

Lesson 8: Great Bear Sea Careers

Overview: Students will learn about the different careers presented in the film and the importance of sustainable job development in the Great Bear Sea region and how this relates to the overall health and well being of a region.

Subjects: Science, Career Education, Art

Suggested Time: 3 classes (45-60 minutes)

* **Teacher Note:** The information in the biographies varies from person to person. Using **Featured Career Biographies*** you will find twelve featured careers that include short biographies about a small group of people who work in the Great Bear Sea region. These biographies should be printed and used in Lesson 8 from the Great Bear Sea USB or at www.greatbearsea.net.

Materials and Resources:

- Computer, projector and screen
- Lesson 8 Film Clip:
 - Sustainable Development (10 mins)
- Teacher Background – Lesson 8
- 8.1: List of Featured Careers
- 8.2: Great Bear Sea Career Guiding Questions
- Featured Career Biographies*

Learning Objectives:

Students will:

1. Understand the Great Bear Sea is an ecosystem with ecological, economic, cultural and social significance, particularly for First Nations communities.
2. Discover that marine plans aim to guide appropriate and sustainable economic development that will endure over generations.
3. Explore the ideas of stewardship and leadership in planning for the future of marine resources and ecosystems in the Great Bear Sea.

Lesson Context

This lesson will introduce students to a variety of people who work in the Great Bear Sea region and allow them to consider what types of careers may be possible. The students will learn about the importance of creating jobs that are sustainable. In addition, the idea of marine plans will be presented and how marine plans are also being used to create economic development that will endure over generations. The culminating activity will be looking at featured careers in the Great Bear Sea and has the students creating an idea for an ecotourism business in the Great Bear Sea.

Learning Activities

Activity 1: Jobs (45-60 minutes)

1. Using the students' current knowledge of the Great Bear Sea, ask them what jobs they think are connected to the region and list these on the board. What do all of these jobs have in common?
2. Watch the film clip **Sustainable Development**.
3. Add any additional jobs to the list after viewing the film clip.
4. Discuss how the film focuses on creating balance with development and protecting the economy as well as sustaining culture. See if the students remember jobs that the marine plans mentioned, such as aquaculture, fisheries, biologists, scientists, researchers, technicians and tourism, etc. Discuss how jobs help the local and world economy. Use the example of Haida Wild Seafoods. See **Teacher Background – Lesson 8** for more information on this.
5. Review the role of marine plans to help to advocate for sustainable job development. Many jobs depend upon the resources of the Great Bear Sea ecosystem. In order to maintain sustainability (healthy ecosystems and jobs for people in the community), economic needs and ecosystem needs both need to be considered in planning for the future.
6. Write the words skills, interests and values on the board. See if the students can connect these words with careers. For example:
 - Everyone has different skills and our skills can be applied to the jobs we do, such as working with computers, being artistic, singing, etc. Discuss other skills that people may have from the list of jobs created earlier in this activity.
 - People also have interests that often can be connected to their jobs. For example: nature, technology, animals, etc. Discuss other interests that people may have from the list of jobs created earlier in this activity.
 - We also develop values as we learn about the world and often our values are

connected to our jobs. For example, conserving nature and living resources. Discuss other values that people may have from the list of jobs created earlier in this activity.

7. Have the students reflect in their science journals using the following prompts:
 - My skills are...
 - My interests are...
 - My values are...
 - When I grow up I might want to be...

Activity 2: Featured Careers (45-60 minutes)

1. Review with the class the list of people and careers in the Great Bear Sea using **8.1: List of Featured Careers**.
2. Provide each student with **8.2: Great Bear Sea Career Guiding Questions** that will be used to guide this activity. Discuss any predictions and ideas about the list of the careers.
3. Divide the class into groups. Groups can be assigned according to career interest or be assigned by the teacher. Give each group a featured career using **Featured Career Biographies***. Each group will read about the featured career and work together to learn about the job using the information provided.
4. Have each group present their featured career and how it is connected to the Great Bear Sea to the class.
5. Have the students reflect in their Science journals about one job from the Great Bear Sea region that surprised them or interested them. Why did they find the job interesting? Would they consider this career in the future?

Activity 3: Ecotourism (45-60 minutes)

1. Discuss with the students the idea of **ecotourism**. Brainstorm ecotourism businesses that could be featured in the Great Bear Sea.
2. Read aloud the following passage from an interview, with Doug Neasloss, Chief Councillor, Kitasoo/Xai'xais Band Council & Resource Stewardship Director, Kitasoo/Xai'xais Integrated Resource Stewardship Authority. As a class, discuss how this is an example of ecotourism and the creation of sustainable jobs. Clarify any information that students don't understand from the passage.

"I've been a part of helping develop the tourism industry in my community. We started out as two people, and we really started to grow it from there. I started back in 2000. We slowly started to grow it, but we always had this belief in a conservation-based economy. We believed that you could create an industry that was long term, and that it was sustainable. In my younger days a lot of communities were very dependent on forestry and fishing. That was very common for a lot of communities, so we were trying to introduce this new industry of viewing bears, of viewing cultural sites, and we are not taking out a fish or cutting down a tree. We are going out and viewing bears, and having no impact in some of the areas, which I think is huge and really important.

I think the career possibilities are endless with that. We are constantly training guides in our communities on interpretation. We are also training boat operators, chefs, hotel staff, there are so many different things that come out of tourism. On top of that there is the spin-off that comes off of tourism, like the fuel station, or purchasing food at our Band store has been huge as well. So, it perfectly fits in line with First Nations culture in terms of respecting the areas and again it's non-extractive, which is huge as well."

3. Have students imagine the future when they have finished school and are starting up their own business in the ecotourism industry of the Great Bear Sea region. Have students design a brochure or poster promoting the ecotourism business. The business must take place in one of the four sub-regions of the Great Bear Sea and it must teach its guests about the Great Bear Sea region and why it's important to respect the environment.
4. Have students share their business ideas in small groups or with the whole class.

Extension Ideas

- Have the students journal about the careers that they examined in the lesson. Select one of the careers to research further. How does this career connect to their skills, interests and values? What is the career path and steps they could look at for the future if they would like to consider a career in this area?

Assessment Ideas

- Formatively assess students' engagement in individual and group work as well as large group discussion.
- Assess student work from the lesson.
- Assess students' presentations of featured careers.
- Collect the brochures/posters with ecotourism ideas.

Teacher Background – Lesson 8

There are many different careers that are represented in the film. In the past the focus of economic development was more on a boom and bust cycle (examples: logging and canneries that have been abandoned). At the moment the focus is on creating economic development that has long-term growth including aquaculture and ecotourism. Development of shellfish aquaculture has been identified as a sustainable economic opportunity in British Columbia waters. Marine plans designate management zones for shellfish aquaculture in all sub-regions of the Great Bear Sea.

The sub-regions in the Great Bear Sea are trying to create balance with economic development as well as protecting resources and culture. The sub-regions have value to the world economy with its resources but this must be done in a sustainable way – building it slowly and planning.

Jobs must be profitable but the environment also must be factored in and plays a critical role. Marine plans have identified key areas such as aquaculture, fisheries and tourism as important areas to contribute to the world economy. If we do not take care of the environment then some of the jobs may be eliminated. Marine plans play an important role in moving towards the future to create sustainable businesses for future generations.

Haida Wild Seafoods

As noted in the film, Haida Wild Seafoods is an example of a local business that is trying to create benefits for the Haida territory. They buy from local commercial fisherman and then process (preparing and packaging to be sent out) the seafood in Haida Gwaii. This business used to employ a staff of 10-12 people but in one year they have grown their staff to 23 people. Using marine planning they are growing these opportunities locally.

Vocabulary

Ecotourism: tourism that promotes conservation and using the natural world without impacting the environment.

8.1: List of Featured Careers

1. Karen Anspacher-Meyer - Executive Director, Green Fire Productions (Central Coast, Haida Gwaii, North Coast, North Vancouver Island)
2. Vernon Brown - Data & Referrals Coordinator Kitsoo/Xai'xais Integrated Resource Stewardship Authority (Klemtu, Central Coast)
3. Jenn Burt - Doctorate in Resource Management – Marine Ecology Simon Fraser University (Central Coast)
4. Rosie Child - Operations Manager and a Research Technician for the Spirit Bear Research Foundation (Klemtu, Central Coast)
5. Molly Clarkson - Marine Communication and Technical Support Officer (Skidegate, Haida Gwaii)
6. Alejandro Frid - Science Coordinator/Ecologist Central Coast Indigenous Resource Alliance (Central Coast)
7. Kira Krumhansl - Postdoctoral Researcher at Simon Fraser University and Hakai Institute (Bella Bella and Calvert Island, Central Coast)
8. Doug Neasloss - Chief Councillor, Kitsoo/Xai'xais Band Council & Resource Stewardship Director, Kitsoo/Xai'xais Integrated Resource Stewardship Authority (Klemtu, Central Coast)
9. Dan Okamoto - Postdoctoral Researcher, Simon Fraser University (Klemtu, Central Coast)
10. Chantal Pronteau - Guardian Watchman & Researcher (Klemtu, Central Coast)
11. Trevor Russ - Vice President, Council of the Haida Nation (Old Massett, Haida Gwaii)
12. Markus Thompson - Masters of Resource in Environment Management Simon Fraser University (Central Coast)

Name: _____

8.2: Great Bear Sea Career Guiding Questions

Name:
Job:
Education:
Skills:
Interests:
Values:
Connection to Great Bear Sea:
Sub-region this person works or lives in:
Describe why marine planning is important to this person:
Other Information: