

Exploring Diverse Perspectives

Learning Goal:

Gain an understanding of the role of different stakeholders in the energy system and of their interests and priorities.

Instructions:

Step 1: Organize your class into the roles of the Energy Transition Game (except for banker and Project Review Board). Try to divide the class into the same groups they will be in when they play the game. However, the banker and students in the Project Review Board must be placed into different groups for this activity only (this is because both these roles are difficult to research, so they can instead learn about the perspective of another role for this activity).

Step 2: Assign each group one of the following roles: Oil Sands Developer, Indigenous Energy Developer, Oil & Gas Refiner, Renewable Energy Developer, Indigenous Council, Town Council, Oil and Gas Union Leaders, Left-leaning political party, and Right-leaning political party. Do not assign banker or Project Review Board.

Step 3: In their groups, have students research their role using the template provided on the next page.

Step 4: When students are finished and understand the perspectives associated with their role, have groups take turns presenting their findings to the class. This will help students understand all the roles in the game and be better able to communicate and negotiate during the Energy Transition Game.

Resources to get started:

[Alberta Narratives Report 1, page 37 and 42](#)

[Alberta Narratives Report 2, page 7-11 and 26-29](#)

Names: _____ Homeroom: _____

Role: _____

The roles in this game are designed to be general and not refer to any specific people or groups. However, what are possible real-life examples of groups that would fall into your role? For example, if your role is Left-leaning government, what political parties in Alberta or Canada would fall into that role? If your role is Indigenous Council, what First Nations groups live in Alberta? If your role is Town Council, what towns in Alberta have a connection to an energy resource project (renewable or nonrenewable)? **If your role is banker or Project Review Board, please choose a different group to work with for this activity.**

1. Real life examples of your role:

2. Choose **one** of the above real-life examples. Research their perspective on the development of oil and gas and renewable energy. What do they support? What is their perspective on environmental issues?

Perspective on Energy Development	Perspective on Environmental Issues