



Land Use Agreement Simulation

Source: http://media.openschool.bc.ca/osbcmmedia/english_11v6/html/sc1051a1f_greatbear.html

Vocabulary

Learning Outcomes:

- ✓ I can describe the impact that changes in technology and population have had on the environment (Content #6)
- ✓ I can take responsibility of my learning (Personal Awareness & Responsibility #1)

Instructions: define the following vocabulary terms.

- **Sustainable:**

- **Exploit** (in terms of resources):

- **Economic:**

Explain the ways that First Peoples groups lived in and used the Great Bear Rainforest vs. how the European colonists used it.

Your Task:

You are the environmental advisor for the negotiations about how the Great Bear Rainforest should or should not be used. You will be preparing a report with your informed opinion about what should be done with this land. In order to complete your report, you will listen to and analyze the perspectives of various stakeholders, will form your own opinion based on these, and will participate in a class discussion.



Part One: Considering Different Perspectives

Learning Outcomes:

- ✓ I can acquire and interpret information (Communication #3)
- ✓ I can explain different perspectives on issues (Critical Thinking #10)

Instructions: In order to become informed about the issue, you will need to listen to/read each stakeholder's presentation and argument. Make points form notes about their main points/arguments in the chart below. After listening to all perspectives, complete the "Analysis" by writing which percentage each person wants protected/unprotected. Add any of your thoughts here. **HIGHLIGHT** any of the points/arguments that you agree with.

Stakeholder	Main Points from presentation	Arguments	Analysis + My Thoughts
Gerry Semiuk (logger, union representative)			

Archie Starr
(Coastal First Nations Representative)

Elizabeth Chang
(Earth Alert!)

Douglas Brown
(Spirit Bear Eco-Adventures)

Julia Parsons

(Vice President, BC Forest Products)

Paul McDonald

(Friends of the Great Bear Rainforest)

Part Two: Class Discussion

Learning Outcomes:

- ✓ I can connect and engage with others by participating in discussions (Communication #1)
- ✓ I can consider others' views and express a different opinion in a peaceful way (Social Responsibility #1)

Instructions: *in order to prepare you for a class debate/discussion about what should be done with the Great Bear Rainforest, you will complete this chart. Read the statement on the left, then write down whether you agree/disagree with it, and add an explanation **why**. You can use this sheet to help you when it comes time for our debate/discussion.*

Statement	Agree/Disagree + Explain why
Logging should be a part of the land use plan, because BC forestry workers' jobs must be protected now and in the future.	
The Coastal First Nations should be given control of the Great Bear Rainforest region, so that they can ensure a sustainable future.	
All development (logging, mining, road building, etc.) in the Great Bear Rainforest should be stopped and remain off limits. The entire region should be protected.	
Any development in the region needs to bring income and sustainable economic opportunities for First Nations communities.	

Part Three: Land Use Report

Learning Outcomes:

- ✓ I can explain different perspectives on issues (Critical Thinking #10)
- ✓ I can analyze and critique information (Critical Thinking #4)
- ✓ I can consider others' views and express a different opinion in a peaceful way (Social Responsibility #1)
- ✓ I can analyze complex social or environmental issues from multiple perspectives (Social Responsibility #3)
- ✓ I can make reasoned ethical judgments about controversial actions and whether we have a responsibility to respond (Social Responsibility #4)

Instructions: You will write a multi-paragraph report about what should be done with the Great Bear Rainforest region. In your Land Use Report, you need to include:

Paragraph 1: Introduction

- What/where is the Great Bear Rainforest?
- Why is it unique/important?
- What is the issue that is being debated?

Paragraph 2: Background & Negotiating Process

- Who has been involved in the discussions?
- What are some of the options that are available?

Paragraph 3: Your Proposal

- What percentage of the Great Bear region should be protected/unprotected?
- Do any specific areas/animals/plants need to be included under the protection? (e.g. Spirit Bear habitats, eagles nests, watersheds, etc.)
- If forestry/logging is going to continue in any areas, will clear-cutting be allowed, or will they have to switch to a more environmentally friendly logging practice (that costs more money)?
- Do Coastal First Nations have any say in what is done with the land? Do their communities receive any benefits?
- Will areas be set aside for First Nations development/use? (medicinal plants, areas for food and ceremonial uses)
- Will tourist companies (e.g. Spirit Bear Eco-Adventures) be able to operate within the area? Any restrictions?
- How will future decisions about the area be made? (e.g. potential pipelines, etc.) Who will be involved in making decisions?