

# Conservation Action Planning Activity for Students

**Grade level:** 7<sup>th</sup>-12<sup>th</sup>

**Time Needed:** 90 minutes or 2 class periods

**Summary:** Students model the Conservation Action Planning process used by the Frenchman Bay Partners ([www.frenchmanbaypartners.org](http://www.frenchmanbaypartners.org)) to develop a Bay Plan for ensuring the future health of Frenchman Bay by representing different stakeholder groups and identifying conservation targets, indirect threats, and strategies. Student groups develop individual plans or whole classes come to consensus on a single plan.

**Objectives:** Students will:

- Develop an understanding of the real world conservation action planning process.
- Be able to identify marine habitats in Frenchman Bay.
- Learn about different livelihoods related to Frenchman Bay.
- Develop collaboration skills.
- Feel empowered to add their voice to discussion.
- Discover a way to prevent conflict by including all affected parties in planning.

## Materials:

- Nametags
- Markers
- Dot stickers for voting
- Masking Tape
- Colored index cards
- Sticky Tarp (see instructions below)
  - 6"x8" tarp
  - 3M spray mount artist adhesive
- Miradi Software (Download at: <https://miradi.org/download>)
- Laptop/ Projector

## Handouts:

- Pre-activity Homework Packet
- Pre-activity Homework: Stakeholders' Viewpoints (1 per student)
- Map of planning area (Frenchman Bay)
- Conservation Targets Template
- + Direct Threats Template
- + Contributing Factors Template
- + Strategies Template
- Plan Overview Template

## Maine Learning Standards addressed:

**Science: C3 Science, Technology and Society:** 6-8<sup>th</sup>: Students identify and describe the role of science and technology in addressing personal and societal challenges. 9<sup>th</sup>-12<sup>th</sup>: Students describe the role of science and technology in creating and solving contemporary issues and challenges.

**Social Studies: A2 Making Decisions Using Social Studies Knowledge and Skills** 6-8<sup>th</sup>: Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.

## PREP:

**Student homework:** The homework packet has readings and web links on the habitats of Frenchman Bay, the conservation planning process, and stakeholder viewpoints. They may just read these or use them as the starting point for more research. If possible, make connections with stakeholders from the community to come in to the class before the activity for students to interview.

## Make a Sticky Tarp

One of the most useful tools for stakeholder workshops is a sticky tarp that you can use for threat and situation analyses. A sticky tarp is simply a large (2x3 meters is a good size) nylon tarp that has been liberally sprayed with a “retractable” artist’s adhesive (e.g., 3M Spray Mount



Repositionable Adhesive #6065) on one surface and allowed to air-dry. This creates a tacky surface that does not dry out and allows any paper item to stick to it and yet be readily repositioned. Always remember to fold the sticky tarp onto itself (i.e., sticky surface to sticky surface) and to open it carefully not to dislodge the glue from the tarp. Over time you may need to reapply the adhesive to the tarp. Masking tape is useful to form the connecting lines.

[http://conserveonline.org/workspaces/cbdgateway/cap/practices/bp\\_5](http://conserveonline.org/workspaces/cbdgateway/cap/practices/bp_5)

Hang the sticky tarp up in the front of the class.

## Activity:

1. Introduce the lesson by asking questions about the homework, asking the students if they have questions, and going over steps of the conservation action planning process that they will be doing: (choosing targets, identifying threats, and developing strategies). (5 minutes)
2. Students make nametags labeled with the stakeholder groups they are representing. Split the class into small groups, ensuring that multiple stakeholders are represented in each group. Tell them that each group will develop a conservation plan for the bay and will share out their results with the whole class after they are done. Each group chooses a member with good handwriting to be the scribe.
3. Distribute planning template packets.

4. Students will take a few minutes to write their ideas on the first page marked CONSERVATION TARGETS. They then go around the table and explain to their group why they chose those habitats or species. (8 minutes)
5. The group votes on which targets to focus on.
6. Students take a few moments to fill in page two (DIRECT THREATS) individually, with threats they think affect the habitats or species the group chose. They go around the table and share what they chose, and explain how those threats affect those habitats or species. (8 minutes)
7. The group votes on which threats they want to focus on.
8. Students take a few moments to fill in page three (CONTRIBUTING FACTORS) as a group with factors they think contribute to the threats chosen by the group. Students decide where to draw arrows from factors to direct threats, and direct threats to conservation targets. (8 minutes)
9. Students take a few moments to think of STRATEGIES (page 4) to address those contributing factors or reduce the threats to habitats and species.
10. The group then chooses the strategies they want to include in their conservation plan and fill out the PLAN OVERVIEW (page 5). (15 minutes)

*If doing this in two class periods, ask follow up questions now.*

---- May pick up from here in the second class period-----

11. The class will now follow the same process to come to group consensus on a plan.
12. CONSERVATION TARGETS: Scribe from each group comes up to the easel to write their group's conservation targets (except for duplicates).
13. Have students come up and dot vote on conservation targets individually. Each student receives 2 dots, they can put them on one (i.e. double up for 2 votes) or more targets. They may represent their stakeholder group, but if the consensus process in the small group made them change their opinions, they should vote accordingly.
14. The three targets with the most votes will be written on green index cards (by a student) and placed in a column on the right side of the sticky tarp.
15. DIRECT THREATS: Use the same process to choose direct threats.
16. The chosen threats are written on pink index cards, arranged on the sticky tarp to the left of their targets. Masking tape can be used to make a line(s) between the threat and its target(s).
17. CONTRIBUTING FACTORS: Use the same process to identify contributing factors, write those on orange index cards and place them on the sticky tarp with tape connecting them to the threat or threats they relate to.
18. STRATEGIES: Use the same process to choose strategies. Write those on yellow index cards, and place them on the tarp to the left of the contributing factors, with tape connecting them to the factors or threats they relate to. This may become a complex web.
19. The final plan is what is on the sticky tarp. You can build that plan as a miradi project while projecting, so students see how it is done.

## **Follow-up Questions:**

Students may have found it hard to follow the steps of the process. They may have wanted to move directly into strategies, or they may have wanted to move ahead with their stakeholder's priorities rather than the one that had the most votes. Have a discussion about the importance of following the steps of the process. Below are some questions you might ask throughout the conversation. (10 minutes)

1. What was difficult in coming to agreement on what conservation targets to focus on? How could we make these things less difficult?
2. Do you think this is a good way to resolve and prevent conflicts between stakeholders?
3. What was difficult in identifying threats and contributing factors? How can we make these things less difficult?
4. Do you think that it would have gone differently if each stakeholder group made its own plan? What are the benefits of having all the stakeholders represented in each group? (When the plan made by one stakeholder group comes to a vote by the whole community, it may not get passed if the other stakeholder groups were not involved in creating the plan.)

## **Variations:**

A) If the class is small, you may want to go through the process described in steps 3-10 as a whole class, using the sticky tarp through the process to show suggestions people make, having discussions and voting as in steps 12-19. This is the process Frenchman Bay Partners used.

B) You can divide the class into stakeholder groups, so that each stakeholder group comes up with its own plan, and then tries to reach consensus with the other groups. Consensus may be more difficult in this variation.

C) Make multiple sticky tarps and let each group use one for planning. This is what they can use to present to the whole class.