

Great Bear Rainforest Activity Plan

How could the story of the GBR inform other environmental and/or socio-cultural sites?

In this activity, students will explore the significance of symbols and use persuasive techniques to create a conservation marketing product that informs about another environmental/social-cultural site.

Learning Objectives

Students will:

- Research and identify other sites of conservation in the world
- Reflect on the significance of the story of the Great Bear Rainforest
- Consider how the Great Bear Rainforest model could be applied elsewhere (continuity and change)

Preparing for the Activity Plan

- This activity plan will require two or three 60 minute classes.
- Read the background information, and preview the videos and websites.
- If possible, arrange to take an optional field trip to see the Great Bear Rainforest IMAX film if it is accessible in your school district.
- Otherwise, introduce students to Ian McAllister, an activist who was a part of creating the name “Great Bear Rainforest.” He is also one of the founders of the environmental organization Pacific Wild, and is a passionate photographer who shot images of wildlife in the Great Bear Rainforest to raise awareness of its story and for the drive for its conservation. Read about Ian McAllister’s experience directing the Great Bear Rainforest IMAX film at Q&A with Director Ian McAllister, to gain further insight about the story of GBR and the power of photography and film:

Materials

- whiteboard
- computer and projector
- student computers / tablets / devices

- poster and construction paper
- pens, pencils, coloured pencils, markers or felt pens, rulers
- Blackline Master 1: Conservation Marketing

Background Information and Resources

Videos

WWF on TV: Polar Bears (1:00)

<https://www.youtube.com/watch?v=35j-0bKQRMA>

Articles and Books

Q&A with Director Ian McAllister

<https://greatbearrainforestfilm.com/qa-with-director-ian-mcallister/>

Propaganda: The art of persuasion

<http://home.mca.k12.pa.us/%7Erumbeld/Propaganda%20Techniques%20and%20Persuasive%20Tactics.pdf>

Saving the Great Bear Rainforest with Good Marketing

<https://www.theglobeandmail.com/news/british-columbia/saving-the-great-bear-rainforest-with-good-marketing/article24954082/>

Vaughn Palmer: How it became the Great Bear Rainforest

<http://www.vancouversun.com/technology/vaughn+palmer+became+great+bear+rainforest/11693228/story.html>

World Wildlife Fund Logo

<https://www.creativereview.co.uk/world-wildlife-fund-logo/>

Informational Websites

Reimagining Conservation in Great Bear

<https://www.natureunited.ca/what-we-do/our-priorities/conserving-at-scale/great-bear-rainforest/>

The IUCN Green List of Protected and Conserved Areas

<https://www.iucn.org/theme/protected-areas/our-work/iucn-green-list-protected-and-conserved-areas/iucn-green-list-areas>

Delivering the Activity Plan

Access Prior Knowledge

- Show students a series of popular logos and ask if they can identify the company (e.g. Coca Cola, McDonalds, Nike, Apple, etc.).
- Discuss the questions: How do you know these logos? What made you remember them? How does seeing each logo make you feel?
- Ask, “What is a symbol? How are they used?”

Inquire

- Read aloud or have students read the two articles at these links: [Vaughn Palmer: How it became the Great Bear Rainforest](#) and [Saving the Great Bear Rainforest with Good Marketing](#).
- Discuss the significance of using the Great Bear as the symbol of the rainforest, and why rainforest conservation is important. Ask, “In what ways is the symbol of Great Bear used to entertain? Inform? Persuade?”

Experience

- Examine and review propaganda techniques that are used in conservation marketing, such as the story of the Great Bear Rainforest in the article [Propaganda: The art of persuasion](#).
- Ask students how they have been marketed to using these techniques. Have students consider the ways that the popular companies you discussed at the start of activity plan have used persuasive tactics to convince them as consumers.
- Read about the story behind the World Wildlife Fund’s panda logo in the article at [World Wildlife Fund Logo](#).
- Have students watch the video [WWF on TV: Polar Bears](#). Then have students discuss the following questions:
 - » What is the intended message?
 - » Who is the intended audience?
 - » What persuasive tactics did the campaign advertisement use to convince you that polar bears need help?
 - » How is the panda or polar bear used by WWF as a symbol of conservation?

Explore

- Divide students into groups and assign a marketing technique to each group.
- Have the groups search for an example of conservation marketing that employs their assigned marketing technique. For example, students could explore examples of conservation marketing created by the Great Bear Rainforest Education and Awareness Trust, the World Wildlife Fund (WWF), Greenpeace, People for the Ethical Treatment of Animals, Ocean Wise, or Pacific Wild.
- Return together as a class. Have each group share the example of conservation marketing they found with the class and explain how it employs their assigned marketing technique.
- Have students answer the following inquiry questions during sharing:
 - » What is the intended message?
 - » Who is the intended audience?
 - » In your opinion, how effective was this example of conservation marketing in using the technique?
 - » How else could this example of conservation marketing be improved to reach a wider audience?

Reflect and Connect

- Have students research other conservation sites in the world and consider what symbols these sites may use to market their conservation efforts. They may consult The [IUCN Green List of Protected and Conserved Areas](#).
- Have students complete Blackline Master 1: Conservation Marketing, on which students identify their chosen site, and then reflect on why they chose it and why attention should be paid to it. Students will then conduct research to:
 - » identify possible symbols for their conservation marketing (e.g. an animal species native to the site, a tree species at risk, etc.),
 - » evaluate the significance of the symbol to students' chosen conservation site, and
 - » provide any relevant data to support the conservation efforts, and list the sources they used in their research.

Assess

- Using their completed “Conservation Marketing” blackline master as an outline, students create a visual product to bring awareness to the threatened region chosen by them, using conservation marketing strategies.
- For their visual product, the student must identify:
 - » The intended message
 - » The intended audience
 - » At least two techniques used in their conservation marketing product
 - » At least two statistics that can help garner support the conservation efforts for their chosen region.

Go Beyond

- Hold a classroom summit in which all students rotate through each other’s visual product for conservation marketing. At the end of the summit, have students choose the marketing campaign they thought was the most effective and persuasive, and compose a journal response about their reflections.

Blackline Master 1
Conservation Marketing

My chosen site of conservation: _____

| Why Here? | Why Care? |
|---|-----------|
| | |
| POSSIBLE SYMBOL | |
| SIGNIFICANCE OF SYMBOL TO SITE OF CONSERVATION | |
| RELEVANT DATA TO SUPPORT CONSERVATION | |
| SOURCES | |



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