

# Great Bear Rainforest Activity Plan

## Inquiry:

### What is a rainforest?

Using photographs of the Great Bear Rainforest, students first answer questions about the temperate rainforest bioregion. After having an outdoor experience, students create a poster comparing their local region with the Great Bear Rainforest.

## Learning Objectives

Students will:

- Define “bioregion”
- Identify the characteristics of a rainforest
- Describe their home bioregion based on observations

## Preparing for the Activity Plan

Explore possible excursion sites, check the weather, and ask students to come prepared to spend time outside.

## Materials

- Computer lab or a class set of internet-enabled devices
- Time outdoors, preferably in a natural area
- Whiteboard or chalk board
- Materials for activities (teacher chosen)

# Background Information

## **Great Bear Rainforest in 4K - Exploring British Columbia, Canada**

(Devin Graham; 3:27)

<https://youtu.be/7wWQ-0CKv1M>

## **Great Bear Rainforest / North and Central Coast Field Expedition**

(Outdoor Recreation and Tourism Management, University of Northern BC (ORTM-UNBC; 4:39)

<https://youtu.be/sQTTZ-xvIWk>

## **Negotiation of Final Ecosystem Based Management in the Great Bear Rainforest (2:42)**

<https://youtu.be/NYCWZ1JEy7U>

## **The Science Behind the Great Bear Rainforest Agreement**

(CBC Vancouver; 2:24)

<http://www.cbc.ca/player/play/2683078500/>

# Delivering the Activity Plan

## **Access Prior Knowledge**

- Ask the class “What is a bioregion?” If no one knows have them guess by dividing the word into “bio” and “region.”

Example definition: Bioregion is a land and water territory that is defined by a geographic region.

- Ask class for examples of bioregions (boreal forests, Pacific Northwest Coast, wetlands, tundra, Rocky Mountains, etc.)
- **Think-pair-share**  
Have students engage in a think-pair-share activity with the subject: “rainforest as a bioregion.”

## Inquire

- **Guess what a coastal temperate rainforest might look like.** Have students search for images in the gallery, or on Instagram or Google. Have students search the hashtag #greatbearrainforest, or research a specific photographer (Paul Nicklen, Marven Robinson, Tim Irvin), or Raincoast Foundation or Pacific Wild (Ian McAllister).
- Have students select three photos that they feel are examples of a temperate rainforest. Ask the following questions:
  - » What do the images have in common?
  - » What makes you think “rainforest” when you see the image?
- **Whiteboard relay**

Hand out two or three markers. Start a mind map with “Great Bear Rainforest” written in the middle. Students with markers come up and add something to the mind map and then hand the marker off to another student who does the same. Either have each student go up once or twice, or have a time limit to signal the end of the activity.

## Experience

- **Neighbourhood exploration**  
Have students go for a short walk around the schoolyard, around the block, or to a natural area.
- Ask students to use all of their senses to explore their “home environment.” Have them touch vegetation, smell the air and the plants, and listen for water, birds, or rustling leaves.
- After experiencing the outdoors using their senses, have students imagine what they would not only see but hear, smell, touch, and perhaps even taste in the rainforest. Ask students to share their ideas with a partner or in a small group.
- Have students write a short reflection or poem about what they feel the sensory experience of the rainforest would be.

## Explore

- Ask students what their local environment has in common with the Great Bear Rainforest. Create another mind map to compare and contrast between their local environment and the GBR.
- Have students create a poster illustrating the connections between their home environment and the coastal temperate rainforest.

## Assess

- Did students demonstrate an understanding of the unique features of the rainforest?
- Did students make pertinent observations on the neighbourhood walk?
- Were students able to compare / contrast their home environment and the rainforest?

## Go Beyond

- Brainstorm as a class and/or research individually how where students live is connected to the GBR.
- Science is based on observations, which then leads to asking questions. Provide students with the following prompt:
  - » Based on your outdoor observations, can you come up with three questions about your bioregion?  
**Example:** I noticed a lot of birdsong. Does this indicate the arrival of spring? I noticed that we don't have evergreen forests here. Does that have to do with rainfall?
- Have students explore the ways in which their bioregion supports life. What makes this a good place to live for wildlife and humans? If you went back in time a thousand years how would you live? What would your food, shelter, and clothing look like?
- Discuss the difference between "climate" and "weather." Have students graph rainfall and temperature data over a period of time. Compare the local weather / climate with that of the Great Bear Rainforest.

**Possible references:**

**The Weather Network**

<https://www.theweathernetwork.com/forecasts/statistics/list>



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