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**Adapting instruction to your local situation**

The First Nations Elder and Fisheries Representative used for this lesson will be from the local region. As a result, the key points of the lesson will be based on local ecosystems. Maps, websites and images will be used on Day 1 of the lesson to give the students a geographical idea of where the guests are coming from, so that they understand how relevant the information is to themselves and their community.

**Building a support network**

First I will make sure to contact the head of the Science department to ensure that the lesson is appropriate for the students. Once I have the support of the department head I will research and contact local first nation bands and fisheries for guest speakers. I will then visit the local Fishery and First Nations band in advance to confirm both presentations. I will make sure to explain the purpose of the course, what the lesson is about, and how the students would benefit if they were to visit our classroom. Moreover, by visiting with both groups I will become better acquainted with the topic thereby making me more comfortable teaching in front of the class.

**Dealing with sensitive and controversial topics/sensitive issues**

 The relationship between the First Nations people and the Fisheries industry is a debatable and sensitive topic. To ensure the lesson remains unbiased both guests have been invited to present. This way each student can formulate their own opinion on the subject. Open class discussion will be left until both guests have presented and after students have done at home research to complete their assigned worksheet (see attached). Purpose of this is to ensure that students are well educated and have a good understanding of the subject prior to discussing it. It is highly likely that students will disagree with one another. However, it is important that there are guidelines for discussion. Specifically, each student must show respect for the speaker and their opinions. No one will be little or talk down to another student based on their point of view. All opinions will be included in the Venn diagram illustrated on the white board in the final class of the lesson. The purpose is for students to not feel left out. Lastly, students will write questions down on a piece of paper for the guests to answers. I will review these questions prior to presenting them to the guests to ensure they are appropriate. The questions will be collected during attendance of class 2.

**Prescribed Learning Outcomes: Sustainable Resources 11**

**Course**: Sustainable Resources 11 **Unit**: Fisheries

**Lesson**: Traditional Aboriginal fishing techniques compared to current fishery practices in BC

*It is expected that students will:*

* B2 outline the dynamics of ecosystems related to fisheries
* B3 assess current practices related to management of sustainable fishery resources in British Columbia
* B5 illustrate various roles of technology in fishery practices
* B6 analyse challenges and opportunities faced by fishery industries in British Columbia

**Purpose**

 The purpose of this lesson plan is to educate students on how fishing techniques have evolved over time. In doing so, students will learn traditional fishing techniques and practices of the local first nations people. They will then compare that information to modern day fisheries, and students will illustrate the evolution of the fishing industry over time. Therefore, there will be an emphasis on dynamics of the ecosystem, current practices used in the management of resources, how technology has changed the fishing industry, technologies current role in fisheries and challenges and opportunities faced by both the local Aboriginal people and by fishery industries in the local area.

**Suggested time frame**

 Since this lesson is covering a large number of prescribed learning outcomes for the Fisheries unit I would use a minimum four days. Therefore, 4 x 60 minute classes = 240 in class minutes, and approximately 60 minutes of at home assignment.

Day 1: Brief introduction to what a fishery is, how it works and where the local fishery is located using maps. Open casual discussion of previous knowledge of local fishing areas and the fishing industry. Students will be asked to prepare two questions one for each guest, which will be handed in and graded on a participation basis in class 2.

*Both day 2 and 3 will be organized with guest presentation, open discussion/question period followed by group work on the assigned worksheet.*

Day 2/3: Guest presentations

Day 4: Class Discussion on how the fishing industry has changed over time with emphasis on the critical thinking from the fisheries worksheet. Venn diagrams will be used to compare and contrast traditional and modern techniques, practices and management of resources. Moreover, students can compare differences in presentation between the guests and discuss how presentation techniques are unique to each group. This class will be used to summarize Day 1-3 giving students an even stronger understanding of the Local fishing industry

**Material needed**

* Fisheries: Traditional and Modern Day Practices Worksheet
* White Board and markers for class discussion on Day 4.

**Resources**

* Connection with local Elder and Fisheries representative
* University of British Columbia resource (2009) Aboriginal Fisheries in British Columbia. Link **http://indigenousfoundations.arts.ubc.ca/?id=1072**

**Pedagogy/Approach**

I am going to approach this topic as if there is limited knowledge on local fisheries, local First Nations people and the fishing traditions and practices of each group. Since I am not an expert in either category I felt that the students would learn best if guests were brought in to better explain their roles (traditional and modern day). The lesson is going to be 4 days long because it’s covering many PLOs. Each day the students are will be gathering more information that they will write down on their worksheets. Students are encouraged to do extra research outside of class that they can use in the class discussion. By the end of the lesson students will have a strong understanding of the fishing industry in the local area.

**Assessment**

Students will be assessed at the end of the four day lesson when they hand in a formal version of the Fisheries Worksheets. Moreover, a participation grade will be given when students hand in their two questions that they have prepared for the guest speakers. Participating on Day 4 is heavily encouraged, but will not contribute to overall course grade.

**FISHERIES: TRADITIONAL AND MODERN DAY PRACTICES WORKSHEET**

**Sustainable Resources 11**

Use the information gathered from class readings, class discussion, web resources and the guest speakers to answer the following questions. Questions will be discussed and papers handed in at the end of next class.

***Elder \_\_\_\_\_\_\_\_\_ presentation:***

1. How did the First Nations people (insert local band) of our local area affect the dynamics of the ecosystem?
2. What was the main purpose of fishing for the First Nations people?
3. What types of practices did the First Nations people (insert local band) of our local area use to manage their resources?
4. What were challenges and opportunities faced by the local First nations people (insert local band)

***Fisheries representative \_\_\_\_\_\_\_\_\_\_ presentation:***

1. What is the main purpose of Fisheries?
2. Name a local Fishery
3. What sort of techniques did the First Nations People traditionally use that are still being used in the fisheries today?
4. How has technology been used in the local Fisheries? How has it changed Fishery practices?
5. What are the challenges and opportunities faced by the fishery industry in the local area?

**Critical Thinking Question:**

Would the local fisheries benefit by incorporating traditional First Nation practices and techniques? How could both groups work together to enhance the Fishing Industry in BC?