What are the economic, social, political, and environmental considerations for moving from sustainability to thrivability in the Great Bear Rainforest?

In this activity, students explore and discuss the unanswered question "What is next for the Great Bear Rainforest?"

Learning Objectives

Students will:

- Understand how the decision-making process continues to be significant for the future of the Great Bear Rainforest (cause and consequence)

- Assess the various possibilities for what could appropriately move the Great Bear Rainforest to thrivability (ethical judgment)

- Examine how thrivability connects to First Nations perspectives on engagement and connection with the land

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.

- Students will need an understanding of the Great Bear Rainforest to complete this activity.

- Review the blog post What is Thrivability?

- Decide the structure for a Socratic seminar that will work best for your students. Consider including students in the decision-making process. The document Socratic Seminar Guidelines describes the process of a Socratic seminar.

- If a Socratic seminar won't work for your class, consider the other class discussion strategies posted on this webpage: The Big List of Class Discussion Strategies.

Materials

- computer and projector
- student computers / tablets/ devices
- access to the Internet

Background Information and Resources

Videos:

The Indigenous world view vs. Western Worldview (5:26)
https://www.youtube.com/watch?time_continue=7&v=hsh-NcZyuiI&feature=emb_logo

Spirit Bear Adventures—Ecotourism in the GBR (2:27)
https://www.youtube.com/watch?v=-JZ09k3tEu0&feature=youtu.be

Future Earth: Thriving on a Full Planet (26:40)
https://www.pbs.org/video/tpt-co-productions-future-earth-thriving-full-planet/

Articles and Books

First Peoples Principles of Learning
https://greatbearrainforesttrust.org/wp-content/uploads/2018/05/Firstpeoplesprincipleslearning.pdf

Socratic Seminar Guidelines
https://www.montgomeryschoolsmd.org/uploadedFiles/schools/paintbranchhs/signature/Socraticseminarguidelines018.pdf

Socratic Seminar Stems
https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar

Informational Websites

The Futures Centre
https://www.thefuturescentre.org

Our Stories (Coastal First Nations)
https://coastalfirstnations.ca/our-stories/

What is Thrivability?
http://thrivableworld.org/what-is-thrivability/

Socratic seminar
https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar

The Big List of Class Discussion Strategies
https://www.cultofpedagogy.com/speaking-listening-techniques/

Delivering the Activity Plan

Access Prior Knowledge

- If needed, spend time activating prior knowledge in sustainability.

- Watch the video [The Indigenous world view vs. Western Worldview](#) to remind students of or introduce the concept of "enoughness."

- Give students about 5 minutes to brainstorm and/or quickly search for answers to the following questions:

  » What is thrivability?

  » What is the difference between sustainability and thrivability?

- Have students generate a Venn diagram of sustainability and thrivability.

- Lead a class discussion to come to a consensus definition of "thrivability." Consider creating a class definition that demonstrates the distinction in meaning to that of "sustainability."

- Have students view/read the following, either independently or as a class:

  » [First Peoples Principles of Learning](#)

  » [The Futures Centre](#)

  » [Future Earth: Thriving on a Full Planet](#)

  » [Our Stories](#)

  » [Spirit Bear Adventures—Ecotourism in the GBR](#)

Inquire

- It is suggested that students complete this activity in small groups as a Socratic seminar. A Socratic seminar is not a debate. A Socratic seminar aims to have participants actively engage in dialogue and uncover new understandings of a topic, whereas a debate is more of a defense of ideas with a clear conclusion and winner.

- Have each group choose (or you assign) one of the following questions, which they will then discuss.

  » What factors previously hampered the sustainability of the Great Bear Rainforest?

  » What factors currently facilitate the sustainability of the Great Bear Rainforest?

  » What opportunities exist for responsible development of First Nations communities? (emphasis on ecotourism)

» What factors may threaten the Great Bear Rainforest in the future?

» What are the ethical considerations involved in thrivability?

» What are the possibilities for moving from sustainability to thrivability in the Great Bear Rainforest?

- Once students have a sense of their main question, generate some ground rules for the seminar. Criteria might include (but are not limited to) the following:

    » Tell students that everyone in the leading group must contribute equally.

    » Agree on how much time each group will get to lead their part of the Socratic seminar.

    » Agree on a specific number of times everyone in the class must speak.

    » Remind students about the skill of building on or respectfully disagreeing with one another's ideas for a solid conversation flow.

    » Discuss the importance of creating space for others to share by refraining from interrupting or always needing to share.

- Create a contract of your class's seminar rules. See the sample classroom contract on the [Socratic Seminar](#) web page.

- Have groups take each of the main questions as a starting point and then create smaller questions in order to lead to a larger discussion. The goal is to have students generate more open-ended questions that allow for rich discussion, rather than closed questions that may not lead to the depth sought in this activity.

Experience and Explore

- Have students conduct the Socratic seminar from start to finish, according to a design that works best for your class.

- During this seminar, observe and take notes for assessment. Try to intervene only when necessary so the seminar is student-driven. This might mean there are awkward pauses, but try to really encourage student agency.

Reflect and Connect

- (From Facing History: https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar)

- After the activity, give students the opportunity to evaluate the process in general and their own performance specifically. Reflecting on the seminar process helps students improve their ability to participate in future discussions. Here are some questions you might discuss or have students write about when reflecting on the seminar:

  » At any point, did the seminar revert to something other than a dialogue? If so, how did the group handle this?

  » What evidence did you see of people actively listening and building on others' ideas?

  » How has your understanding of this text been affected by the ideas explored in this seminar?

  » What parts of the discussion did you find most interesting? In what parts were you least engaged?

  » What would you like to do differently as a participant the next time you are in a seminar?

Assess

- Assess the performance of leaders and participants during the seminar. Consider this formative and feedback-based assessment, rather than summative.

- You might add an individual written component as a part of this activity. Such written requirements could include a reflection on participation, leadership, and/or evidence of thinking.

Go Beyond

- Develop an extension activity using resources at The Future of Sustainability. For example, the seven trends identified could be explored individually to connect to the Great Bear Rainforest. Students could choose one trend to connect to their Socratic seminar topic as a written response (or other format) assessment focused on synthesis.

Blackline Masters

Socratic Seminar Stems

https://www.facinghistory.org/sites/default/files/Socratic_Seminar_Stems.pdf