

Lesson 2: Collaborative Decision-Making

Overview: Students will explore the concept of collaborative decision-making around important issues that can have environmental, social and cultural impacts. They will consider different elements of decision-making, including the engagement of stakeholders, valuing multiple perspectives, and the processes and challenges involved in collectively making decisions. Through the example of the Great Bear Sea Marine Planning Partnership (MaPP), they will explore a specific, innovative example of collaborative decision-making in BC.

Suggested Time: 2 sessions of 75 minutes each

Materials and Resources:

- Computer, projector and screen
- Chart paper and markers
- Lesson 2 Film Clips:
 - Planning Part2 (13 mins)
 - Great Bear Land Use Plan (19 mins) – *optional*
- Teacher Background – Lesson 2
- 2.1 Great Bear Sea Guided Viewing Questions
- Marine Planning Partnership Website: www.mappocean.org
- 10 Things You Need to Know About MaPP video: www.mappocean.org

Learning Objectives:

Students will:

1. Use inquiry processes and skills (ask questions; gather, interpret and analyze ideas) in collaborative decision-making.
2. Identify how different perspectives and values contribute to decision-making.
3. Explore a model of collaborative decision-making and governance with the Marine Planning Partnership for the Great Bear Sea.
4. Explore how marine planning may contribute to a sustainable future.

Lesson Context

Part A of this lesson provides students with an introduction to the concept of collaborative decision-making, in particular, the different processes and challenges that may be involved in decision-making around a shared issue, objective or goal. Students will have the opportunity to work in groups to practice providing opinions and listening to perspectives around a mutually important issue. Students will begin to see that collaborative decision-making involves drawing on background knowledge and experience, voicing opinions and rationales for those opinions, thinking about personal and collective consequences, and listening carefully and respectfully to others.

In Part B, students have the opportunity to work more closely with the Great Bear Sea film, and are introduced to the Marine Planning Partnership (MaPP), and how 18 First Nations and the Province of British Columbia have partnered as part of an innovative process to plan for sustainable management of the Great Bear Sea through the establishment of four area-specific marine plans and a regional planning framework. Students are introduced to the various partners and stakeholders involved in both marine and land-based decision-making in BC.

Learning Activities

Part A

Activity 1: Enacting Engagement and Collaboration (60 minutes)

1. Write the term “stakeholder” on the board. With a partner, have students consider what the term means, perhaps in reference to an example:
 - If a big decision were to be made about the school, what stakeholders might be involved? For example, building a new cafeteria.
2. As a class, determine a working definition of stakeholder. For example, “a person with an interest or concern in something.”
3. Divide the class into groups of 4 – 5 students. Ensure an even number of groups. Explain that the group members will work together, as stakeholders, to put forward recommendations about an issue of concerns, such as the following:
 - It has been determined that this course will be graded on a pass/fail marking system. As a group, you will need to determine the 5 criteria that a student must meet to pass the course.
 - Explain to students that they will have 20 minutes to work together to come up with their recommendations for their 5 criteria. Have students record the criteria on chart paper. Students should be prepared to defend their criteria based on evidence.

4. After 20 minutes, lead a quick group discussion around how the process went. Was it challenging to come up with recommendations? Why or why not?
5. Now explain that students will join with another group and have 10 minutes to review both sets of criteria, and to determine a revised set of 5 criteria they will settle on. Some of their criteria may be the same or similar, and that may be a good place to start. Again, students should record their finalized criteria on chart paper, and after 10 minutes, should be prepared to share their results and process with the class.
6. Have each group present their findings and share how they decided on their recommendations. Some guiding questions may include:
 - Were there similarities in your proposed recommendations as you came together?
 - How did you collectively determine the revised set of 5 criteria? Did you use any evidence to inform your decision-making?
 - Did some members of the group have to give up strongly held opinions in order to reach a decision? If so, were there some important criteria lost or challenged?
7. As a large group, consider the following:
 - There were likely a lot of similarities between lists since all students have a similar vested interest in the outcome. If this were a real process, are there any other stakeholders that should be consulted? Who would be the final decision-makers? (perhaps teachers, principals, parents, post-secondary, Ministry of Education.) What may be the challenges of this approach?

Activity 2: A BC Example of Collaborative Decision-Making (15 minutes)

1. Have students consider larger scale decision-making. Using a 5 minute think/pair/share, have students consider what mechanisms/structures we have in the province for making big scale decisions (whether or not to host the Olympics, where to build a new dam, etc.).
2. As a large group, share some of the responses. Make the following explicit:
 - big decisions can have a great impact on all British Columbians (and likely others too)
 - there are varying and sometimes competing factors that influence decision-making: economic, social, ecological, cultural
 - when decisions are made that do not adequately address all factors, there can be major impacts on the environment and/or people

3. Inform the students that the film, *The Great Bear Sea: Reflecting on the Past, Planning for the Future*, looks at a particular region in BC and how people are coming together, amid growing demands on BC coastal waters, to plan for the future of the region.
4. In preparation for viewing of a portion of the film next class, have students brainstorm who they think might be involved in the decision-making for the future of the Great Bear Sea.
5. Consider having students submit a reflective response to the criteria setting process in Activity 1. Did they feel that their voice was heard and considered? What did they find challenging about this process?

Part B

Activity 1: Great Bear Sea Collaborative Decision-Making (55 minutes)

1. Provide each student with a copy of **2.1 Great Bear Sea Guided Viewing Questions** and review it together as a class. Explain that as a class, students will view a portion of the film that shows the unique way that groups in BC are coming together to collaborate around the future of the Great Bear Sea (see **Teacher Background – Lesson 2**).
 - The Marine Planning Partnership (MaPP) is a co-led partnership between 18 First Nations and the Province of British Columbia. These partners in turn then engaged stakeholders in each region to gain their input about regional marine plans.
 - Provide students with some context around the difference in regulation in Canada for marine/oceans and land. When viewing the film clip, students might consider why the Marine Planning Partnership is so unique.
2. Watch the **Planning Part 2** film clip. If time permits, suggest that students watch closely the first time, and then again a second time to make notes.
3. Provide students with some time to complete the questions on their own. Then, in small groups, have students discuss the questions together and continue note taking.

Activity 2: Marine Planning Partnership (MaPP) (20 minutes)

1. From the MaPP website (www.mappocean.org), view the **10 Things You Need to Know About MaPP** video (you can also download a pdf with this same information from www.mappocean.org).

2. As a large group, discuss what makes MaPP so unique:
- Co-led partnership between the Province of British Columbia and 18 First Nations.
 - Informed by scientific, traditional and local knowledges.
 - Gathers input and advice from stakeholders, scientists and the general public.
 - First Nations and Province of BC are being pro-active in planning local needs, and considering different types of needs (human well-being, ecological integrity and governance – considering multiple perspectives).
 - Recognizing the Great Bear Sea as a unique BC natural resource – coming together with sustainability in mind.
 - As homework, consider having students review the MaPP website and look specifically for information about one specific region.

Extension Ideas

- Have students look more closely at the Great Bear Rainforest agreement with the film clip **Great Bear Land Use Plan**, including potential differences and similarities compared to the Great Bear Sea.
- Have students review the MaPP website (www.mappocean.org), looking specifically at one region, and extend their thinking to consider any national or global impacts that may be associated with implementation of the plan.

Assessment Ideas

- Formatively assess students' engagement in group work and large group discussion.
- Collect the reflective response.
- Collect **2.1 Great Bear Sea Guided Viewing Questions** for each student.

Teacher Background – Lesson 2

In Canada, regulation in relation to environmental issues generally falls within three categories: federal jurisdiction, provincial jurisdiction or a combination of both. Particular scenarios can be quite complicated, but for the purpose of this lesson, it will be helpful for students to make the general distinction that most land issues (as well as land-locked lakes/ rivers) are under provincial jurisdiction, while marine and ocean related issues like fisheries, shipping and navigation are generally under federal jurisdiction. You can find more information on the Parliament of Canada website by searching “Federal and Provincial Jurisdiction to Regulate Environmental Issues” (www.parl.gc.ca).

The Great Bear Sea represents an interesting area where both provincial and federal jurisdiction comes into play. Traditionally, the federal government has taken a sector-by-sector approach to management, rather than looking at the space in an integrated way. This approach has been challenged by groups calling for the need to look at economic, social, ecological and cultural factors across sectors when making decisions that will impact the area. As a means of addressing this, the Government of Canada established the Pacific North Coast Integrated Management Area (PNCIMA), in 2010, with the goal of collaboratively developing an integrated marine plan. However, the federal government withdrew from the agreement in 2011.

The Marine Planning Partnership (MaPP) www.mappocean.org represents an innovative response and approach to the challenge of sustainable planning for the Great Bear Sea for generations to come. The MaPP is a co-led process between 18 First Nations and the Province of British Columbia to establish four area-specific marine plans and a regional planning framework. Over the course of four years, the planning teams created new marine plans in consultation with marine stakeholders from the fishing, tourism, recreation, academia, local government, renewable energy, and other sectors. The plans include special management zones for tourism, aquaculture, and First Nations culture and protection management zones for marine life and habitat. The plans address a variety of marine uses, activities and values and contain hundreds of strategies that will lead to solutions and revitalise the North Coast. The year 2015 marked an important milestone for shaping the future of Canada’s North Pacific Coast and the Great Bear Sea. On April 27, 2015, after four years of planning, marine plans for four sub-regions (North Coast, Central Coast, Haida Gwaii, North Vancouver Island) were revealed and made public on the MaPP website. According to the BC and First Nations’ governments, these plans... “when implemented, will help to create opportunities for sustainable economic development, support the well-being of coastal communities and protect the marine environment.”

The MaPP plans outline activities and uses for which the province has jurisdiction. For the federal government, which manages shipping and commercial fishing in the Great Bear Sea, these plans may be tools for establishing a more integrated approach to marine management.

This collaborative government-to-government planning process is innovative and globally significant; there is no other country where a marine plan has been developed by Indigenous and provincial governments. Worldwide, there is great interest in MaPP and learning more about how the planning was done, and what was achieved. The MaPP website is a very useful resource to learn more about the process, read stories from the First Nations and the MaPP stakeholder members, as well as a research tool for students.

The 18 First Nations * working on the MaPP include:

Central Coast

- Nuxalk Nation, Heiltsuk Nation, Kitasoo/Xai'xais First Nation, Wuikinuxv Nation

Haida Gwaii

- Council of the Haida Nation, Old Massett Village Council, Skidegate Band Council

North Coast

- Gitga'at First Nation, Gitxaala First Nation, Haisla First Nation, Kitselas First Nation, Kitsumkalum First Nation, Metlakatla First Nation

North Vancouver Island

- Mamalilikulla Qwe'Qwa'Sot'Em First Nation, Tlowitsis Nation, Da'naxda'xw Awaetlatla First Nation, Gwa'sala-'Nakwaxda'xw First Nations, We Wai Kum First Nation, Kwiakah First Nation, K'ómoks First Nation

** This list contains over 18 First Nations. Some Nations and territories had been amalgamated post-contact and have very recently been re-defining traditional territories and spaces.*

Name: _____

2.1: Great Bear Sea Guided Viewing Questions

1. Douglas Neasloss (Chief Councillor, Kitasoo/Xai'xais Band Council & Resource Stewardship Director, Kitasoo/Xai'xais Integrated Resource Stewardship Authority) comments "We started working on the marine use planning shortly after [land-based planning]. That's really important, especially for the community because we are such an aquatic based people." Why would marine planning be so important for the Kitasoo and other coastal First Nations communities?

2. The clip introduces the Marine Planning Partnership (MaPP). Describe this partnership in your own words, including what you think "collaborative planning" means.

3. List some of the partners and stakeholders involved with the Great Bear Sea (marine-based) decision-making. Include those not mentioned in the film if you can think of others.

4. Several people in the film clip provide reasons for why the MaPP is important for the Great Bear Sea region. What are some of those reasons? Can you think of other reasons why marine planning is important for BC?