what this actually means and how does it relate to their own case study. Reveal the definition for what a stakeholder actually is.</p> <p>2. Ask students to mind map all of the individuals that might be involved in the decision about the construction of the Gilgel Gibe III Dam.</p> <p>Students should then work together to create a list of all the stakeholders in this particular case.</p> <p><i>(Ethiopian government, Salini Construttori [Italian construction company], Chinese government, Kenyan government, indigenous</i></p>	

	<ul style="list-style-type: none"> • What is the view of each stakeholder? • How do you know? • What are their interests? • Why are decisions difficult? • How did you feel when you were making decisions from your stakeholder's perspective? 	<p>Some may be able to evaluate the benefits and consequences of building a dam, exploring why various geographic and political factors may influence the decision.</p>	<p><i>communities, Lake Turkana aquatic life, migratory waterfowl, tourism industry)</i></p> <p>3.Feedback- teacher to record ideas on the board.</p> <p>5 .In groups of three students should read the information about their stakeholder in <i>the Case Study: Friends of Lake Turkana handout.</i> Students should identify and analyse the perspective of their stakeholder in relation to the building of the dam. Students can record their ideas as a mind-map and prepare to present their ideas, culminating in their decision from their stakeholder's perspective and justifying their reasons why. Students should then present their ideas back to the rest of the class.</p> <p>As each group presents their ideas, the rest of the class should fill out and record notes using the 'stakeholder' table resource.</p> <p>Plenary: Use question to consolidate learning.</p> <p>6.'Why is the decision making process so difficult?'</p>	
Hour 3	<ul style="list-style-type: none"> • Why is the lake an important factor in the decision making process? • Can everyone ever be happy when complex environment issues are involved? 	<p>To explore how and why decisions are made involving environmental issues.</p> <p>All will be able to understand the decision making process and begin to identify factors which will influence this.</p> <p>Most will confidently analyse how building a dam will have an impact on the environment. They will also consider how stake holders play a</p>	<p>1.Clips can be used to facilitate students understanding of the area, this will allow students to form their own views.</p> <p>Questioning used to gage understanding: Why is it important for us to understand where the Omo River is located on the map? Why is the river not straight; why does it meander? What evidence does the map provide to support that the Omo River feeds into Lake Turkana? How will the dam affect Lake Turkana?</p>	

<ul style="list-style-type: none"> • Can you reflect on your own decision? • How would you describe your own process? • How did you come to this viewpoint? • Why have you made this decision? 	<p>vital role in determining complex decisions.</p> <p>Some may be able to evaluate the benefits and consequences of building a dam, exploring why various geographic and political factors may influence the decision. They may also reflect on their own decision making process.</p>	<p>2. Students should use paired talk, considering the similarities and differences among the various stakeholder statements. To promote discussion, categorize the stakeholders that are in favour of building the dam and the stakeholders that are not in favour of the dam. Use the idea bubbles 'benefits and consequences'. Students can use resource to help them consider each influence in the decision making process.</p> <p>Target questions: How do you cater for all perspectives and needs of all stakeholders? Do you think you could come to a decision in which all involved would be happy? If yes, why? What would the process be?</p> <p>4. Students individually reflect upon the process by writing down their thoughts. Use the following questions to guide their reflections:</p> <ul style="list-style-type: none"> • What were some of the roadblocks you experienced in making your decision? • Was there anything you considered but was not necessary in your discussions during your decision-making process? Explain. • How did your group weigh the different consequences when making your decision statement? • Did you feel that all stakeholders got a fair voice in the process? Why or why not? <p>3. Students should write this on their own 'decision statement' – please see resource 'decision statement'</p> <p>4. Students to share their own decision and reasons why.</p>	
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