

What is the story of the Great Bear Rainforest?



Students explore how places are named and learn how the Great Bear Rainforest was named. They also explore how to resolve conflicts.

Learning Intentions

1. How was the Great Bear Rainforest named?
2. How do individuals and groups in disagreement resolve conflict?
3. Indigenous vs. settler names: Who gets to name a place?

Curricular Connections

Refer to the “Curriculum” drop-down option under the “Learn” tab of the Great Bear Rainforest Education and Awareness website.

Curriculum Alignment: Great Bear Rainforest Education and Awareness Trust

<https://greatbearrainforesttrust.org/curriculum/>

Learning Intention 1

How was the Great Bear Rainforest named?

In this lesson, students will explore how places are named and will learn how the Great Bear Rainforest was named.

Experiences and Observations

- Ask students how they got their name and if there is a story behind it. Do they know the story of how other people, places, or things got their names?
- Talk about how some names come from other languages. “Arctic,” for example, comes from the Greek word for northern, near the bears. “Antarctica” comes from the Greek and is the opposite of Arctic, so southern with no bears. See the “Suggested Resources” section for more examples and articles to help spark discussion.
- Ask students to share how the Great Bear Rainforest may have gotten its name. Have them research and find how the Great Bear Rainforest was named.

How I Got My Name

Have students create a comic strip about how they were named. This may involve interviewing their parents if they don’t already know.

Our Favorite Places

Have students create a map of their favorite places. Why are these places their favourite? What is the story behind them? Which of these spaces are at risk or need to be protected?

Conservation

Have students choose an animal or a conservation area that is important to them or their community. How can they encourage others to care for their favourite spaces and species? Students can create a video or advertisement that encourages others to take actions to conserve their favourite spaces, a community space or an animal that can be shared with other students in the school.

Conflict Over Names

Thinking about how places get their names, what conflicts may there have been around how the Great Bear Rainforest got its name? Make predictions about what could have caused disagreement between different stakeholders and research what really happened.

- Students could research local Indigenous place names for areas with English names. For example, the Fraser River is “Sto:lo” in Halqemeylem and “Lhtakoh” in the Dakelh language. Saltery Bay is changing back to the Indigenous name of skelhp.
- How would the students feel if they were given a different name? (This happened to Indigenous children when they went to residential schools.)

Possible Topics/Key Vocabulary

- Naming rights
- Conservation
- Conflict

Reflections on Learning

- Critical thinking reflection: What is the power of a name?
- Reflection: What was the importance of creating the GBR?
- Student video on a favourite species or area for conservation will demonstrate knowledge and understanding of the species in question. Co-create a single point rubric or list of criteria to use to assess students' videos.

Suggested Resources

Great Bear Rainforest Facts for Kids

See "Campaign for Protection" section)

https://kids.kiddle.co/Great_Bear_Rainforest

How Scientists Name Things

<https://www.nationalgeographic.org/activity/how-scientists-name-things/>

The Story of the Great Bear Rainforest (3:03)

<https://youtu.be/OgN2PFAEtGM>

What's in a name?

<https://www.psychologytoday.com/us/blog/the-me-in-we/201704/what-s-in-name>

What's in a Name: The Science behind What We Call Things

<https://smv.org/learn/blog/whats-in-a-name-the-science-behind-what-we-call-things/>

Learning Intention 2

How do individuals and groups in disagreement resolve conflict?

In this lesson, students will explore how to resolve conflicts.

Experiences and Observation

- Ask students about a conflict they have had and what they did to resolve it. Did they speak with an adult, talk it out with the other person? What feelings were involved? How did it make you feel during the conflict and after the resolution?
- Discuss how decisions are taken in our political system when multiple parties are involved and there is conflict. Explore the parliamentary debate model and have students reflect on the advantages and disadvantages of using this framework.

Conflict Resolution Chart

In small groups, ask students to create a conflict resolution chart for a conflict that may occur outside at recess. Have them compare their finished charts with other groups. What strategies are the same? Which ones are different? What is the common goal of each of the resolution charts? (See resources for some examples.)

Debate

Using the parliamentary debate model (see suggested resources), have students demonstrate their understanding around a conservation topic other than the GBR. Another option would be to debate around the questions: Should the GBR be protected and conserved? Why or why not?

Possible Topics/Key Vocabulary

- Concessions
- Consensus
- Negotiation
- Non-violent protest

Our Story (Greenpeace)

<https://www.greenpeace.org/canada/en/about-us/history-successes/>

Queen's Commonwealth Canopy

<https://www.royalcwsociety.org/qcc>

Reflections on Learning

- Co-create a list of criteria that students will be assessed on for each of the activities (conflict resolution chart and the debate). Have students reflect on the activity in their journal after.
- Have students write a journal entry about a conflict they have faced and how it was resolved or about a conflict that they weren't able to solve.

Suggested Resources

Parliamentary debate format

https://www.practice-space.org/debate_guide/resource-11-parliamentary-debate-format/

Examples of conflict resolution charts:

12 Essential Conflict Resolution Skills for Kids: Tools for Peaceful Problem Solving

See the poster, "To resolve conflicts, I can..." on this page.

<https://wholeheartedschoolcounseling.com/2023/05/05/12-conflict-resolution-skills-for-kids-helping-children-become-independent-problem-solvers/>

Conflict Management Quotes (Quotesgram)

<https://quotesgram.com/img/conflict-management-quotes/3703841/>

Conflict Resolution Activities: Effective Ideas for Classrooms

See the "Conflict Resolution" (four steps) photo on this page.

<https://proudtobeprimary.com/conflict-resolution-activities/>

Conflict Resolution Activities: Effective Ideas for Classrooms

See the poster, "How to Be a Peacemaker" on this page.

<https://proudtobeprimary.com/conflict-resolution-activities/>

Fostering Positive Peer Relationships and Creating a Cohesive Community in the Classroom

See the poster, "When something is bugging me I can say..." on this page <http://mekaylaintheclassroom.weebly.com/mekayla-in-the-classroom/positive-peer-relationships-and-a-cohesive-community>

Morning Circle Time

See the poster, "What can I do?" on this page.

<https://en.bigbyteedu.com/news/blog/2021/5/12/morning-circle-time>

Student-Centered Discipline Promotes Social Emotional Learning

See the "We Have a Problem!" poster on this page.

<https://www.socialemotionalworkshop.com/sel-student-centered-discipline/>

Learning Intention 3

Indigenous vs. Settler Names: Who gets to name a place?

In this lesson, students will use what they learned in the previous lessons to name a place around their school or in their community.

Experiences and Observations

- Discuss naming rights. Who do students think gets to name a place? Their parents probably named them. In what circumstances would it make sense for someone else to name you?
- There are some instances where corporations pay to name a place. Can you think of any examples of this? Make a list of places in your community that were named this way. Why might this cause a conflict?
- What other ways do places in our communities get their names? (Donations, memorials, and so on)
- Students imagine they are given a piece of land in their community to name. How would they go about naming it? Where would they get their inspiration and who would they consult?

Debate

Who should make decisions about land use in the GBR?

Possible Topics/Key Vocabulary

- Great Bear Rainforest Land Use Objectives Order
- Great Bear Rainforest (Forest Management) Act
- Ecosystem-based management (EBM)
- Government-to-government

Reflections on Learning

- Co-create criteria to assess one of the activities.

Suggested Resources

Central Coast Land & Resource Management Plan

<https://www2.gov.bc.ca/gov/content/industry/crown-land-water/land-use-planning/regions/west-coast/great-bear-rainforest/centralcoast-lrmp>

Naming Rights

<https://www.contractsounsel.com/t/us/naming-rights-agreement>

“Rainforest name has more complex origin”

(*Victoria Times-Colonist*, Feb. 23, 2019)

Victoria Times-Colonist letter to the editor concerning the origins of the name “Great Bear Rainforest.

<https://www.timescolonist.com/opinion/letters/rainforest-name-has-more-complex-origin-4670257>

Vaughn Palmer: How it became the Great Bear Rainforest

(*Vancouver Sun*, Feb. 01, 2016)

<https://vancouversun.com/opinion/editorials/vaughn-palmer-how-it-became-the-great-bear-rainforest/>



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