

**Pictou County Forest School - Grade 12 Post-Visit Lesson Plans**  
**Advanced Global Geography 12**

**Activity:** Resilient Communities

**General Curriculum Outcomes:**

**Citizenship, Power, and Governance:** A. demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance Individuals.

**Societies, and Economic Decisions:** B. demonstrate the ability to make responsible economic decisions as individuals and as members of society.

**People, Place, and Environment:** C. demonstrate an understanding of the interactions among people, places, and the environment.

**Interdependence:** E. demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment—locally, nationally, and globally—and the implications for a sustainable future.

**Context:**

**This activity serves as Part 2 of the ‘Grade 12 Pre-Visit Lesson Plans: Advanced Global Geography 12’ conducted prior to visiting Pictou County Forest School. This activity serves to build upon students’ evolving knowledge of resource use and how and where food comes from. It seeks to have students turn their gaze from a home-based resiliency to a community-based one where much more thought has to be put towards all the various stake-holders involved in a fully functioning community of people.**

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In North America today we have surpluses of food never before seen in human history. The sheer abundance and variety of food from all over the world is a staggering example of the logistical and ingenious aptitudes we as humans possess. And yet the costs of this have been dire. Supply chains have never been longer and more untenable; food prices keep going up; meat is mostly produced in squalid factory farms; we are losing topsoil at an alarming rate; and the petro-chemicals required to support the current factory farm model that creates this abundance are in our soils and our water supplies, not to mention the food we eat.

Are there tangible solutions to these problems? There’s never one simple answer to such complex, interrelated issues, but a good start is the idea of food sovereignty on the local community level: local households, neighborhoods, and communities taking back control of their food. A resilient community is filled with self-reliant households. It has been said that no democratic civilization can last long if it is built upon a citizenry that consumes more than they produce.

*“Only by restoring the broken connections can we be healed. Connection is health. And what our society does its best to disguise from us is how ordinary, how commonly attainable, health is. We lose our health -- and create profitable diseases and dependencies -- by failing to see the direct connections between living and eating, eating and working, working and loving.”* Wendell Berry

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**Materials:**

Interview and site tour of a permaculture homestead

<https://www.youtube.com/watch?v=2pcRdXRJ9hE>

Urban Homestead

<https://www.youtube.com/watch?v=Y9ZukMyejLk>

Permaculture Zones explained with

<https://www.rustica.fr/permaculture/zonage-permaculture.16487.html>

**Activity:**

*Create an infographic (a graphic display using pictures, numbers, words), or a town map, that illustrates how a resilient community looks to you.*

Thinking about the basic necessities for survival (e.g., food, water, shelter, fire) as well as the other necessary components that make a life worth living (e.g., family, friends, recreation, arts, spirituality, beautiful natural surroundings, animals), design a townscape that meets these requirements.

- Where is food produced?
- How do people travel around the town?
- What do people's homes look like? How do they function?
- Where do people shop?
- What do people do for fun?
- Where does their energy come from?