# Debate Topic: Fracking

Background Reading: <http://www.canadiangeographic.ca/magazine/oct11/fracking.asp>

<http://scientific-alliance.org/scientific-alliance-newsletter/pros-and-cons-fracking>

<http://www.thestar.com/news/world/2012/02/05/fracking_fracas_pros_and_cons_of_controversial_gas_extraction_process.html>

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| In opposition to fracking | In support of fracking |
| STAKEHOLDERS: 1. Environmentalist
2. Landowner
3. First Nations representative
 | STAKEHOLDERS:1. Provincial Government representative
2. Oil/gas company representative
3. Unemployed labourer
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| DEBATABLE TOPICS* Increased greenhouse gas emissions
* Use of water resources
* Contamination of groundwater
* Disposal of fracking fluids
 | DEBATABLE TOPICS * Job creation
* Less dependence on oil & coal
* “Clean” fuel, compared to coal
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## OVERVIEW OF THE ISSUE

One student is responsible for providing an “overview” of the fracking issue so that the students listening to the debate can understand the discussion that follows.

## FOR THE REMAINDER OF THE STUDENTS:

Each student must take on the role of one of the stakeholders. Balance the number of students who will be in support of and in opposition to fracking.

Each student is responsible for researching how fracking will affect someone in their “stakeholder position”. Take note that to prepare a debate, one must also anticipate counterarguments (points that someone might bring up to argue against you).

## STAKEHOLDER OPPOSED TO FRACKING

You must be prepared to argue against the supporters of fracking; research the supporting points and be prepared to “debunk” them.

## STAKEHOLDERS IN SUPPORT OF FRACKING

You must be prepared to argue against those who oppose fracking; research the opposing points and be prepared to “debunk” them.

## EACH STUDENT:

Hand in a report of your research using the graphic organizer below:

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| According to your particular role as a stakeholder, why do you support/oppose fracking? Provide evidence for your position. |
| Anticipate how another stakeholder might disagree with you. Provide evidence that could be used to weaken your position. |
| Anticipate how another stakeholder (different from above) might disagree with you. Provide evidence that could be used to weaken your position.  |