

Stewardship 35: PRE-IMMERSION Instructor Package

The following plans and activities are to be completed prior to the students' visit to the Palisades Centre. Within this Pre-Immersion package, you will find activities that will cover approximately 4 hours of classroom work. Students will end the Pre-Immersion sessions with a Field Course Briefing by a Parks Canada/Palisades Centre representative.

Technology

In the following activities, students will need some access to various technologies such as videoconferencing and/or SmartBoard where PowerPoint presentations or student created videos can be shown. Make sure students are situated in the home school appropriately to allow access to this technology.

- **Organizers of this part of the Stewardship course should give videoconference speakers ample time to organize their presentations.**

Recommended Course Materials

It is suggested that students keep a binder or a journal that they will devote to the Stewardship of Protected Lands 200 course (Pre-Immersion, Immersion and Post-Immersion Activities). There will be a series of handouts that students will be expected to keep and look back on as the course progresses. As part of their reflection exercises throughout the program, students are encouraged to take photographs of activities that they take part in and other ideas relating to the Stewardship unit. Also, make note of the Suzuki book listed.

Recommended Course Materials List

- Journal/Notebook or Binder and Writing utensils & Cameras
- David Suzuki's book **The Big Picture** (2009) to be used at all levels of Stewardship Ed.

Assignments

Any reflection assignments or notes are to be kept in the student's notebook and can be used to evaluate the student in the course. Some handouts will be collected by the course administrator or teacher to be used in the student's evaluation.

Outline

Module	Module Outline (Location, and Materials Needed)
1 – Course Introduction	Overall review of Stewardship 200 and the projects that they completed as part of that unit. Students then break down the stakeholders in their home community – how decisions about development are made.
2 – Reading and Presentations	Students will read an international document on the importance of 'Natural Capital' and make presentations about their understanding of some of the ideas they read about.
3 – Videoconference Presentation by Expert in Natural Capital (economic focus)	Students will learn from an expert in the field about the benefits of natural capital to economic development. Geneva Claesson will present on behalf of Deloitte Accounting and Environmental firm.
4 – Presentation by Parks Canada Planner	Students will be involved in a presentation from one of Jasper National Park's main planners – Shawn Cardiff. A discussion about the planning process and a collaborative approach to planning will take place. Students will be introduced to the complications of managing a ski hill in a national park.
5 – Parks Canada Guest Speaker	Field Course Briefing in preparation for Palisades Immersion course.

Module 1 – Course Introduction (Instructor’s Notes)

- All student handouts are at the end of the Pre-Immersion package in the **Appendix** – note that some copies will need to be made of these handouts.
 - Copies of David Suzuki’s book, **‘The Big Picture’** will be needed for the Pre-Immersion part of the course.
1. Introduce the main differences between the 200 level and the 35 level:
 - Work is more independent – you are given the problems and it is up to you to figure out a way to present your opinion or your ideas on the issue.
 - Less overall assignments – but the assignments that you do have are larger in scale and more time-consuming.
 2. Give students the course handout for Stewardship 35 (attached at the end of this document). Discuss and clarify for students anything about marking schemes or dates that they may be confused about.
 3. Guided reading from Suzuki’s book: Page 38 – 41 – “Species Loss Weakens Entire Ecosystems”. Discuss the following from the reading (one question must be answered as part of **‘Appendix A’**):
 - a. What does it mean to say that, *‘these services, which have also been conservatively estimated at being worth trillions of dollars to the global economy’* in the context of the reading?
 - b. Why does N.I.M.B. stand for? (Not in my backyard) How does this apply to our understanding of the world’s current environmental problems and also to the proposed solutions to these problems?
 - c. Why would it be ‘dangerous’ to humans to lose more species than we already have? (interconnectedness)
 - d. As an extra – class could watch David Suzuki’s program on the importance of bears and salmon to the old-growth forests of coastal B.C. and how the decrease in one of these species would mean detriment to the other ones. **Nature of Things** – cbc.ca
 4. Short film: **“Patagonia: Creating the Future Patagonia National Park”**
 - Youtube: http://www.youtube.com/watch?v=v_pNqTIJF5g (12 minute video on the creation of a national park in Chile – Patagonia)
 - Discussion Questions (some questions are found in ‘Appendix A’ of the student’s handout.
 - What is the main problem with the exotic plants within Patagonia? How are these plants often brought in?
 - What problem does overgrazing cause in this area?
 - What is the importance of the huemel deer? What animal could be considered of equal importance in Jasper National Park? (Caribou and Grizzly)

- Why is it important to also consider the areas immediately surrounding the National Parks?
Look on a map to see what types of protected areas surround Jasper National Park. Are there any areas that you would think need to be upgraded in terms of protection?
 - How is tourism seen as a way to improve the environmental stewardship of the area?
Similarly, how can we use tourism to improve environmental stewardship in Jasper National Park?
 - In the treatment of the main river in Patagonia – how are we facing a similar situation with the main river in Jasper National Park? (Industrial development)
 - Look up where Patagonia is and how large the proposed park is going to be. Compare this to Jasper National Park. Is enough being done here to protect this amazing area?
5. Reading 2: Pages 41 to 43 in Suzuki’s book: “Saving Roy’s Lake”. Discuss the following from the reading (and take note of the one written question from this reading in ‘**Appendix A**’).
- a. Why does Suzuki add in to MacGregor’s quote the word ‘*effort*’? What is he suggesting by adding such a word to MacGregor’s meaning?
 - b. Summarize how Suzuki feels about the efforts of North American governments to become more sustainable. How could this be a case of ‘you don’t know what you’ve got until it’s gone’?
 - c. What is one way Suzuki suggests that we can help to ensure that our favourite getaway spots in Canada are preserved in the future?

Module 2 – Reading: The Importance of Natural Capital

1. Refer to attached pdf document: “Natural Capital Stewardship: A Basis for Travel and Tourism Competitiveness”
 - Discussion Questions based on reading (Note that in ‘**Appendix B**’, there is a short presentation project based on students becoming ‘experts’ on one of these questions):
 - Define ‘natural capital’ – how can this ‘natural capital’ be responsible for the economic development of a country? (pre-reading)
 - How might this natural capital be mismanaged? (pre-reading)
 - How much of the Earth’s surface is currently protected? How does this compare to the amount of the ocean’s surface that is protected? (57)
 - How might one country have a natural competitive advantage in the travel and tourism industry? (58)
 - What is the major shift that is happening in what consumers are looking for in their travel and tourism experiences? (59)

- What are some of the potential effects of poorly planned tourism development? (59)
- A healthy and vibrant, nature-based T&T sector has three distinct benefits – explain what each is and how each is dependent on the other in order to benefit a country. (59 – 60 – Economic, Education and Protection)
- How can Travel and Tourism be considered a ‘double-edged sword’? (60)
- In the section titled, “Stewardship of protected areas: An important cornerstone of conservation”, look at the five components to achieving conservation of protected lands. Summarize these 5 points and explain how they are interconnected. (60 – 61)
- Why is the ‘private sector’ as important in the attempt to conserve protected areas? (61)
- What is the value of community engagement in improving stewardship of protected areas? (61)
- What are the benefits of implementing environmental education programs as part of a lifelong learning strategy? (61 – 62).
 - Note that every group does a different question.
 - Students should be encouraged to look at sources or information outside of this document.
 - The mark should be determined based on the student’s understanding of the question they have been given, insight into how it relates to Jasper National Park, and outside knowledge of this topic/issue on a broader scale.

Module 3 – Videoconference based on Economic Advantages of ‘Natural Capital’

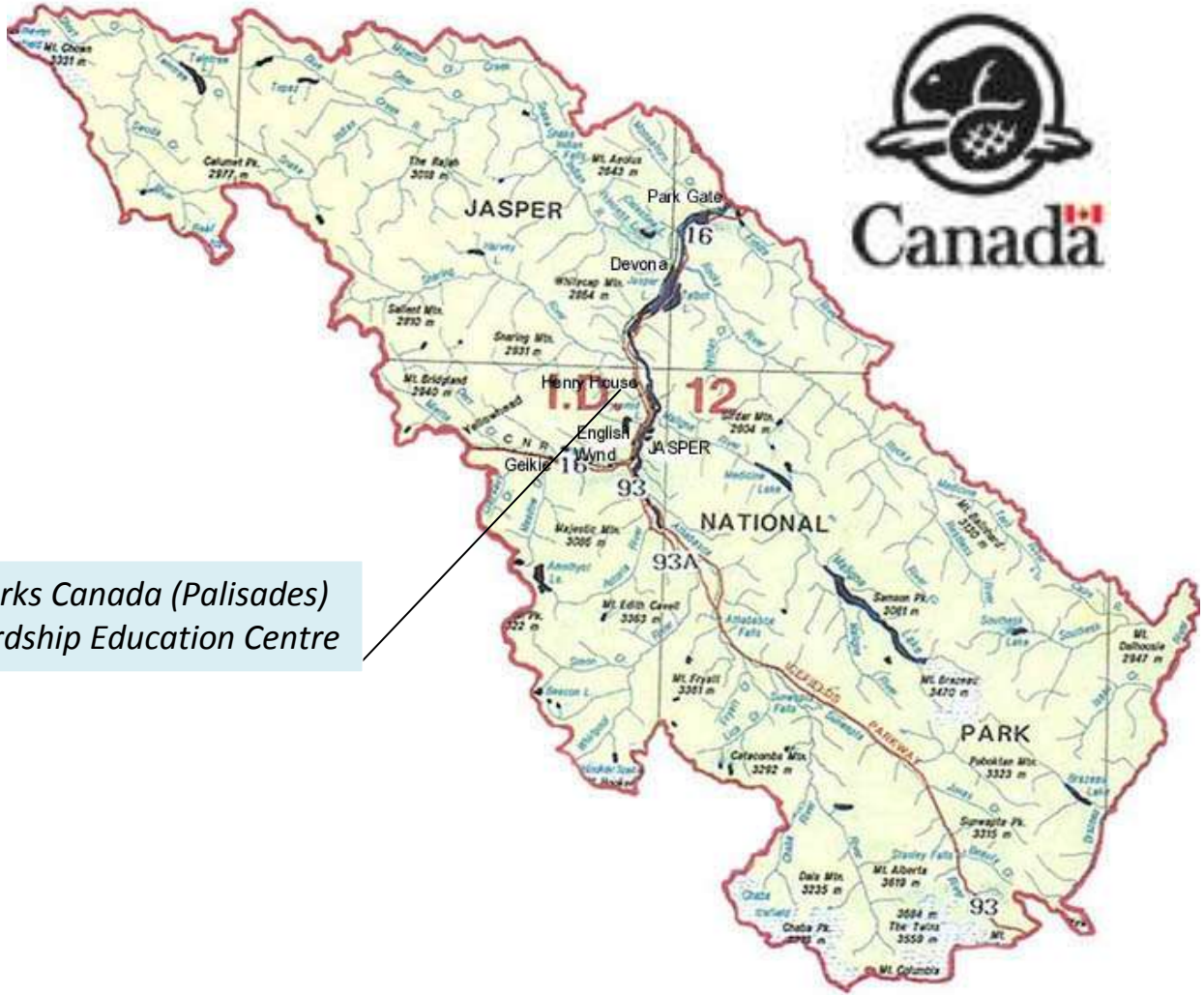
VIDEOCONFERENCE – be sure to organize ahead of time the videoconference connection with **GENEVA CLAESSION (gclaesson@deloitte.ca)** about the importance of protected areas and green spaces or natural capital to our society.

- Note that this presentation can be done before, during or after students complete the presentation project assigned in Module 2.
- Geneva Claesson should also talk about her education path – how she got to where she is today.

Module 4 – Presentation by Jasper National Park Planner – Shawn Cardiff

- Shawn.cardiff@pc.gc.ca
- Be sure to give Shawn Cardiff ample time to prepare his presentation and to clear his schedule.
- Note also that this presentation could be done at the Palisades Centre itself.
- Live presentation featuring a presentation by Parks Canada Manager of Integrated Land Use Policy & Planning.
 - Shawn will speak about the challenges of his role with Parks Canada and what the job entails, his past experiences and his education.
 - He will then give his perspective on how protected lands can be best maintained.
 - For this, he will give the students the case study of his role in the management strategies of Marmot Basin (which will help the students in their later project at this level).
- Refer to '**Appendix C**' for the short exercise based on Shawn's experience in collaboration with Marmot Basin.

Stewardship of Protected Lands – 35 Level



The Parks Canada (Palisades) Stewardship Education Centre



...let us provide an opportunity for the youth who visit Jasper to distinguish beyond the recreational playground and embrace the challenge of the one hundred year horizons



Stewardship

- Develop an understanding of the competing stakeholder needs in JNP
- Develop an understanding of aboriginal peoples' relationships with this land
- Develop an understanding of the long-term implications of balancing protection, education and experiences in national parks

Mountain Recreation

- Develop an appreciation of mountain recreation
- Understand the sustainability issues related to recreational activities
- Understand the role of democracy in governing national parks & other protected areas

Geographic Information

- Develop competence in the application of digital mapping & GPS technology
- Understand the geography and significance of the RMNR
- Analyze field observations and draw conclusions based on personal experience and applied technology

Ecological Integrity

- Understand and explore the concept of ecological integrity as it relates to the complete functioning of JNP
- Identify challenges to ecological integrity
- Analyze and explore ways of mitigating threats to ecological integrity

Job Ready Credentials

These courses encourage and expose students to a variety of career and occupational paths. Through connection with role models from GIS data specialists to planners to tourism operators, students will develop an understanding of a range of job options.

Those students who successfully complete the full program will develop a diverse portfolio relating to stewardship issues from local to national.

Prerequisites

There are no prerequisites set for the 100 level course. Students are expected to progress from 100 to 200 to the 35 level. If a student wishes to join the program without completing the preceding course, the supervising teacher and principal will consider entry on a case-by-case basis.

Materials Needed

Students should dedicate a notebook/binder or journal to this course. There will be handouts that students will be responsible to complete and keep for evaluation. Student work should be neat and thorough to ensure the highest achievement possible.

Many reflection assignments throughout the course have the option for use of photographs or photo-journals. As a result, use of cameras is encouraged throughout the course to document activities and to use in reflective assignments.

Assessment Standards

A variety of assessment tools will be used to measure student achievement in this course. Students will conduct interviews with stakeholders and record responses, they will work as individuals and in small groups, form a personal responses and reflection, create skits, videos, slide shows, photo journals and artwork.

The following rubrics will be used to assess student performance.

Engagement in Activities /30			
Standard of Excellence 25-30	Proficient 20-24	Acceptable 15-19	Not Acceptable 0-14
Students readily engaged in activities and consistently showed leadership in each of the assigned activities.	Students willingly engaged in activities and frequently showed leadership in each of the assigned activities.	Students engaged in activities and occasionally showed leadership in each of the activities.	Students reluctantly engaged in activities and rarely showed leadership in the activities.

Notes and Responses / Reflections /20			
Standard of Excellence 17-20	Proficient 12-16	Acceptable 6-12	Not Acceptable 0-5
Notes and responses demonstrate a thorough understanding of the complexity of the issues. Students develop a sound judgment based on solid evidence.	Notes and responses demonstrate an understanding of the complexity of the issues and the ability to support their opinion.	Notes and responses demonstrate an ability to summarize and restate the key issues.	Notes and responses indicate a lack of conceptual understanding. Issues are dealt with at a superficial level and/or in isolation.

Stewardship & Protection /20			
Standard of Excellence 17-20	Proficient 12-16	Acceptable 6-12	Not Acceptable 0-5
Students demonstrate a thorough understanding of key concepts.	Students demonstrate an understanding of key concepts.	Students demonstrate a general understanding of key concepts.	Students indicate a lack of conceptual understanding. Issues are dealt with at a superficial level and/or in isolation.

GIS Projects /20			
Standard of Excellence 17-20	Proficient 12-16	Acceptable 6-12	Not Acceptable 0-5
Projects demonstrate a thorough understanding of concepts. Effective and competent communication of key concepts.	Projects demonstrate an understanding of concepts. Effective communication of key concepts.	Projects demonstrate a general understanding of concepts. Communication of key concepts is evident.	Projects indicate a lack of conceptual understanding. Issues are dealt with at a superficial level and/or in isolation.

Final Presentations /15			
Standard of Excellence 14-15	Proficient 11-13	Acceptable 6-10	Not Acceptable 0-5
Contribution demonstrates a thorough understanding of stewardship. Effective and competent communication of key concepts.	Contribution demonstrates an understanding of stewardship. Effective communication of key concepts.	Contribution demonstrates a general understanding stewardship. Communication of key concepts is evident.	Contribution indicates a lack of conceptual understanding. Issues are dealt with at a superficial level and/or in isolation.

Basic Outline of Stewardship 35:

	Topics	Highlights
Pre-Immersion (classroom)	<ul style="list-style-type: none"> Natural Capital – economic perspectives on stewardship Case studies on Patagonia National Park and Marmot Basin Management Plan 	<ul style="list-style-type: none"> Presentation by Parks Canada Planner Shawn Cardiff Presentation by an expert in field of natural capital from economic perspective and the importance of Green Spaces – Geneva Claesson
Immersion (Time at Palisades Centre)	<ul style="list-style-type: none"> Learning how to determine management challenges in Jasper National Park Managing ski hills with natural capital ideas in mind. 	<ul style="list-style-type: none"> Presentation by Parks Canada experts. Tour and evaluation of Marmot Basin facilities. Videoconference with expert on the management challenges of Mont Tremblant in Quebec GIS activity based on the management concerns of Marmot Basin
Post-Immersion (classroom)	<ul style="list-style-type: none"> Analyzing feasibility of a ski hill in a National Park Identifying Natural Capital in home communities and planning actions to preserve these areas. Role of NGO's in preserving our natural capital. 	<ul style="list-style-type: none"> Using technology to present opinions on management feasibility Viewing short films that demonstrate the importance in playing an active role in one's community Demonstrating the other possible benefits of designing ways to make land use more sustainable.

Appendix A

Written Answer Response Questions (based on reading and viewing of short film):

1. Why does N.I.M.B. stand for? (Not in my backyard) How does this apply to our understanding of the world's current environmental problems and also to the proposed solutions to these problems?

2. How is tourism seen as a way to improve the environmental stewardship of the area? Similarly, how can we use tourism to improve environmental stewardship in Jasper National Park?

3. Why is it important to also consider the areas immediately surrounding the National Parks? Look on a map to see what types of protected areas surround Jasper National Park. Are there any areas that you would think need to be upgraded in terms of protection?

4. Summarize how Suzuki feels about the efforts of North American governments to become more sustainable. How could this be a case of 'you don't know what you've got until it's gone'?

Appendix B

Reading: Natural Capital Stewardship: A Basis for Travel and Tourism Competitiveness

Instructions:

1. In partners or in small groups – choose a question from below based on the reading. You will become the ‘experts’ on the meaning and understanding of this question.
 - What is the major shift that is happening in what consumers are looking for in their travel and tourism experiences? (59)
 - What are some of the potential effects of poorly planned tourism development? (59)
 - A healthy and vibrant, nature-based T&T sector has three distinct benefits – explain what each is and how each is dependent on the other in order to benefit a country. (59 – 60)
 - How can Travel and Tourism be considered a ‘double-edged sword’? (60)
 - In the section titled, “Stewardship of protected areas: An important cornerstone of conservation”, look at the five components to achieving conservation of protected lands. Summarize these 5 points and explain how they are interconnected. (60 – 61)
 - Why is the ‘private sector’ as important in the attempt to conserve protected areas? (61)
 - What is the value of community engagement in improving stewardship of protected areas? (61)
 - What are the benefits of implementing environmental education programs as part of a lifelong learning strategy? (61 – 62).
2. Prepare a short (3 to 5 minute) presentation on the question that you have selected. You will be explaining your interpretation of this question to the rest of the class.
3. Within your presentation, be sure to use some sort of visual to help clarify your explanation.

- Could be any of the following:



- PowerPoint
- Short film
- Skit
- Any online presentation tool
- ? Get approval from the teacher if your desired format is not listed here.

4. Within your presentation, be sure also that:
 - a. Everyone speaks and plays an equal role.
 - b. Nobody reads the entirety of their presentation – also be prepared to answer questions from the rest of the group.
 - c. Do necessary research based on your topic and refer to the specifics of your research (where you found relevant information and what it said in relation).
 - d. **Relate to the topic to specifics about challenges in Jasper National Park – very important.**

