In what ways can stewardship and activism be practiced at the personal, community, and global levels?

In this activity, students will research and address an ecological issue that matters to them, and exercise stewardship planning by drafting and proposing a policy for their chosen issue.

Learning Objectives

Students will:

- Identify what matters to the student in their own community

- Understand the negative and positive impacts of human-environmental interaction

- Compare stewardship in the Great Bear Rainforest to their community (continuity and change)

- Use the inquiry process to further understand a critical local ecological issue

- Create a proposed policy to address a critical ecological issue that matters to them

Preparing for the Activity Plan

- This activity will require two to three 60 minute classes.

- Read the background information and preview the videos and websites.

- Draw a Venn diagram with the headings "Stewardship" and "Activism" on the whiteboard to be completed with the class during the activity.

Materials

- whiteboard

- computer and projector

- student computer / tablet / devices

- poster paper, markers, pens, pencils

- Blackline Master 1: Stewardship in the Great Bear Rainforest

- Blackline Master 2: Why Here? Why Care?

- Blackline Master 3: Stewardship in My Community

Background Information and Resources

Videos:

Great Canadian Shoreline Cleanup—The West Coast Trail
https://www.youtube.com/watch?v=7ykQq_KwwcI

Articles:

Globe and Mail: Great Bear Rainforest Provides Residents with a Future
https://coastfunds.ca/news/globe-and-mail-royals-step-into-great-bear/

Taking Out the Trash on Calvert Island
https://www.hakai.org/blog/taking-out-the-trash-on-calvert-island/

Sorry, we're closed: activists call off Grizzly hunt in Great Bear Rainforest
https://www.cbc.ca/news/canada/british-columbia/grizzly-bear-hunt-sign-campaign-great-bear-rainforest-1.3730053

Stewardship (The Great Bear Rainforest Education and Awareness Trust)
https://greatbearrainforesttrust.org/stewardship/

What are policies?
http://www.leoisaac.com/policy/index.htm

Writing a Policy: Structure and Components
http://www.leoisaac.com/policy/top125.htm

Delivering the Activity Plan

Access Prior Knowledge

- Students should be able to differentiate stewardship and activism and discuss the ways the two activities overlap.

- Have students read the article [Great Bear Rainforest Provides Residents with a Future](#).

- Discuss how stewardship focuses on ongoing maintenance and protection. Together as a class, fill in the Venn diagram with the headings "Stewardship" and "Activism" on the whiteboard.

- Have students read the article [Sorry, we're closed](#).

- Discuss how activism focuses on systemic change. Fill in the Venn diagram together as a class.

- Have students watch the video [Great Canadian Shoreline Cleanup—The West Coast Trail](#) and then have them read the blog [Taking Out the Trash on Calvert Island](#). Using a Think, Pair, and Share format, have students discuss these questions:

  » How are the volunteers of the Great Canadian Shoreline Cleanup on the West Coast Trail and on Calvert Island practicing stewardship and activism?

  » What are the impacts of their actions on the personal, community, and global levels?

Inquire

- Have students investigate what stewardship looks like in the Great Bear Rainforest by reading the article [Stewardship](#).

- Divide students into three groups and assign each group one of the following stewardship strategies:

  » ecosystem-based management,

  » community development, or

  » forest and marine plans.

- Have group members investigate and discuss their assigned stewardship strategy.

- Have group members create a poster about their strategy to present a summary of their inquiry to the class.

Experience

- As a class, review the structure and components of a policy draft. Information can be found at [Writing a Policy: Structure and Components](#).

- Using the webpage at [Stewardship](#) and students' summaries on their posters, discuss how stewardship and activism formed the policy in the Great Bear Rainforest.

- As a class, complete and fill out Blackline Master 1: Stewardship in the Great Bear Rainforest (below).

- Alternatively, break students into groups and assign one to two components of the blackline master for each group to complete, then come back together as a class to check for understanding.

Explore

- Individually or in groups, have students choose a critical ecological issue that is threatening their local community.

- Have students examine and explain why their chosen issue is significant by filling out Blackline Master 2: Why Here? Why Care? (below), researching further and in more detail.

Reflect and Connect

- Have students examine their coloured maps and consider the overlap between their chosen species' ecology with the area of human use/activity.

- Have students pair up again to share and compare their research.

- Ask students to consider the question, "How are humans impacting their chosen species in the Great Bear Rainforest region?"

Assess

- Have students research their chosen ecological issue further to identify a need or gap in social policy by filling out a policy template using Blackline Master 3: Stewardship in My Community (below).

- Have students draft a policy to address their chosen ecological issue and propose this to the class/community.

Go Beyond

- Have students a proposal campaign for their policy drafts; a classroom conference can take place for everyone to exhibit and explore issues that matter to their peers. The proposal campaign can be in the form of a pamphlet, a short commercial (video clip), a speech, or another method of your/their choosing.

Stewardship in the Great Bear Rainforest

Policy Component	Great Bear Rainforest
1. A statement of what the Great Bear Rainforest Agreement seeks to achieve for the nations and stakeholders involved.	
2. What are the principles, values, and philosophies underpinning the Great Bear Rainforest Agreement?	
3. What are some broad service objectives which explain the areas involved in the Great Bear Rainforest Agreement?	
4. What are the proposed strategies to achieve each objective?	

Policy Component	Great Bear Rainforest
5. What specific actions are proposed to be taken?	
6. What are the desired outcomes of the specific actions?	
7. What will be the Agreement's performance indicators for stewardship?	
8. What are the proposed management plans and day-to-day operational rules covering all aspects of the Agreement?	
9. What will be the review program for assessing the effectiveness of stewardship?	

Stewardship in the Great Bear Rainforest

My chosen ecological issue: _____

_____

Why Here?

Briefly explain why the ecological issue you have chosen is significant:

_____

_____

_____

_____

_____

_____

_____

_____

Why Care?

Why should we draw attention to your chosen issue? Explain how your issue affects the environment at the personal, community, or global levels.

Why Here? Why Care?

Personal	Community	Global

Stewardship in My Community

Policy Component	Great Bear Rainforest
1. A statement of what the Great Bear Rainforest Agreement seeks to achieve for the nations and stakeholders involved.	
2. What are the principles, values, and philosophies underpinning the Great Bear Rainforest Agreement?	
3. What are some broad service objectives which explain the areas involved in the Great Bear Rainforest Agreement?	
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Policy Component	Great Bear Rainforest
5. What specific actions are proposed to be taken?	
6. What are the desired outcomes of the specific actions?	
7. What will be the Agreement's performance indicators for stewardship?	
8. What are the proposed management plans and day-to-day operational rules covering all aspects of the Agreement?	
9. What will be the review program for assessing the effectiveness of stewardship?	