

# Nisga'a Fisheries: Marine Conservation Youth Stewardship Lesson Plan

Title:

A British Columbia Teacher Curriculum Guide for the Theme:  
Marine Ecosystems, Habitat Protection & Conservation, and Abalone  
Species at Risk

Lesson # 2 (Part 2):

Youth Activism (Part 2) – Field Trip: Youth Visit the Local MLA's Office to  
Present Their Letter to the MLA

\*Special Note\* - These lessons are intended to be used as a guide. Please add your own creative ideas, teaching strategies, and personal style to adapt these lessons to the needs of your local community and student interests.

By

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## Lesson Summary:

In this lesson, Part 2 of Youth Activism, the students will go on a field trip and bring their letter that they wrote in Lesson # 2 - Youth Activism (Part 1) to the MLA's office. Here the students will have the pleasure of presenting their letter to their local member of government! At the MLA office the students will be given a tour, and can ask their MLA questions that they have.

In addition, your students will proudly show the MLA their signatures on the "Action Pledge to Protect BC's Endangered Species, and Make Positive Changes for Their Community, Environment, and Resources." This is your student's opportunity to ask their MLA what the government is doing to help BC's endangered species such as the Northern abalone. Your students can feel proud as they explain to the MLA about the thematic unit they are studying.

If your class has decided to take the "Sierra Club Letter Writing Challenge", and has also sent their letters to Sierra Club, take this opportunity to show the MLA this wonderful accomplishment. Please visit the link on to the Sierra Club BC Chapter website. Click onto the "Action Challenges - 2. Write a Letter" section.

[http://www.sierraclub.bc.ca/education/ed\\_students/elementary-students/action-challenge/action-challenges](http://www.sierraclub.bc.ca/education/ed_students/elementary-students/action-challenge/action-challenges)

Your youth will see themselves in a position as capable, competent and caring eco-citizens as they present their letter to the MLA. They will gain leadership skills as they complete this eco-action initiative and will feel proud as they make a positive change for themselves, family, community, environment, and resources!

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Lesson:

1. Before you visit the MLA's office, review with the students: leadership skills, public speaking skills, professionalism & manners skills, and skills in taking turns to talk.

Assign class leaders to perform the following roles before you visit the MLA's office.

- Someone to give a thank you gift to the MLA for their time.
- Someone to give the MLA an address for the MLA to respond to the youth.
- Someone to show the MLA the "Action Pledge" with the student's signatures.
- Someone to ask the MLA if they have any advice to give the class as youth stewards and eco-citizens.
- Someone to take photos and videos at the MLA's office.

2. Visit the MLA's office. Take a tour of the office with the MLA. Encourage your youth to ask their questions such as, "How is the government helping protect BC's endangered species such as Northern abalone in the local area?"

3. Have your youth read out their letter to the MLA with leadership and confidence. After they read out their letter, they can give the MLA a copy of their letter!

4. Have one student show the MLA the signatures on the "Action Pledge to Protect BC's Endangered Species, and Make Positive Changes for Their Community, Environment, and Resources." If your group has decided as a class to take the Sierra Club Letter Writing Challenge, and has sent their letters to Sierra Club as well, proudly tell the MLA about this success.

6. Have a student ask if there is any advice that the MLA has for the class and as youth stewards and eco-citizens that are actively involved with their school and community.

7. Thank the MLA and take any other photos!

8. When back in the classroom, take time to discuss about the exciting visit to the MLA's office. Give your students time to sketch and reflect in their journals. Criteria for students to respond in their journal could include the following:

- How did you feel when you gave your ideas to the MLA?
- Do you think that you made a difference for your family, community, environment, and resources by reading and giving your letter to the MLA? Why or Why not?
- Please take the time to add illustrations by sketching, drawing, and colouring in your journals.

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Subject Area(s): Environment and Sustainability Across BC's K-12 Curricula: Social Studies, Language Arts, and Health and Career Education.

Grade Level: Our summer camp chose to host students 6-12 years old in age. This unit is designed for teachers to adapt the unit for elementary, middle, and high school.

Standards: See Below

BC Ministry of Education Curriculum Prescribed Learning Outcomes:

## Social Studies:

- Describe ways individuals contribute to a community.
- Demonstrate a sense of responsibility for their local environment and community.
- Identify a variety of social structures in which they live, learn, work, and play together.

## Health and Career Education:

- Identify types of work and careers that interest them.
- To encourage activism in youth applying a goal-setting model to a short-term goal.

## Language Arts:

- Developing oral language abilities (speaking and listening).
- Developing reading and viewing abilities.
- Developing writing and representing abilities.

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## Lesson Objectives:

### Students will:

- Visit their local MLA government office.
- Present their letter to the local MLA about an issue or issues they care about.
- Share their "Action Pledge to Protect BC's Endangered Species, such as the Northern abalone" to the MLA.
- Share their "Action Pledge to Make Positive Changes for Their Community, Environment, and Resources" with the MLA.
- Share the "Sierra Club Letter Writing Challenge" if the class has decided to take this challenge.

## Lesson Scope and Sequence:

One of our hopes for this teacher guide is that your youth will reach their fullest potential as caring, competent, and caring eco-citizens. May your stewardship group (your class) realize that they have an important role to help make this world a better place. May your youth feel empowered to share their ideas and opinions, and take action! Your role is to help mentor your youth into understanding that they are important, and that their community needs to hear from them.

In Part 1 of the youth activism lessons, the students wrote a letter to their local MLA. As well, they signed and committed to an action pledge. In this lesson, Part 2 of Youth Activism, the students will visit the local government office to present their letter to the MLA!

Watch your youth gain self-confidence as you daily talk to them about youth activism, and how they contribute to "The Seven Paddles of Our Ocean Canoe: environmental stewardship, teamwork, self-confidence, gratitude, leadership, friendships, and taking action." Sometimes it takes a bit of patience to wait until the students in your class feel comfortable to voice their own opinions...its well worth the wait!

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## Student Assessment:

As a whole class, set criteria to evaluate what is important for your youth and students. Ask your youth what they would like to be evaluated on. For example, if public speaking and leadership is important, then set criteria for presenting the letter to the MLA. If reflection is important, then set criteria for the students to respond in their journal after they come back from the MLA office.

For example, criteria for leadership and public speaking could include:

- Ability to state a concern for their community to the MLA.
- Ability to ask questions to the MLA.
- Ability to speak to the MLA with a loud, clear, and confident voice.
- Ability to take turns when talking.

Criteria for students to respond in their journal could include using prompt questions such as:

- How did you feel when you gave your ideas to the MLA?
- Do you think that you made a difference for your family, community, environment, and resources by reading and giving your letter to the MLA? Why or Why not?
- Please take the time to add illustrations by sketching, drawing, and colouring in your journals.

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Lesson Implementation		
Instructional Strategies	Grouping Options	Scaffolds/
Introduce the lesson:	Whole Group	<p>1. Before you visit the MLA's office review: leadership skills, public speaking skills, professionalism &amp; manners skills, and skills in taking turns to talk.</p> <p>2. Assign class leaders to perform the following roles before you visit the MLA's office.</p> <ul style="list-style-type: none"> <li>▪ Someone to give a thank you gift to the MLA for their time.</li> <li>▪ Someone to give the MLA an address for the MLA to respond to the youth.</li> <li>▪ Someone to show the MLA the "Action Pledge" with the student's signatures.</li> <li>▪ Someone to ask the MLA if they have any advice to give the class as youth stewards and eco-citizens.</li> <li>▪ Someone to take photos and videos at the MLA's office.</li> </ul>

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Practice:	Whole Group	<ol style="list-style-type: none"> <li>1. Students visit the MLA's office, take a tour of the office, ask questions, read out their letter to the MLA, and give the MLA a copy of their letter.</li>   <li>2. Students show the MLA the signatures on the "Action Pledge to Protect BC's Endangered Species, and Make Positive Changes for Their Community, Environment, and Resources." If the class has decided to take the Sierra Club Letter Writing Challenge, and has sent their letters to the Sierra Club, share this good news with the MLA as well.</li>   <li>3. Ask the MLA to give any advice for the youth as eco-citizens and stewards in the community.</li> </ol>
Homework Assignment:	Individual	Students journal and illustrate their thoughts and reflections about the field trip to the MLA office. Students respond to prompt questions.
Review:	Individual and whole class	Students share their journals and responses with the class.

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<p>Eco-friendly Action Project:</p>		<p>Our eco-friendly action project was to:</p> <ul style="list-style-type: none"> <li>▪ Visit the local MLA government office.</li> <li>▪ Present letters to the local MLA about an issue or issues the students care about.</li> <li>▪ Share the "Action Pledge to Protect BC's Endangered Species" with the MLA.</li> <li>▪ Share the "Action Pledge to Make Positive Changes for their Community, Environment, and Resources."</li> </ul>
<p>Application/Work time:</p>		<p>Time needed to go on the field trip to the MLA office. Allow additional time for writing in journals, debriefing/discussion of the field trip, and sharing the journals with the class.</p>

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<p>Self-Evaluation and Critique:</p>		<p>Our Nisga'a youth visited their beautiful Nisga'a Lisims Government building in the Nisga'a Nation Capital, New Aiyansh, BC. The youth sat in government chambers, and listened to talks on the importance of caring for the salmon in the local river.</p> <p>The government officials enjoyed listening to the student's letters. They complimented the youth on their relevant and important ideas! The government officials mentioned that they would share the youth's letters with other government councilors when they have a meeting.</p> <p>We observed a wonderful change in our youth, as they realized that they can make a difference for their community!</p>
<p>Accommodation Options: See Below</p>		
<p>ELL / IEP Students:</p>	<p>Assign partners for the whole class. They all have a leadership role of supporting each other for the visit. For example, they can whisper to each other if they didn't hear something the MLA said. They can help each other keep focused etc.</p>	
<p>Highly-Capable Students:</p>	<p>See above. Assign these students the role of taking digital photos and videos if they do well in technology.</p>	

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<p>Management/Organization Tips:</p> <ul style="list-style-type: none"><li>▪ Review with the class: leadership skills, public speaking skills, professionalism &amp; manners skills, and skills in taking turns to talk.</li><li>▪ Assign class leaders to perform the following roles before you visit the MLA's office: giving a thank you gift to the MLA for their time, giving the MLA an address for the MLA to respond to the youth, showing the MLA the "Action Pledge" with the student's signatures, and asking the MLA if they have any advice for the class as youth stewards and eco-citizens.</li><li>▪ Assign a class leader to take photos and videos.</li><li>▪ Buy the thank you gift for the MLA.</li><li>▪ Bring the Action Pledge pieces of chart paper.</li><li>▪ Make photocopies of each of the student's letters. Give the original letter to the MLA.</li><li>▪ Bring the video camera/camera.</li><li>▪ Write on a piece of paper the address for the MLA to respond to the students' letters.</li><li>▪ Have the journals ready at hand in the classroom for the students to respond.</li></ul>	
<p>Approximate Time Needed: Take the time needed to prepare for the field trip, and go on the field trip. Take additional time, 45 minutes or more, for the students to respond in their journals and share with the class.</p>	
<p>Prerequisite Skills:</p> <ul style="list-style-type: none"><li>▪ Knowledge about local government and MLA.</li><li>▪ Public speaking skills.</li><li>▪ Leadership skills such as giving respect, taking turns listening, confidence etc.</li></ul>	
<p>Materials and Resources Required for Lesson: See Management and Organization Tips above.</p> <p>Adopted and other Audio/Visual: None.</p> <p>Supplemental Resources (including Internet resources):</p>	
<p>Supplies: See Management and Organization Tips above.</p>	

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Technology – Hardware (Click boxes of all equipment needed.)		
<input type="checkbox"/> Computer(s)	<input type="checkbox"/> VCR	<input type="checkbox"/> Projection System
<input type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera	<input type="checkbox"/> Camera
<input checked="" type="checkbox"/> Digital Camera	<input type="checkbox"/> Scanner (optional)	<input type="checkbox"/> Video Conferencing
Technology – Software (Click boxes of all software needed.)		
<ul style="list-style-type: none"> <li>▪ Photocopier machine.</li> <li>▪ Take photos and videos of the student as they read out their letter.</li> </ul>		
Optional Technology Extensions:	<ul style="list-style-type: none"> <li>▪ If your school has a website, post the photos of the student speaking with the MLA.</li> <li>▪ Give a slide show presentation to the school about this eco-action initiative.</li> </ul>	