

# Great Bear Rainforest Activity Plan

## Inquiry:

### How is the Great Bear Rainforest being conserved?

This activity plan has two parts. In **Part One**, students in small groups research the concerns of a stakeholder group with an interest in the GBR, and then represent the position of that group. The class has a roundtable discussion/debate to voice needs and concerns over land use in the Great Bear Rainforest. In **Part Two**, students act as environmental advisors and choose a region / land that they feel needs to be conserved. Then they prepare a presentation on land-use recommendations.

## Learning Objectives

Students will:

- Research stakeholder groups in the Great Bear Rainforest
- Discuss / debate stakeholder positions
- Define ecosystem-based management
- Research and present land-use recommendations on a region of their choosing

## Preparing for the Activity Plan

Read through the resources to gain an understanding about the Great Bear Rainforest Land Use agreement.

- The article: “From Conflict to Collaboration: The Story of the Great Bear Rainforest” provides a good overview of the agreement process. See the end of the document for principles of ecosystem-based management.
- At home and before the class, have students take notes on the following multimedia presentation of the various stakeholder positions on land use in the Great Bear Rainforest.

### **The Great Bear Rainforest**

<https://media.openschool.bc.ca/assets/greatbear/>

# Materials

- computer and projector
- student computers / tablets / devices
- internet access

## Blackline masters

- Great Bear Rainforest Stakeholder Research
- Land-use Recommendations

## Rubrics

- Teacher checklist
- Self-assessment of Group Work

## Websites

### **From Conflict to Collaboration: The Story of the Great Bear Rainforest**

This document is too long and technical for middle school students, but may provide useful information for teachers.

<https://coastfunds.ca/wp-content/uploads/2016/02/StoryoftheGBR.pdf>

### **Ecosystem-based management (Coastal Stewardship Network; Coastal First Nations Great Bear Initiative)**

This website discuss aspects of ecosystem-based management.

<https://coastalfirstnations.ca/our-sea/marine-planning-a-first-nations-approach/ecosystem-based-management-in-marine-planning/>

### **Great Bear Sea > Elementary > Lesson 6: Collaborative Decision-making**

Includes background information on collaborative decision-making.

<http://greatbearsea.net/elementary-curriculum/lesson-6/>

### **Great Bear Sea > Elementary > Lesson 5: Marine Planning and Perspectives**

Includes background information on the Marine Planning Partnership for the North Pacific Coast (MaPP).

<http://greatbearsea.net/elementary-curriculum/lesson-5/>

### **Great Bear Sea > Elementary > Lesson 7: Marine Planning and Eelgrass Beds**

Includes background information on management zones, marine protected areas, and the Northern Shelf Bioregion MPA Network

<http://greatbearsea.net/elementary-curriculum/lesson-7/>

## **Great Bear Sea > Secondary Environmental Science > Lesson 4: Sustainable Resource Planning for the Future**

Includes background information on the Marine Planning Partnership, Marine Protected Areas (MPAs), the Northern Shelf Bioregion MPA Network and the Coastal Guardian Watchmen.

<http://greatbearsea.net/environmental-science/lesson-4/>

## **Great Bear Sea > Secondary Social Studies > Lesson 2: Collaborative Decision-Making**

Includes background information on collaborative decision-making.

<http://greatbearsea.net/social-studies/lesson-2/>

## **Protecting and Conserving BC's Great Bear Rainforest (Canadian Council of Forest Ministers)**

<https://www.sfmcanada.org/en/sustainable-forest-management/great-bear-rainforest>

## **Videos**

### **Beyond Expectations (BC Market Outreach Network) (8:30)**

<https://www.youtube.com/watch?v=8Y92T4tp6IE>

### **The Story of the Great Bear Rainforest (3:02)**

Shows how environmental groups, industry, government and First Nations came together to conserve the GBR.

[https://www.youtube.com/watch?time\\_continue=143&v=OgN2PFAEtGM](https://www.youtube.com/watch?time_continue=143&v=OgN2PFAEtGM)

## **Multimedia**

### **Great Bear Rainforest Land-use Simulation**

<https://media.openschool.bc.ca/assets/greatbear/>

# Delivering the Activity Plan

## Access Prior Knowledge

- After students have viewed the multimedia resource, discuss the various stakeholder groups and what their concerns are. Write answers on chart paper or on the board.

## Inquire

### Part One

- In small groups, have students choose one of the stakeholder groups to represent (government, forestry industry, environmental groups, First Nations, or unions representing industry workers).
- Hand out the blackline master, "Great Bear Rainforest Stakeholder Research." In addition to the information they have gathered from the multimedia resource, have students research the needs and concerns of each group as it relates to the Great Bear Rainforest.
- With the teacher acting as moderator, have groups come together as a class in a roundtable discussion / debate to voice their needs and concerns over land use in the Great Bear Rainforest.
- Discuss solutions / compromises that each group may have to make to reach an agreement.
- Show the class the following videos on conservation in the Great Bear Rainforest .

### **Beyond Expectations** (8:30)

<https://www.youtube.com/watch?v=8Y92T4tp6IE>

### **The Story of the Great Bear Rainforest** (3:02)

<https://www.youtube.com/watch?v=OgN2PFAEtGM>

- As a class, define ecosystem-based management.
- Discuss highlights of the Great Bear Rainforest Land-use Agreement
  - » In 2006, after over a decade and thousands of hours of negotiations between First Nations, environmental groups, industry and the BC government, an agreement was reached.
  - » In 2006, logging was banned in 33% of the region immediately, and the entire Great Bear Rainforest committed to ecosystem-based forestry management by 2009.

- » In 2014, environment and industry groups agreed to a target of retaining 70 per cent of the Great Bear Rainforest.
- » Land conserved included: 55% of estuaries, 54% of wetlands, 40% of salmon streams, 30% of habitat for key species, 34% of old growth forest, 39% of mature forests.

## **Part Two: Land-use Recommendations**

- Individually or in small groups, have students choose a land area / region they feel needs to be conserved. It could be a region that is local, provincial, national or international.
- Tell students that they are the newly appointed environmental advisors. They must prepare a presentation to the class on their recommendations for land use in their chosen region. They will have to research and come up with a set of recommendations based on their knowledge.

## **Experience**

- Hand out blackline master: Land-use Recommendations. Using the blackline master as a guide, have students research and choose how they will present their recommendations (report, podcast, video, slideshow, play, etc.).

## **Assess**

- Have students hand in blackline master – Great Bear Rainforest Stakeholder Research
- Teacher Checklist
- Rubric: Self-evaluation of Group Work

# Teacher Checklist

Are students able to:

- use inference to clarify and define their position?
- identify the natural resources found in the Great Bear Rainforest?
- compare a range of viewpoints on the issue of conserving the Great Bear Rainforest?
- demonstrate an understanding of First Peoples land ownership and use?

# Self-assessment of Group Work

Student: \_\_\_\_\_

Group Members: \_\_\_\_\_

Assignment or Task: \_\_\_\_\_

|   | Always | Almost always | Sometimes | Not at all |
|---|--------|---------------|-----------|------------|
| Members of the group worked hard at their roles.                |        |               |           |            |
| Everyone understood the task and the criteria.                  |        |               |           |            |
| Everyone was able to answer questions and complete their tasks. |        |               |           |            |
| Members of the group felt comfortable sharing ideas.            |        |               |           |            |
| Everyone was willing to listen to the ideas of others.          |        |               |           |            |

## Go Beyond

- Students create a visual timeline that tells the story of how the Great Bear Rainforest agreement was reached.
- Have students research how environmental groups played a role in the land-use agreement on the conservation of the Great Bear Rainforest. Students could choose one group to research (Stand.earth [formerly ForestEthics], RainCoast Conservation Foundation, Sierra Club BC, Greenpeace).



# Great Bear Rainforest Stakeholder Research

Student: \_\_\_\_\_

Group you are representing: \_\_\_\_\_

| Considerations  | Observations |
|---|--------------|
| What are the interests of your stakeholder group in the GBR?<br><br>(Economic, environmental, etc.) |              |
| What might this group lose with a land use agreement?   |              |
| What might this group gain with a land use agreement?   |              |
| What solutions could address your group's needs and meet their concerns?                            |              |
| What compromises does your group have to make?  |              |



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