

# Lesson 5: Planning for the Future of the Great Bear Sea

**Overview:** Students will reflect on the experience of engaging in the Mock Regional Planning Meeting and share their questions and observations. They will be asked to consider the value of planning for the future and explore an area of interest through a summative project.

**Suggested Time:** 1 session (75 minutes) + additional for summative projects

\* **Teacher Note:** Materials with a \* are available on the Great Bear Sea USB, or at [www.greatbearsea.net](http://www.greatbearsea.net).

## Materials and Resources:

- Computer, projector and screen
- Lesson 5 Film Clips:
  - SEAS1 (3 mins)
  - Coastal Guardian Watchmen (12 mins)
  - Protected Areas Overview (2 mins)
  - SEAS2 (3 mins) – *optional*
- Teacher Background – Lesson 5
- Featured Career Biographies\*

## Learning Objectives:

Students will:

1. Reflect on processes of collaboration and identify challenges and solutions to effective collaborative planning processes.
2. Assess how prevailing conditions and the actions of individuals and groups affect events, decisions, and developments (cause and consequence)
3. Use social studies inquiry process skills to address an issue/question/concern of own choosing, related to prior learning around marine planning and the Great Bear Sea.

## Lesson Context

This lesson provides students with an opportunity to debrief the Mock Regional Planning Meeting and to review the processes of forming rationales, presenting information and collaboration. Several questions and ideas are suggested for small and large group discussion. Students also consider the consequences of not planning, and how that may impact the communities involved as well as others in the province. This is also an opportunity to have a discussion about the history of colonization, and how First Peoples' voices and perspectives were silenced or not given due consideration. This could lead to a discussion around Truth and Reconciliation, and the activities currently underway in Canada and BC to address colonization.

As a summative project, and using the established recommendations from Lesson 4, Activity 3 suggests a number of options to consider for further self-study. These are intended to take a personal inquiry-based approach, whereby students can engage in a question, concern or issue of interest moving forward. Providing both choice in topic and type of project may increase student engagement and encourage following a line of inquiry that is relevant to them personally.

## Learning Activities

### Activity 1: Mock Planning Meeting Debrief (30 minutes)

1. Have students form small groups (different than the groups they worked with in Lesson 4) and spend time debriefing the Mock Regional Planning Meeting experience. Students should be prepared to share one explanation, observation or question from their experience with the large group.
2. As a large group, address questions raised by students and discuss as a class. Consider facilitating a discussion around some of these questions:
  - What did you find most rewarding?
  - What did you find most challenging about the meeting? What would you do differently next time?
  - Do you feel that all voices were heard equally? Why or why not?
  - Were there any voices missing? How might they have been included?
  - In terms of the Great Bear Sea, whose voices do you feel are most important? Should some voices/perspectives hold more weight than others? Why?
  - Where do you see this type of planning applying to other situations (locally, provincially, nationally, globally)?
  - As we learned through looking at the Marine Planning Partnership, each region now has a plan for moving forward. What issues, concerns, or questions do you think will need to be addressed next?

## Activity 2: What Happens Next? (45 minutes)

1. Ask students if they can think of a policy or law that exists, but may not be followed consistently. Some responses may include:
  - Wearing a bicycle helmet
  - Speeding
  - Distracted driving (cell phones)
  - Lawn watering restrictions in the summer
  - Some school-based rules and policies
2. What are some potential consequences to people choosing not to follow the laws or policies, or when there is a lack of enforcement? (i.e. harm to self, others and environment, fines, lack of leadership and role models, etc.). Have students also consider how people have changed their behaviour to more effectively respond to laws that existed but perhaps were not generally being followed (i.e. the reduction in drinking and driving behaviour in the last few decades). What mechanisms exist to help change behaviour (such as campaigns, advocacy, new legislation, etc.)?
3. Have students brainstorm what may have to be monitored and enforced in following the Great Bear Sea marine plans. How do we ensure follow through for generations to come?
4. As a class, watch the following film clips, and discuss how formal and informal means of leadership might contribute to sustainability:
  - **SEAS1**
  - **Coastal Guardian Watchmen**
  - **Protected Areas Overview**
  - **SEAS2 (optional)**

## Activity 3: Summative Projects (ongoing)

1. Present some options for summative projects and provide choice for students to engage in topic areas and project type. Some suggestions include:
  - Action Plan for the Great Bear Sea. This might include a focus on a specific ecological, economic, social/cultural or geographic situation, or relate to one or more regions.
  - There are many development projects that have been put forth for the North Coast including pipelines, wind farms, refineries, liquefied natural gas (LNG) projects, etc. These development projects may create jobs but also may impact ecosystems. Look closely at one or more of the current development projects proposed for the Great Bear Sea region, and form opinions on how development

- should proceed based on your learning in the film.
- 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. Explore the role of marine plans in helping to advocate for sustainable job development.
  - Artefact and artist statement exploring the significance of one aspect of the Great Bear Sea, with research into one or more particular First Nation cultures.
  - Position statement: Is marine planning in British Columbia (or Canada) necessary? Use an example from a local context to explain your position.
  - Exploring Marine Protected Areas and their significance in BC and Canada.
  - Comparing marine planning with the Great Bear Sea to other parts of Canada or the world.
  - Allow students to provide alternative suggestions.
2. In pairs or small groups, have students brainstorm topic and project ideas. Considering grouping students in like-minded topic groups for further discussion and brainstorming.

### Extension Ideas

- Refer to the First Peoples' Principles of Learning and other resources for more suggestions on embedding a First Peoples' worldview into your teaching practice (see [www.fnesc.ca/learningfirstpeoples/](http://www.fnesc.ca/learningfirstpeoples/)).
- Share the Truth and Reconciliation report and calls to action with students and engage in further learning in this area.
- See **Featured Career Biographies\*** and have students explore a variety of career options related to marine planning and stewardship.

### Assessment Ideas

- Formatively assess students' engagement in group work and large group discussion.
- Assess the summative projects for each student.

## Teacher Background – Lesson 5

### Marine Protected Areas

Marine Protected Areas (MPAs) are an important tool for protecting ecosystems from overuse and exploitation. MPAs restrict human activity in a protected area of seas, oceans or large lakes for a conservation purpose, typically to protect natural, historic or cultural resources. MPAs can allow for fish and marine life restoration, increasing both the size and number of species, and protecting species in critical stages of the life cycle.

MPAs can also act as a baseline for research purposes, to judge management processes in nearby areas. To date, Canada has just over 60,000 km<sup>2</sup> of protected oceans and lakes. In June 2010, Gwaii Haanas National Marine Conservation Area Reserve and Haida Heritage Site (3500 km<sup>2</sup>) in British Columbia (in the region of the Great Bear Sea) was established under the Canada National Marine Conservation Areas Act.

### Northern Shelf Bioregion MPA Network

The Government of Canada, Province of British Columbia and 17 First Nations are working together to develop a marine protected area network in the Northern Shelf Bioregion (NSB), which extends from the top of Vancouver Island (Quadra Island/ Bute Inlet) and reaches north to the Canada – Alaska border, in the region of the Great Bear Sea. The Northern Shelf Bioregion Marine Protected Area Network planning process aims to build a network of MPAs that will help to ensure that future generations will inherit the beauty and productivity of our Pacific Ocean. For more information on the Northern Shelf Bioregion MPA Network visit: [www.mpanetwork.ca/bcnorthernshelf](http://www.mpanetwork.ca/bcnorthernshelf).

### Coastal Guardian Watchmen

First Nations Guardian Watchmen have safeguarded the health of their territorial lands and waters on BC's coast since time immemorial. Today local Guardian Watchmen monitor the health of the plants and animals that have ecological and cultural importance to their communities. They also monitor the impacts of activities such as commercial and sport fishing, logging, and tourism.

Local Guardian Watchmen programs play a critical role in successful resource management by helping to implement land and marine use agreements and ensuring rules and regulations are followed in their territories.

The Coast Guardian Watchmen Network is an initiative of the Coastal First Nations Great Bear Initiative. Their video – *Eyes and Ears on the Land and Sea* – is provided in this lesson with permission. See their website for more information: [www.coastalguardianwatchmen.ca](http://www.coastalguardianwatchmen.ca).

## **Supporting Emerging Aboriginal Stewards (SEAS)**

Supporting Emerging Aboriginal Stewards (SEAS) Community Initiative is a youth program initiated by First Nation community partners together with TNC Canada. As noted on their website at [www.emergingstewards.org](http://www.emergingstewards.org):

Local programs are designed to engage, develop, prepare and empower Indigenous youth to become the next generation of stewards in their communities and territories. First started in 2009, the SEAS Initiative has supported youth in four communities in the Great Bear Rainforest of British Columbia as well as the Lutsel K'e Dene community in the Northwest Territories. Working collaboratively with TNC Canada, each community partner develops and designs a program uniquely suited to the community's priorities, needs and opportunities for engaging youth in stewardship learning and activities. Programs integrate traditional and cultural knowledge with western science approaches, and typically have both a school component and a summer internship component.