

Lesson 4: Mock Regional Planning Meeting

Overview: Students will explore the various perspectives, opinions and evidence presented through the Great Bear Sea film in all four regions in preparation for a mock Great Bear Sea Regional Planning Meeting. In groups, students will be tasked with representing the perspectives of a particular region or point of view (ecological, social/cultural, geographic, economic), and then communicating recommendations to be considered in future planning.

Suggested Time: 3 – 6 classes (~75 minutes each)

* **Teacher Note:** Materials with a * are available on the Great Bear Sea USB, or at www.greatbearsea.net.

Materials and Resources:

- Computer, projector and screen
- Chart paper and markers
- Multi-coloured stickers or tabs
- Lesson 4 Film Clips:
 - Central Coast (20 mins)
 - Haida Gwaii (15 mins)
 - North Coast (17 mins)
 - North Vancouver Island (20 mins)
- Teacher Background – Lesson 4
- 4.1 Regional Perspectives Viewing Guide
- 4.2 Developing Regional Recommendations
- 4.3 Self-Assessment Checklist
- 4.4 Group Assessment Checklist

Supplementary Materials – For Student Research*

- Central Coast
 - Herring Research (21 mins)
 - Harvesting Kelp on the Central Coast of BC *
- Haida Gwaii
 - Intertidal Walk Video (10 mins)
 - Haida Marine Seasonal Round *
 - Haida Ocean and Way of Life Brochure *
- North Coast
 - Cumulative Effects (20 mins)
 - Coastal First Nations Marine Spatial Planning Brochure *
- North Vancouver Island– North Coast
 - Clam Gardens (2 mins)
 - Kwakwaka'wakw Traditional Ecological Knowledge *
 - Kwakwaka'wakw Seasonal Use Cycle *

Learning Objectives

Students will:

1. Explore and identify local place-based examples of marine planning, including perspectives, opinions, and research.
2. Consider how researched perspectives have ecological, economic, cultural/social and geographic importance and impact, particularly with regard to sustainability.
3. Using inquiry process skills, research and communicate findings with regard to marine planning for the Great Bear Sea.
4. Develop processes for working together and collaborative decision-making.

Lesson Context

Engaging in a mock planning meeting can take a number of structures depending on the level, interest and engagement of your students. One structure is presented here, which groups students into the regional areas explored through the film, and has them researching evidence as well as voices and perspectives from that particular region. There are also some suggestions for alternative structures in the **Teacher Background – Lesson 4**. Whichever structure is used, preparation and then carrying out the meeting will take a number of class sessions.

In the Marine Planning Partnership (MaPP), each sub-region has an Advisory Committee to provide input to the partners (18 First Nations and the Province of British Columbia) during the development of the marine plans. In **Part A** of this Mock Regional Planning Meeting, students take on the role of regional advisory committee members, taking on various perspectives (as provided in the film clips and resources provided) and presenting recommendations that they think should be considered in future planning for the Great Bear Sea. During this portion of the lesson, students work in groups, looking at a specific region of the Great Bear Sea, identifying perspectives and how those perspectives might be considered through ecological, social/cultural, geographic and economic lenses. By doing so, they can prepare to take on roles and perspectives and present recommendations during the Mock Regional Planning Meeting. The film serves as a primary resource for researching the voices and perspectives of those in the particular region. This structure assumes that student groups have access to technology to view their portion of the film as a small group (on devices in the classroom or in a computer lab). Depending on your circumstances, students could watch the film clips at home or the class could watch all 4 film clips together and then break off into groups thereafter to explore the additional materials and plan their presentations. For watching at home, the clips are available on the website: www.greatbearsea.net, or could be shared from the Great Bear Sea USB using class websites or online learning spaces.

Part B has students furthering their understanding about the region to help inform their

recommendations. In addition to the regional film clips, other resources are provided for students to extend their research, thinking and evidence-base, such as additional film clips showing a number of different perspectives (research, fishing, etc.), as well as several text-based and image-based documents. A number of seasonal rounds are included, which display Traditional Ecological Knowledge of the movement from one resource-gathering area to another throughout the year.

In **Part C**, students now take on the role of the decision-makers (in the MaPP, this is the 18 First Nations and the Province of British Columbia) and consider how they might go about prioritizing the recommendations in order to formulate the regional plans.

As preparation for leading this lesson, review the **Teacher Background – Lesson 4**, as well as the process laid out in **Part A, Activity 1**. Please note, the **North Vancouver Island** film clip includes an Elder discussing suicide in his community. Please review this clip prior to sharing the material with students.

Learning Activities

Part A (1 class session + individual viewing time, where needed)

Activity 1: Introducing the Mock Regional Planning Meeting and Setting Expectations (25 minutes)

1. Review the **Teacher Background – Lesson 4** and then introduce the concept to students and develop a structure for class sessions to cover viewing, preparation and then engaging in the Mock Regional Planning Meeting.
2. If not done already, have students form 4 groups, one for each region of the Great Bear Sea. Provide each student with **4.1 Regional Perspectives Viewing Guide** and **4.2 Developing Regional Recommendations** (for preparation of presentation). Review both together as a class and review the following process:
 - Groups will first watch a film clip (approximately 20 minutes) showing the particular region of the Great Bear Sea and work through **4.1 Regional Perspectives Viewing Guide**.
 - Groups will be given additional resources and research time to further inform their thinking as they prepare 7 - 10 recommendations that they feel should be considered in future marine planning for their region of the Great Bear Sea. These recommendations should reflect the perspectives, opinions, research and needs of the regions they are researching and promote the need to keep the Great Bear Sea a viable ecosystem for generations to come.
 - Groups should then use **4.2 Developing Regional Recommendations** to capture their recommendations. (Note: the number of recommendations chosen could be determined by the number of students per group; this allows each group member the opportunity to present one of the recommendations during the Mock Regional Planning Meeting).
 - In presenting the recommendations, students should back up their suggestions using evidence from the film or other resources/research.
 - Once all groups have presented their recommendations, the whole class will then take on the role of the decision-makers (in the MaPP, this is the 18 First Nations and the Province of British Columbia) and consider how they might go about prioritizing the recommendations in order to formulate the regional plans.
3. At this point, it may be helpful to co-create a presentation rubric as a class to guide learning and preparation over the coming class sessions.

Activity 2: Great Bear Sea – Regional Exploration (50 minutes)

1. In their groups, students view the regional film clip and work on the **4.1 Regional Perspectives Viewing Guide**.
2. Encourage students to identify any 'missing voices' that they think they may need to research. Can they identify any other perspectives that may help in providing evidence for strong decision-making? What would be their perspective and should it be something to consider by the group?
3. If time permits, consider having the students watch one of the other regional clips so they have a sense of other regional perspectives. Students could note the similarities and differences between regions.

Part B (1 – 3 class sessions)

Activity 1: Regional Research (time will vary)

1. Provide groups with time to research the region and review the supplementary materials (film and text).
2. Encourage students to also re-visit the MaPP website (www.mapocean.org), particularly to look at the various perspectives represented by the regional Advisory Committees.

Activity 2: Developing Regional Recommendations (time will vary)

1. As a class, you may want to provide some examples of simple, clear recommendations. Consider setting limits (1 sentence) to provide guidance to groups.
2. In working together to come up with their recommendations, consider providing some of the following questions to help facilitate group discussion:
 - What are some of the key points made in the film clips and research materials?
 - Are there any perspectives that are shared by many people or across groups?
 - Are there any competing perspectives? How would they deal with this?
 - Can you identify any bias in the perspectives? How should this be considered?
 - If you were trying to protect your neighbourhood or city so that your kids and grandkids could thrive, what would you consider? As an example, it may be helpful for students to think about recent BC First Nations land title claims, or First Peoples perspectives about preserving resources for future generations (see **Teacher Background – Lesson 4 and Extensions**).

- Part of planning for the future is about ensuring sustainability in the region. Generally, what does it mean to be sustainable? What needs to be considered in order to promote sustainability in the region (for example, jobs for the future, healthy fish stocks for sustenance and distribution, biodiversity, habitat preservation, etc.)?
3. Have each group complete **4.2 Developing Regional Recommendations** and prepare a plan for presenting during the meeting.
 4. Have each group list their recommendations on chart paper in preparation for their presentation.

Part C (1 – 2 class sessions)

Activity 1: Mock Regional Planning Meeting – Group Presentations

1. Have each group present their recommendations and rationales.
2. After each presentation, display the chart paper with recommendations in accessible locations around the room.

Activity 2: Prioritizing Recommendations

1. As a group, determine how to structure this part of the meeting in order to prioritize recommendations and determine the five most important recommendations for the region(s) (see **Teacher Background – Lesson 4** for ideas and prompts for students).
2. Develop the five most important recommendations and have a few students record these on new chart paper or electronically for sharing with the class.
3. Provide each student with a copy of **4.3 Self-Assessment Checklist** and each group with **4.4 Group Assessment Checklist** and have students/groups complete.

Extension Ideas

- Have students draft regional marine plans for their area. Using the recommendations, develop 5 – 10 action items for the regional plans.
- Have students research the Tsilhqot'in Decision, a recent historic declaration of Aboriginal title to lands outside a reserve. The Tsilhqot'in Nation vs British Columbia was a five year trial, culminating in 2014, with a Supreme Court of Canada decision which established land title for the Tsilhqot'in First Nation.
- Have students address one or more of the following questions as a reflective response:
 - ✎ Describe an example in Canadian history where communities or people did not have their voices heard in important decision-making, and how this may have impacted these communities.
 - ✎ Do you think the recommendations determined for your region would be helpful and sufficient in guiding marine planning into the future? Explain your answer.

Assessment Ideas

- Formatively assess students' engagement in group work and large group discussion.
- As a class, develop a presentation rubric and use this to assess participation during the Mock Regional Planning Meeting. Some criteria may include: providing multiple perspectives (through various lenses); providing rationale for recommendations; providing evidence for rationale; clear communication; respectful listening; thoughtful engagement with ideas presented, etc.
- Collect **4.1 Regional Perspectives Viewing Guide**, **4.2 Developing Regional Recommendations**, **4.3 Self-Assessment Checklist** and **4.4 Group Assessment Checklist**.
- Collect the reflective responses (if assigned).

Teacher Background – Lesson 4

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. As outlined on the MaPP website, each sub-region had an Advisory Committee to provide input to the partners (18 First Nations and BC government) during the development of the marine plans. These Advisory Committees are listed on the MaPP website and may be a helpful tool for students to look at in their research process. It is important for students to understand that the MaPP process is quite unique in that it 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. The First Nations, as sovereign governments, are thus owners of the decision-making and planning that is happening in their traditional territories, in collaboration with the provincial government. The Advisory Committees are diverse (and how each sub-region structured committees varies); but from the lists on the MaPP website you will see that many hold expertise in a certain area or represent various special interest groups. Other stakeholders include the various marine sectors like fishing, recreation, aquaculture, marine transportation, conservation, etc. Stakeholders were consulted and their input incorporated, but it's the province and First Nations as governments that developed the plans and sought stakeholder participation and input.

The activities modelled in this lesson are not meant to model the exact processes used in regions in the MaPP. These vary by region and are of course more nuanced and complex. Instead, the activities serve as accessible ways for students to practice the skills of close listening, researching, providing evidence for claims and communicating rationales.

In Lesson 3, an interview with Doug Neasloss, Chief Councillor, Kitasoo/Xai'xais Band Council & Resource Stewardship Director, Kitasoo/Xai'xais Integrated Resource Stewardship Authority, is provided as a possible extension activity. Doug shares some of the history of the First Nations in the Central Coast region of BC, and if not already shared with students, this would be a helpful document for students to read (or watch or listen to, as this is also provided in film and audio form) before Part C of this lesson. It will provide students with some historical background and considerations to keep in mind when taking on the role of decision-makers, particularly in considering the impacts of colonialism for First Nations in the Great Bear Region, and the resistance and response to colonialism which continues today.

In considering how the MaPP is an example of collaborative decision-making between First Nations and the Province of British Columbia around the use of space and place, this may also be an opportunity for students to learn more about Canadian constitutional law with regard to First Nations. One area for further study associated with this lesson may be the concept of First Peoples' title. The following website provides some background information you may find helpful: <http://indigenousfoundations.arts.ubc.ca>. As referenced on the website: "Aboriginal title refers to the inherent Aboriginal right to land

or a territory. The Canadian legal system recognizes Aboriginal title as a sui generis, or unique collective right to the use of and jurisdiction over a group's ancestral territories. This right is not granted from an external source but is a result of Aboriginal peoples' own occupation of and relationship with their home territories as well as their ongoing social structures and political and legal systems. As such, Aboriginal title and rights are separate from rights afforded to non-Aboriginal Canadian citizens under Canadian common law."

Tips for Facilitating a Mock Regional Planning Meeting

Structured Role-Play

This lesson provides a structure for students taking on various perspectives as members of a regional Advisory Committee, presenting recommendations they think should be considered in the planning process for the partners (18 First Nations and the Province of British Columbia). Some other ideas for structuring a role-play:

- Have the class select a topic of interest, and have students take on a particular perspective associated to that topic. For example, sustainable harvesting, First Peoples rights and Canada's constitutional law, biodiversity, ecotourism, policy development, etc. Students could work independently or in groups.
- Come up with a number of roles (teacher led or as a class) and pick these at random (or students list their top three options). Some roles may include: scientist, commercial fishery, educator, stewardship non-profit, parent, student, First Nation Elder or chief, provincial government representative, oil industry worker, etc.
- Include students in roles such as moderation, facilitation, recorder, witness, etc.

This could also be the starting point of a larger inquiry project, where students fully research not just the ideas presented in the film, but other interest areas of their choosing, or an issue framed around a question. The supplementary materials provided could be used as a starting point for further exploration.

Once the structure has been determined, consider co-developing assessment rubrics for student expectations for group work, research and presentations. A self (**4.3 Self-Assessment Checklist**) and group (**4.4 Group Assessment Checklist**) is also provided.

Providing Time for Research and Preparation

There are a number of supplementary materials provided in addition to the film. All of these materials are provided on the website at www.greatbearssea.net. Transcripts of the videos are also provided on the website or the Great Bear Sea USB. These are helpful tools for accessing information quickly and in quoting information.

Adjust the number of recommendations appropriately to accommodate for the number of students in your class so that each student is responsible for researching and presenting at least one recommendation (or perspective).

Facilitating the Meeting

Here are some ideas for preparing for, and facilitating the meeting:

- Establish a set of “ground rules” for the meeting, including when and how long groups/students will have to share their recommendations, how and when others should respond, the order of presentations, etc.
- Consider using a Talking Circle approach, to encourage respectful and active listening. See www.firstnationspedagogy.ca/circletalks.html for guidance.
- Set up the room to model an interactive meeting, where students can face each other (circle or boardroom style). Consider holding the meeting in a larger space, away from the classroom if desired.
- As the facilitator, formally open the meeting, reinforcing the ground rules and introducing the session. A potential script could be:
 - *Home to First Nations for thousands of years, the Great Bear Sea is a wild expanse of ocean where whales and marine life, wolves, bears and humans thrive in rich coastal ecosystems. The Great Bear Sea is also a place where worlds collide – a place full of historic conflicts and looming battles over ocean resources. We are gathered here today to plan for our future – to build regional plans that will protect this region and to build sustainable coastal economies. All voices will be heard and all perspectives will be considered.*
- After presenting their points, have students post their chart paper with the listed recommendations around the room. Consider holding a “clarification session” following all presentations, whereby students can ask questions about any of the recommendations and both the presenter and others can help address questions to clarify.

Prioritizing Recommendations

During the second part of the meeting, students take on the role of the decision-makers (in the MaPP, this is the 18 First Nations and the Province of British Columbia) and consider how they might go about prioritizing the recommendations in order to formulate the regional plans.

As an exercise for students to think about informed decision-making, the role of the class may be to come up with the five most important recommendations to be considered in formulating the regional plans. While real planning and decision-making is, of course, much more nuanced and complex, the activity will give students the chance to see how research, rationales and multiple perspectives are important in decision-making.

Here are some strategies to consider in facilitating this portion of the meeting:

- In the role of decision-makers, have the students review the recommendations and rationale suggested for each region (or choose one or two to focus on as a class). Provide students with 3 different coloured tabs or other stickers, and denote the

colours as "Low," "Medium" or "High" priority. Have students place their stickers beside the recommendations for the region, and then as a class, rank them and determine the five most important recommendations.

- To make this more manageable, decide on one region that you will focus on as a class.
- To make this more complex, have students continue in role-play, with the original Advisory Members for one region becoming the Partners (First Nations/government) for another. Keep the task to determining the five most important recommendations, but have the Advisory Committee Members answer questions from the Partners in order to rationalize their recommendations.
- Have the class determine other methods for how determine the five most important recommendations for each region.

Name: _____

4.1: Regional Perspectives Viewing Guide

Describe the perspective or knowledge shared.	Who is sharing the knowledge? Consider any groups or communities they belong to.	What is the geographic, ecological, economic and/or social/cultural significance of the knowledge for future marine planning?	Rate the level of importance you think this has for future planning (low, medium, high) and why.
<p>Example: Ancient Clam Gardens provide Traditional Ecological Knowledge that we can learn from to plan for future.</p>	<p>First Nations of the Kwakwaka'wakw.</p>	<p>Clam gardens have cultural value to First Nations, provide food, and provide income (fishery).</p>	<p>High – Traditional Ecological Knowledge like this can help guide future planning. Protection of these areas is important for science and culture.</p>

Describe the perspective or knowledge shared.	Who is sharing the knowledge? Consider any groups or communities they belong to.	What is the geographic, ecological, economic and/or social/cultural significance of the knowledge for future marine planning?	Rate the level of importance you think this has for future planning (low, medium, high) and why.

Name: _____

4.2: Developing Regional Recommendations

Group Members: _____

Region: _____

Instructions:

Develop a set of recommendations that reflect the perspectives, opinions and needs of the region you are researching, and promote the need to keep the Great Bear Sea a viable ecosystem for generations to come. Each group member should present at least 1 recommendation during the Mock Regional Planning Meeting. Make the recommendations easy to understand and straightforward (1 -2 sentences maximum). For example, a recommendation could be: Sensitive areas (like ancient clam gardens) should be designated as protected areas. Be sure to reference the film clips or other resources used for your rationale. You may wish to list the name of a specific person or organization and provide a quote if this is helpful.

Recommendation	Rationale	Name of Presenter

Name of Presenter					
Rationale					
Recommendation					

Name: _____

4.3: Self-Assessment Checklist

For each statement, please rate **your** participation and contribution to the group activity. For each question, include an example of your contribution or what you wish to work on for next time.

- 1 = I need to work on this area.
- 2 = I did ok in this area.
- 3 = I excelled in this area.

	1	2	3	Example or wish for next time:
I was ready to work and remained focused on the task.				
I shared my ideas and opinions.				
I listened attentively and respectfully to others' ideas and opinions.				
I accepted constructive feedback and provided the same to others when possible.				
When faced with challenges, I contributed to problem solving in order to complete tasks.				
I did my fair share of the work during the activity.				

Other comments or suggestions for future learning:

Name: _____

4.4: Group Assessment Checklist

Group Members' Names:

As a team, please rate the way **the group** worked together, and then complete the questions.

1 = We need to work on this area.

2 = We did ok in this area.

3 = We excelled in this area.

	1	2	3
We were ready to work and remained focused on the task.			
We encouraged each other to share ideas and opinions.			
We listened attentively and respectfully when individuals were sharing.			
All members were involved in decision-making.			
When faced with challenges, we worked as a team to find strategies to complete the tasks.			

Describe one thing your group did really well:

Describe one thing your group could improve for next time, and the strategy you might use: