

# Exploring The Salish Sea

EAGLEWING TOURS





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## Exploring the Salish Sea - Eagle Wing's Role

The Exploring the Salish Sea Floating Classroom education program is an experiential learning opportunity focused on connection to place. Our goal is for students to embrace environmental stewardship and protection. Experiential learning and connection to place are vital for this generation to embrace that role.

We aim to have the same Eagle Wing Team (3 team members) present throughout your 4 sessions. This is to build trust, connection and relationships with the students.

The Eagle Wing team is responsible for facilitating the students' learning and making connections to the Salish Sea using their essential question. We are here to provide an experience, not to teach new concepts.

Our team's number one priority is safety. We will prepare the students and teachers on how to be safe for Session 2, the boat trip. During Session 2, the Eagle Wing Team is responsible for the safety of everyone onboard, the safety of the environment, and the vessel. We will educate the students throughout the trip on the geography, ecology, culture, and scientific viewpoints of the Salish Sea.

We cannot control the wildlife of the Salish Sea. All we can guarantee is an experience on the Salish Sea, not any particular animal or behaviour. We ask that students (and teachers / chaperones) keep an open mind to what the Salish Sea has to offer that day.

## Exploring the Salish Sea - Teacher's Role

We appreciate your interest and dedication to the program. We are doing our best to make the setup process simple and straightforward. There are a few expectations we have of you to make sure you get the full experience of the program.

Once you receive your initial email from the Education Program Leader and your Eagle Wing Team, you are responsible for replying to all the questions needed. This is to make sure your program is set up for success.

### **Payment**

A \$100 deposit is needed to secure your program. You can do this by calling our office at 250-384-8008. An invoice will be sent to your email. Your full balance is due before Session 1.

Your first piece of paper work is the field trip form sent out to the parents and to find chaperones who will be present on the vessel. There will be an example one in the initial email.

### **Waivers**

Once you receive your invoice, you can fill out the guest list to send the waiver link to parents / guardians of all students, teachers, and chaperones joining us on Session 2. This link is found on the invoice. In the initial email, a detailed description and youtube video is provided for you on how to complete the waiver process. This waiver is for Eagle Wing and is separate from the field trip form. You can forward the invoice to the other teachers that are in your program and need to add students.

### **Transportation**

Transportation to and from Session 2 is your responsibility. We provide information in the initial email on how to book your buses within your district or with Pacific Northwest Transportation Services (PNWTS).

### **Curriculum**

This is a curriculum-based program. We have taken essential questions and concepts from the BC curriculum and worded them to focus on the Salish Sea. It is up to the teacher to introduce any new concepts. Eagle Wing educators are not trained teachers. We are here to facilitate the program, provide examples, help introduce concepts, and encourage critical thinking.

We kindly ask that you communicate any questions or concerns you may have with your Eagle Wing Team. We are here to help!

All of the Eagle Wing staff play an important role in making sure this program is functioning properly. Please treat everyone with kindness and respect.

If you have any issues or concerns, you can email the Education Lead at [lili@eaglewingtours.com](mailto:lili@eaglewingtours.com).



# Session 1 - Overview of the Program and Connection to Place

Session 1 is the beginning of our adventure with the future Salish Sea Ambassadors. At least 1 week prior to Session 1 we will need the following:

- Your School
- Grade(s)
- Your Essential Question Chosen From our List (See next page)
- Split classes or all together?
- Best Location for Learning
- What Do They Already Know About the Salish Sea?

## Session 1 covers:

- **Meet the Team!**
  - The team assigned to your class will usually stay with you for all three sessions. They are also your main point of contact when organizing the content of these sessions. Introductions will be done by our team to create a connection.
- **Introduce Students to the Salish Sea**
  - This section initiates the students' connection to the Salish Sea, its physical characteristics, connections with the Coast Salish Peoples, and the wildlife within!



- **Essential Question**
  - Every class has a program focus. It is your job to select the question that your class wants to focus on throughout the program. Think about what your class has already been learning or will continue learning about this year. How can you incorporate this into your existing curriculum every year? The more information and detail you provide to your Eagle Wing Team, the better they will facilitate the students' learning and the program in general.
- **What to Bring for the Boat Trip**
  - Warm clothing is a must for our Salish Sea experience. Even in the summer, we recommend guests dress like they are going skiing. Your students will be going in late fall/winter so it is expected that they will bring the appropriate attire. These tours go out rain or shine, so prepare to get wet!
  - It can be helpful to have students bring an extra change of clothes to school so they're warm for after the trip - just in case it gets wet and wild!
- **Boat Safety**
  - Safety is our first priority during these outings. It will be covered at the end of the session 1 presentation to prepare the students for the boat. We will go over all of the safety requirements during session 2 as well.
- **Cancellations due to weather conditions**
  - One thing we cannot control is the Salish Sea. The education team will notify you if your trip needs to be rescheduled. We will do our very best to give you 24 hours notice so the buses can be rescheduled. If you come to the dock and we have to cancel due to an unexpected weather change, we will do a session 3 with you at the dock and give you the opportunity to reschedule the boat trip.



## Exploring the Salish Sea: Grade Four and Five

Curricular Competencies
Experience and interpret the Salish Sea environment (Science 4/5)
Identify and explore Coast Salish Peoples' perspectives and knowledge about the Salish Sea as sources of information (Science 4/5)
Express and reflect on personal, shared or others' experiences of land (Science 4/5)

  

Essential Questions
How do living things sense, respond and adapt to stimuli in the Salish Sea? (Science 4)
What are the environmental features of the Salish Sea Biomes? (Science 4)
What are Coast Salish Peoples' concepts of interconnectedness in the Salish Sea? (Science 5)
What are Coast Salish Peoples' sustainable practices in the Salish Sea? (Science 5)

### Sample I Can Statements

- Identify and explore Coast Salish Peoples' perspectives and knowledge to understand how living things sense and respond and adapt to stimuli in the Salish Sea
- Identify and explore Coast Salish Peoples' perspectives and knowledge to discover the environmental features of the Salish Sea Biome
- Identify and explore Coast Salish Peoples' perspectives and knowledge to understand concepts of interconnectedness in the Salish Sea
- Experience and interpret the Coast Salish environment to understand sustainable practices



## Exploring the Salish Sea: Grade Six

Curricular Competencies
Experience and interpret the Salish Sea environment (Science 6)
Identify and Explore Coast Salish Peoples' perspectives and knowledge about the Salish Sea as sources of information (Science 6)
Express and reflect on personal, shared or others' experiences of land (Science 6)

Essential Questions
How do animals in the Salish Sea use their bodies to survive, reproduce and interact with their environment? (Science 6)
What are economic policies and resource management issues that impact the Salish Sea? (Socials 6)
What are examples of International cooperation and responses to global issues in the Salish Sea? (Socials 6)

### Sample I Can Statements

- Identify and explore Coast Salish Peoples' perspectives and knowledge about how animals in the Salish Sea use their bodies to survive, reproduce and interact with their environment
- Experience and interpret the Salish Sea environment to discover how body systems of animals survive, reproduce and interact
- Identify and explore Coast Salish Peoples' perspectives and knowledge about economic policies and resource management issues that impact the Salish Sea
- Identify and explore Coast Salish Peoples' perspectives and knowledge about International cooperation and responses to global issues such as fisheries management, environmental issues, resource use and mis-use in the Salish Sea





## Exploring the Salish Sea: Grade Seven

Curricular Competencies
Experience and interpret the Salish Sea environment (Science 7)
Apply Coast Salish Peoples' perspectives and knowledge, other ways of knowing and local knowledge as sources of information (Science 7)
Science Express and reflect on personal, shared or others' experiences of land (Science 7)

Essential Questions
How have organisms evolved over time in the Salish Sea? (Science 7)
How has climate change impacted the Salish Sea? (Science 7)
What are the impacts from humans on the Salish Sea? (Science 7)

### Sample I can Statements

- Apply Coast Salish Peoples' perspectives and knowledge, other ways of knowing and local knowledge as sources of information to discover how organisms have evolved over time in the Salish Sea
- Apply Coast Salish Peoples' perspectives and knowledge, other ways of knowing and local knowledge as sources of information about climate change impacts on the Salish Sea
- Experience and interpret the Salish Sea environment to determine impacts from humans on the Salish Sea



## Exploring the Salish Sea: Grade Eight

### Curricular Competencies

Experience and interpret the Salish Sea environment (Science 8)

Apply Coast Salish Peoples' perspectives and knowledge, other ways of knowing and local knowledge as sources of information (Science 8)

### Essential Questions

What impact do microorganisms have on the Salish Sea? (Science 8)

How does tectonic plate movement affect the Salish Sea? (Science 8)

How did exploration, expansion and colonization impact the Salish Sea and the Coast Salish Peoples? (Socials 8)

### Sample I can Statements

- Experience and interpret the Salish Sea environment to find out what impact microorganisms have on the Salish Sea
- Apply Coast Salish Peoples' perspectives and knowledge, other ways of knowing and local knowledge as sources of information to discover the effect of plate tectonics on the Salish Sea
- Apply Coast Salish Peoples' perspectives and knowledge, other ways of knowing and local knowledge as sources of information to discover how exploration, expansion and colonization impacted the Salish Sea and the Coast Salish Peoples



## Eagle Wing Session 1 Lesson Plan

<b>Title of Activity:</b> Overview of the Program and Connection to Place		<b>Time Needed for Activity:</b> 1-1.5 hours
<b>Essential Question:</b> Provided by the Teacher		<b>Grade:</b> 4-8
<b>Purpose of the Activity:</b>  To ensure students have an understanding of the Salish Sea from a geographical and ecological perspective, cultural perspective and current perspective.  To begin connection to place  To introduce and facilitate students learning on essential question  To prepare them for their Session 2	<b>Materials and Set Up:</b> <ul style="list-style-type: none"> <li>● Google Slides (EWT)</li> <li>● Projector with HDMI cord and sound (School)</li> <li>● Sticky Notes (EWT)</li> <li>● White Boards (EWT)</li> <li>● Appropriate learning space (School)</li> </ul>	
<b>Inclusion</b> <i>(FNMI, Sustainability, etc)</i> <ul style="list-style-type: none"> <li>● Coast Salish Peoples</li> <li>● Environmental Stewardship</li> <li>● Connection to place</li> </ul>	<b>Differentiation</b> <i>to support students with different learning styles (Visual, Auditory, Hands-On)</i> <b>Modifications</b> <i>to support students with other needs (IEP's, Disabilities, etc)</i> <ul style="list-style-type: none"> <li>● Hands on activities included to get students moving and thinking</li> <li>● Slides with information and photos for visual learners</li> </ul>	
<b>Minds On</b>  Get the students thinking of the Salish Sea and how they may be connected with it.  5-15 minutes	The first 5 minutes introduce the students to the program and outline expectations. Each educator will introduce themselves and share their experiences with the ocean. This is to help build a level of trust with the students.  After introductions, students are asked to think about a meaningful experience with the ocean. They will be given about a minute to share it with someone in the class. Afterwards, we call for volunteers to share with the class to help us build a connection with them.	



<p><b>Action</b></p> <p>1 hour - 1 hour 15 minutes</p>	<p><b>Introducing Students to the Salish Sea</b></p> <p>This section initiates the students' connection to the Salish Sea, its geography and ecology, connections with the Coast Salish Peoples, and scientific perspectives.</p> <p><b>Salmon Story and Ocean Networks Canada (ONC)</b></p> <ul style="list-style-type: none"> <li>○ We read out the Salmon Story to the class and ask them to pull meaningful messages out of it. <ul style="list-style-type: none"> <li>■ Give thanks for what we have</li> <li>■ Be sustainable and don't take more than needed</li> <li>■ Don't be wasteful</li> <li>■ Return the unused portions of salmon back to the environment to allow the nutrients to move through the ecosystem.</li> </ul> </li> <li>○ Through this story we can demonstrate how the Coast Salish passed down knowledge from generation to generation.</li> <li>○ Ocean Networks Canada is a partner of ours that uses modern technology to gather data in the Salish Sea. Students will be shown a video about Citizen Science and how they can get involved with ONC.</li> </ul> <p><b>Why is the Salish Sea Important to you?</b></p> <ul style="list-style-type: none"> <li>○ Students will be given a sticky note and be asked to write down the importance of the Salish Sea to them.</li> <li>○ This activity gives the students a chance to think about how they are connected to the Salish Sea and why it is so important to us. Some students may not have a connection and that is fine! This program is designed to create a connection for these students.</li> <li>○ Students will place their sticky note on a designated spot and the educators will read out a few that stood out.</li> </ul> <p><b>Essential Question</b></p> <ul style="list-style-type: none"> <li>○ Every class will have a program focus. It is your job to select the question that your class wants to focus on throughout the program. Think about what your class has already been learning or will continue learning about this year. How can you incorporate this into your existing curriculum every year?</li> </ul>
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	<p><b>What to Bring for the Boat Trip</b></p> <ul style="list-style-type: none"> <li>○ Warm clothing is a must for our Salish Sea experience. Even in the summer, we recommend guests dress like they are going skiing. Your students will be going in late fall/winter so it is expected that they will bring the appropriate attire. These tours go out rain or shine, so prepare to get wet!</li> <li>○ It can be helpful to have students bring an extra change of clothes to school so they're warm for after the trip- just in case it gets wet and wild!.</li> </ul> <p><b>Boat safety</b></p> <ul style="list-style-type: none"> <li>○ Safety is our first priority during these outings. It will be covered at the end of the session 1 presentation to prepare the students for the boat. We will go over all of the safety requirements during session 2 as well.</li> </ul>
	<p>At the end of the presentation, students have the remaining time to ask their educators questions about the boat trip.</p> <p>This is also a good time for teachers to ask their educators any questions about online waivers. It is important that these waivers are completed <u>before</u> arriving at Fisherman's Wharf the following week.</p>
<p>What went well?</p>	
<p>What needed improvement? Was a change to the activity made?</p>	

## Session 2 - Experience on the Salish Sea

Session 2 is where we build on the connection between the students and the Salish Sea and provide experiential learning. Weather depending, students have the opportunity to travel to various locations in the Salish Sea such as:

- Whirl Bay
- Race Rocks
- Trial Island
- Discovery Islands
- Gorge Waterway

The experience is **2 hours** and takes place at the same time of day as your first session.

The amount of time you spend on the water depends on how long it takes to get the students organized on the dock. We ask that ALL Eagle Wing waivers are signed before leaving the school AND get to the dock at least 15 minutes early to ensure a speedy departure.

- Morning Tour - 9:45 AM - 11:45 AM
- Afternoon Tour - 12:00 PM - 2:00 PM

### **What We Need From You:**

- School Field Trip Permission handed in to school
- Eagle Wing online waivers completed PRIOR to getting to the dock
- Expectation reminders including safety and behaviour
- Take attendance
- Reminders to students to dress warm (we have extra gloves, hats, and windbreakers if needed)
- Completed and Paid invoice



During Session 2 our team will discuss potential plans for your class' Session 3. We will discuss the following:

- Location (Back up incases of bad weather)
- Time
- Activities
- Will tech be needed?
- What are some outdoor areas near your school?
- Can we bus to a location?
- What are your goals for the session? Priorities?
- Extra chaperones needed?



## Eagle Wing Session 2 Lesson Plan

<b>Title of Activity:</b> Experience on the Salish Sea		<b>Time Needed for Activity:</b> 2.5 hours
<b>Essential Question:</b> Provided by the Teacher		<b>Grade:</b> 4-8
<b>Purpose of the Boat Trip:</b> <ul style="list-style-type: none"> <li>● To connect students with their Big Blue Backyard through experiential learning.</li> </ul>	<b>Before Your Boat Trip:</b> <ul style="list-style-type: none"> <li>● Ensure all of the students online waivers are completed <u>before</u> arriving at Fisherman’s Wharf.</li> <li>● Ensure students are well prepared for the weather. We suggest letting the students know it will be ~10 degrees cooler on the water.</li> <li>●</li> </ul> <b>What To Bring:</b> <ul style="list-style-type: none"> <li>● Warm Clothing</li> <li>●                         <ul style="list-style-type: none"> <li>○ Hats</li> <li>○ Gloves</li> <li>○ Scarf/buff</li> <li>○ Upper and lower layers</li> </ul> </li> <li>● Reusable water bottle                         <ul style="list-style-type: none"> <li>○ Refill station located at our office (not available during the winter)</li> </ul> </li> <li>● Snacks                         <ul style="list-style-type: none"> <li>○ Promote pocket snacks and reusable containers</li> </ul> </li> </ul>	
<b>Inclusion</b> <i>(FNMI, Sustainability, etc)</i> <ul style="list-style-type: none"> <li>● Coast Salish</li> <li>● Sustainability</li> <li>● Environmental stewardship</li> </ul>	<b>Differentiation</b> <i>to support students with different learning styles (Visual, Auditory, Hands-On)</i> <b>Modifications</b> <i>to support students with other needs (IEP’s, Disabilities, etc)</i> <ul style="list-style-type: none"> <li>● Boat experience provides visual and auditory learning experiences</li> <li>● Hands-on artifacts are located inside the cabin for students who are hands-on learners</li> <li>● The vessel is fully accessible for differently abled individuals.</li> </ul>	





<p><b>At the Docks</b></p> <p>It is important that students are fully attentive during this section.</p> <p>Each tour is exactly 2 hours long with no wiggle room.</p> <p>Ideally, we will only be at the docks for 10-15 minutes.</p>	<ul style="list-style-type: none"> <li>● Students arrive at Fisherman's Wharf no later than 30 minutes before their tour.</li> <li>● Have the students go into a circle in the alcove by the Eagle Wing Tours Office for roll call.             <ul style="list-style-type: none"> <li>○ Students will be given a wrist band for boarding</li> <li>○ Waivers will be verified during this process</li> </ul> </li> <li>● Students will have a chat with one of their Educators at the large map of the Salish Sea             <ul style="list-style-type: none"> <li>○ Land Acknowledgement</li> <li>○ The area we may be traveling to</li> <li>○ How to be respectful to the wildlife we will be viewing</li> <li>○ Reminder about their essential question</li> </ul> </li> <li>● During the chat, chaperones and teachers will be having a discussion with another one of the educators.             <ul style="list-style-type: none"> <li>○ Spread yourselves out</li> <li>○ Passenger control. Make sure students are following the safety guidelines</li> <li>○ If you believe a student is ill, let a crew member know for assistance</li> </ul> </li> <li>● After the map talk, students will be brought to the vessel Wild 4 Whales for their boat side briefing.             <ul style="list-style-type: none"> <li>○ Introducing the students to the vessel</li> <li>○ Remind them of the rules</li> <li>○ Bathroom location</li> <li>○ Bow of the vessel for adventures, Stern for smooth ride</li> </ul> </li> <li>● Once completed, students will be allowed onto the vessel 1 at a time and directed into the inside cabin for one final Transport Canada Safety briefing.             <ul style="list-style-type: none"> <li>○ Going over all safety equipment on the vessel, their location and how they work</li> <li>○ Reminding students of the three points of contact</li> <li>○ What to do if they are seasick</li> </ul> </li> </ul>
<p><b>During the Tour</b></p> <p><i>Students will be exploring the Salish Sea for 2 hours.</i></p> <p><i>During travel, students will be able to experience their trip individually or with their friends through socialization and observation.</i></p> <p><i>During our stops, our educators will call for the students' attention and give</i></p>	<ul style="list-style-type: none"> <li>● Students can explore the entire bottom deck of the vessel</li> <li>● Students have 2 snack breaks on the boat:             <ul style="list-style-type: none"> <li>○ First is after our safety briefing until the first stop</li> <li>○ Second is after our final stop until we get back to the harbour.</li> </ul> </li> </ul>



<p><i>them information about the places and wildlife that we will be viewing.</i></p> <p><i>A great opportunity to discuss with your educators about the plan for Session 3.</i></p>	<ul style="list-style-type: none"> <li>● During the stops, we cover various topics such as:             <ul style="list-style-type: none"> <li>○ Coast Salish History</li> <li>○ Coast Salish Peoples' relationship with the wildlife</li> <li>○ Geography of the Salish Sea</li> <li>○ Information on the wildlife seen</li> <li>○ Relating their experience to their essential question</li> </ul> </li> <li>● Each experience on the Salish Sea is different. The stops are weather dependent and often change during the tour.</li> <li>● On the way back to the harbour Eagle Wing educators can help you develop ideas for your Session 3.</li> </ul>
<p><b>Debrief</b></p> <p><i>An opportunity to remind students what they experienced.</i></p> <p>5-10 minutes</p>	<ul style="list-style-type: none"> <li>● Once we arrive in the harbour, students take a seat in the cabin to debrief and gather their belongings.</li> <li>● During our debrief we discuss:             <ul style="list-style-type: none"> <li>○ How was your experience?</li> <li>○ What were some of the places we went?</li> <li>○ What was some of the wildlife we saw?</li> <li>○ Remind them of their Session 3 the following week and to continue to think about their essential question.</li> </ul> </li> <li>● Students remain in the cabin until the vessel is secured to the dock. Your educators will let you know when it is safe to disembark.</li> </ul>
<p>What went well?</p>	
<p>What needed improvement? Was a change to the activity made?</p>	

## Session 3 - Reflection

Session 3 gives students time to reflect on their program experience. The activities in this session are designed to strengthen their connection and understanding. You may use this time to start designing your artifact with the help of the Eagle Wing staff.

All of our activities are designed using a lesson plan that ensures we have differentiation, modifications, and inclusive lenses to maximize the learning experience. Some of our previous reflection sessions have included: Beach clean ups, Conservation Jenga, Orienteering, Salish Sea Jeopardy, Walking Museum, Scavenger Hunts

- Will you be involved in the Session 3 planning process?
- Will you need chaperones?
- Outdoors or Indoors?
- What equipment is needed?
- Is this an Ocean Networks Canada essential question?
  - Will they be present for this session?
- Is this a Sequaria essential question?
  - Will they be present for this session?
- How to prepare your students - weather, proper clothing, etc.



## Eagle Wing Session 3 Lesson Plan

<b>Title of Activity:</b>	<b>Time Needed for Activity:</b>
<b>Essential Question:</b>	<b>Grade:</b>
<b>Purpose of the Activity:</b>	<b>Materials and Set Up:</b>
<b>Inclusion</b> <i>(FNMI, Sustainability, etc)</i>	<p><b>Differentiation</b> to support students with different learning styles (Visual, Auditory, Hands-On)</p> <p><b>Modifications</b> to support students with other needs (IEP's, Disabilities, etc)</p>
<p><b>Minds On</b>                  Ask guided questions to get students focused and thinking</p> <ul style="list-style-type: none"> <li>- What do we know about the Salish Sea?</li> <li>- What do we know about our EQ?</li> </ul> <p>Use this section to gather what the students know and expand on information if needed for the activity.</p> <p>5-15 minutes</p>	
<p><b>Action</b>                  Perform the activity with the students</p>	



<p><b>Conclusion</b> Wrap up the activity and consolidate the learning.</p> <ul style="list-style-type: none"><li>- What did we learn from today's activity?</li><li>- Was this activity impactful? Why?</li></ul>	
<p>What went well?</p>	
<p>What needed improvement? Was a change to the activity made?</p>	

## Session 4 - Celebration of Learning

The Celebration of Learning is a chance for the students to showcase their experience, connection, and learning. Students will have ample time to reflect on their time in the Exploring the Salish Sea program and develop a final “artefact”. These artefacts can be whatever the group desires! This is such a powerful part for the students who are educating the community and taking pride in being stewards of the Salish Sea. We have had a huge variety of artifacts, here are some examples:



### Artefact Examples:

**1. Essential question:** Animal adaptations in the Salish Sea.

**Artefact:** Each student researched an animal in the Salish Sea, listed adaptations and the natural history of that animal, Indigenous relations, scientific names, etc. The class put all the animals together and made an animal book.

**2. Essential question:** Climate Change and the Salish Sea.

**Artefact:** Students each chose an organism from the Salish Sea and researched how it is being affected by climate change. They then created an instrument (drew it, modeled it, described it through text) on how they were going to resolve the issue. They displayed this on a poster board and explained the process of their discovery and the outcome.

**3. Essential question:** Environmental Stewardship.



**Artefact:** Students collected garbage on a session 3 beach cleanup and then made beautiful art pieces of Salish Sea animals from this garbage.

**4. Essential question:** Adaptations of organisms in the Salish Sea.

**Artefact:** Board games representing organisms of the Salish Sea. They had a big board game event.

**5. Essential Question:** Climate Change.

**Artefact:** Students wrote their own poems on how climate change affects the Salish Sea and how we can help mitigate it. They turned the poems into Raps with music in the background.

Notes:

## Where to Showcase:

Previously, students would showcase their artifacts in the Royal BC Museum (RBCM). As the program has grown, RBCM has had difficulty with capacity. In recent years, schools have been hosting their own showcases.

For example, Willows Elementary had their classes do a showcase one evening where parents and family members were involved. They were able to fundraise and donate proceeds to various non profit organizations focusing on the Salish Sea. Our educators will come to your school to see what the students have created! This can be an in class only display or a school wide exhibit! We encourage you to have parents come as well.

In the future, we're hoping to put together a similar Celebration of Learning to what the museum used to host. We would like more students to be able to come together and teach each other as they've done in the past. One possible plan for this in the coming year (2023/2024) is to have one high school from each region host this fourth session. We hope this will open doors for high school students who previously participated in the program to continue their connection, and think back on their own Exploring the Salish Sea experience.





# Continuation of Learning

Students will become Salish Sea Ambassadors at the end of the program. They will be given a voucher for a free whale watching tour with Eagle Wing (with parent supervision).

The knowledge gained through their experience and creation of the artifact will hopefully inspire them to continue to protect the Salish Sea.

## **Ways Students Can Continue to Get Involved:**

- Spreading knowledge of the Salish Sea
  - Students can discuss the importance of the oceans with family and friends
  - Many past students have helped with awareness events at their school
  
- Take the family to an Ocean Week event in and around Victoria from June 2-11
  - June 11, 2023: Various booths will be set up at Fisherman's Wharf promoting and educating various topics on the Salish Sea!
  - Potential volunteer experience for high school students
  
- Volunteer with Eagle Wing
  - Assisting and Leading session 3 activity days
  - Assisting with the Celebration of Learning
  
- Working With Eagle Wing!
  - Boat cleaners during the whale watching season
  - Becoming a Marine Naturalist and spreading knowledge to guests around the world.