

Conservation-based Learning and Networking  
October 23rd, 2016  
Surrey City Library  
Workshop Outcomes



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and Pamela Zevit  
South Coast Conservation Program  
June 2016



## SOUTH COAST CONSERVATION PROGRAM

Protecting and Restoring at Risk Species and Ecological Communities on BC's South Coast

### Conservation-based Learning and Networking

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vancouver  
foundation



**Acknowledgements:** The South Coast Conservation Program Would like to thank the following participants for their contributions to the workshop:

Pamela Zevit is the Program Coordinator for the South Coast Conservation Program. She has worked as a Conservation Planner for the MOE, as well as on a number of task forces and projects related to wildlife conservation and invasive species management. Projects of current focus with the SCCP are Species at Risk in the Classroom and engaging various sectors in conservation through Citizen Science. Contact info: [coordinator@sccp.ca](mailto:coordinator@sccp.ca)

Marley St. Pierre comes from a background in forestry, and is now a teacher in Langley. Contact info: [mastpierre@sd35.bc.ca](mailto:mastpierre@sd35.bc.ca)

Ruth Foster has worked as a high school biology teacher in Coquitlam for 30 years. She developed and taught courses about fish and wildlife at Centennial School and is also co-founder of the Mossom Creek Hatchery and the Port Moody Ecological Society. Contact info: [ruthefoster@shaw.ca](mailto:ruthefoster@shaw.ca)

Erin Udal coordinates bee and pollinator education programs with Environmental Youth Alliance and has a background in conservation biology. Contact info: [erin@eya.ca](mailto:erin@eya.ca)

Bill Bourgeois has over 35 years of experience in the forest industry. In this time he has worked for the BC government, forestry companies, and as a private consultant. He is Executive Director for the BC National Forest Week Coalition and related programs whose goal is to provide education and awareness about forests and sustainable forestry practises. Contact info: [wwb@telus.net](mailto:wwb@telus.net)

Paul Halychuk works for Metro Vancouver Parks (west) as a park interpreter and runs environmental education programs for students and groups. Contact info: [paul.halychuk@metrovancover.org](mailto:paul.halychuk@metrovancover.org)

Olivia Carnrite is the author of Species at Risk story books “There’s no place like home” and the Species at Risk in the Classroom K-12 Modules. She also teaches grade 8/11 science & biology in Langley and works with Langley Environmental Partners Society (LEPS). Contact info: [ocarnrite1@gmail.com](mailto:ocarnrite1@gmail.com)

Elizabeth Rogers is a grade 8 & 10 science teacher at Point Grey Secondary School. She is enthusiastic about bringing nature into her classroom and is getting her students to do project on keystone species. Contact info: [erogers@vsb.bc.ca](mailto:erogers@vsb.bc.ca)

Zoey Slater works for Metro Vancouver Parks (east) as park interpreter. She has a background in biology and has worked as a conservation technician for the Federal Department of Defense. She facilitates a number of environmental education programs out of Metro Van parks east such as field trips, bike tours, and pond scavenges, nature walks etc. Contact info: [Zoey.Slater@metrovancover.org](mailto:Zoey.Slater@metrovancover.org)

Alanna Carmichael is the Volunteer Coordinator for the City of Abbotsford and coordinates volunteers for programs like Adopt-a-Block/Adopt-a-Park and special events. She has an education background in teaching and likes to snowboard. Contact info: [acarmichael@abbotsford.ca](mailto:acarmichael@abbotsford.ca)

Lori Paley is a math/science teacher at Point Grey Secondary School and a chemist by trade. She is passionate about the environment and quality education. Contact info: [lpaley@vsb.bc.ca](mailto:lpaley@vsb.bc.ca)

Cleone Todgham is an environmental educator and program coordinator at Mossom Creek Hatchery and volunteer with the Port Moody Rotary Club. She has Bachelors of Biology from SFU. Before joining the Mossom Creek Hatchery she worked for many years in Jasper National Parks as a nature interpreter. Contact: [todgham@shaw.ca](mailto:todgham@shaw.ca)

Jennifer Deol has a background in Biology and is Assistant Campaign Manager for the Canadian Wilderness Committee. She presented on the Wilderness Committee’s resource “CONSERVATION IN ACTION: An Educator's Guide to Species at Risk in BC for Grades 8-12” Contact: [info@wildernesscommittee.org](mailto:info@wildernesscommittee.org)

## Introduction

### Welcome, brief intro to SCCP

- Agenda (see end of document)
- Speed-dating introductions
- Introduce folders with story book, SARitc, Notepad, flashcards



### SCCP History & Objectives

- Pamela Zevit, coordinator of the SCCP for over 8 years
- The SCCP is a partnership of different levels of government, stewardship groups, First Nations, and private landowners
- Many projects have been ongoing over the years including Species at Risk in the Classroom (SARitc), the Landowner Stewardship (Nature Stewards) Program, Coastal Sand Ecosystem project, Diversity by Design, Species at Risk Network (SARnet), and Local Government Conservation Planning.
- Work focuses at the bio-regional/eco-regional level: The South Coast is made up of 5 regional districts and is the most densely populated area in BC, but also a hot spot for biological diversity and species at risk

**Resources:** For more information about the SCCP, its programs, and for links to resources please visit [www.sccp.ca](http://www.sccp.ca)

### Challenges We Face

- We share our space with wildlife: as humans, we compete not only for space but also for non-human resources with other species
- “Nature for nature’s sake” is not as strong of an argument as talking about the ecological services provided by the environment: values of trees for clean air, parks for recreation, and mental and physical health etc.
- Around the 1950’s we saw development boom, especially in the suburbs as major roads were built
- Roads are a major impediment to many species that migrate or need large areas of habitat (i.e. Western Toad, Northern Red-legged Frog)
- Other human impacts include species introductions/translocation facilitated by well-meaning public as well as educators: Frogs in Classroom – the dangers of releasing invasive frogs in natural areas or of spreading disease to other populations
- Domestic Pets, cats are the major cause of bird mortality in North America and also impact small mammals, reptiles, amphibians; of related concern dog disturbance in creeks or harassing wildlife, pet feces – coliforms washing into creeks create unsanitary conditions for people, and algal blooms from nutrient overload
- And finally: Climate change, which is difficult to project what the effects on Species at Risk will be

### The SCCP’s Species at Risk in the Classroom (SARitc) Program – Pamela Zevit

**Resources:** <http://www.sccp.ca/resources/species-risk-classroom-resource-educators>

- A few years ago the SCCP identified a gap in SAR and ecosystem education within the BC school curriculum
- “Nature Deficient Disorder”, coined by Richard Louv from his book ‘Last Child in the Woods’: Society has become increasingly disconnected from nature. People, especially children are spending less time outdoors interacting

with nature which has led to a wide range of behavioural problems (such as a lack of empathy or willingness to protect the environment)

- Role of technology like smart phones disconnected people from nature and even other people!
- Pamela - not a formal educator, but as a conservation science professional focuses on conservation and thinks educating kids can make a difference in how they relate to the natural world
- SARitc Program: the modules contain a number of activities, some Pamela does with the kids when she comes into the classroom, while others are longer and designed for teachers go through them at their leisure
- There is some flexibility within the modules – they had to be developed so they would still be relevant when the curriculum changes
- Components: Overview of Program; Module 1: Amphibians and Reptiles; Module2: Protecting Biodiversity; Module 3: Ecological Communities at Risk
- Funding for this program is coming to an end in 2016, but the SCCP is continuing to do SARitc school visits, lesson plans, public story book readings, and public extension at venues like the Beaty Biodiversity Museum, Science World and public libraries
- Present efforts include working with schools to implement habitat restoration, including one private school in Maple Ridge (K-12) which will be completed in 2016

## Short Group Discussion on Stewardship

- Species at Risk recovery strategies almost always recommend stewardship and working with stewardship groups as way to recover species, but there is not always funding to help these groups/programs



## Olivia Carnrite – Author of Species at Risk in the Classroom Modules and Story Books

- An elementary school teacher, she worked on the SARitc modules and storybooks while teaching. This combined her love for teaching and the environment
- While researching for the modules she found that there wasn't a lot of resources on local species
- When writing the stories, tried to make it interesting, but also include facts
- In reality, SAR stories don't always have happy endings, but in hers the frog finds his mate, mountain beaver gets to go home
- The idea of educating about conservation using a story book or the activities in the modules was the ease and convenience of it – you can just pick it up and go: no special supplies are required or too much preparation
- Olivia noticed a lack of activities based on unique ecosystems like beaches or dunes, however. There were many for amphibians/wetlands so she had to adapt or invent activities
- Pamela: Beach Grove Elementary in Tsawwassen (Boundary Bay) has a very active “Beach Stewards” Club which has gotten students involved in local stewardship actions in the community
- Lots of resources for managing species & ecosystem at risk, but not for stewardship
- (From teachers): Sometimes teachers face barriers from colleagues, administrators to taking kids outside, teaching outside can be challenging – unexpected results, weather, attention spans
- The activities in the modules were planned keeping in mind the challenges of being outside
- There is also a challenge in high school of having to follow curriculum so closely, as students often need to be prepared for government exams and post-secondary. K-7 has a bit more flexibility to incorporate extra-curricular activities like field trips.

## Jennifer Deol - Wilderness Committee

**Resources:** <https://www.wildernesscommittee.org/>, <http://tinyurl.com/jrogu4d>

- Recently created education guides for species at risk at the high school level: “Conservation Action: an educators guide to species and risk in BC, Grades 8-12”
- Who we are: 25 years of environmental education, awareness & promoting various environmental causes
- Focus area: protecting wild lands, species, defending public lands, and climate change
- WC has a number of strategic alliances with grass roots education groups, First Nations, ENGOs, and others
- For example, Protecting Wild Species Campaign
- Also worked with the David Suzuki Foundation and the Ancient Forest Alliance

- Federally there is the Species at Risk Act (SARA for short), and although BC has a list of Threatened or Endangered species (Red-listed) and species of Special Concern (Blue-listed) provincially, BC has no specific endangered species law!
- Erin: what is the main difference between federal SAR & provincial SAR law?
- Some say it only applies on federal land, but this is actually a common misconception
- Pamela: SARA applies on all land. There are many problems with it though. At the federal level only some species are protected, and the local habitat isn't always protected
- Also, many of the species recommended by the Committee On the status of Endangered Wildlife in Canada (COSEWIC<sup>1</sup>) who nominates species for listing under the SARA, do not get approved by the federal minister responsible, many have been awaiting review for years
- Zoey: Even species listed federally, many biologists in federal departments (which have an obligation to follow SARA guidelines and recovery strategies) have trouble convincing higher-ups of the importance, obligation to protect SAR
- Cleone: There is a great benefit to the work that stewardship groups do. We need to get the head & heart of the public in right place to encourage change, rather than wait for legislation, which may be ineffectually enforced
- Bill: I think a powerful hook could come from the medical community in showing the benefit of interacting with nature, instead of just environmentalists saying we should protect species/nature
- (Back to presentation) Jennifer – shows student's artwork of wildlife
- Guide: "Conservation in Action an educator's guide to SAR in BC (Grades 8-12)" provides ways the teacher can connect kids to nature, with worksheets, videos, field trips, and nature walks with observation sheets
- Goal is to connect kids to nature, help teachers plan field trips & connect them to biologists, be a multi-disciplinary resource
- Nature deficit disorder – kids are experts at getting info from web, but novices when it comes to interacting with nature
- Modules prompt students to brainstorm in class before the field trip – Ex)
  - What species will you see in a certain ecosystem?
  - What threats affect them?
- The Wilderness Committee can facilitate biologist-led field trips and teach kids proper field techniques
- Hands-on and outdoor activities can engage students who are normally disengaged – Example of doing a 30min walk to Trout Lake: teacher was concerned about the length of the trip, but by the end of it kids were interested and asking questions
- Provide a multi-disciplinary resource: combine artistic, social, and science activities to learn about the environment
- Results from Program:
  - student engagement with nature increased
  - Connect teachers with biologists (built relationships), bridge gap between classroom education and getting students outside

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• <sup>1</sup> Committee of experts that assesses and designates which wildlife species are in some danger of disappearing from Canada

- Work in Progress, different module for birds, amphibians, and more to come

### **Zoey Slater – Metro Vancouver Regional District Parks Programming**

**Resources:** <http://www.metrovancouver.org/events/school-programs/K-12-field-trips/regional-parks-field-trips/Pages/default.aspx>

- Works for Metro Vancouver Parks
- Zoey works out of the East Area for Metro Parks (Campbell Valley, Derby Reach, Kanaka Creek, and Matsqui Regional Parks)
- Paul works out of West Area (Capilano, Pacific Spirit, Iona Beach, and Boundary Bay Regional Parks)
- Metro offers different environmental programs in different parks – see link
- Why have park Interpreters – on the ground leading environmental programs for youth?
- Studies show that kids interacting with nature have better moods, grades, self-confidence, health, concentration, creativity, and cognitive function
- There are lots of benefits to even viewing nature (e.g. Prisoners with view of forest have lower re-incarceration rates)
- Check-it-out brochures: lists all different programs and parks which have them (pond programs, learn to fish, “de-mystifying mushrooms”)
- These are public programs, free or low cost, and have programs for all ages
- Nature-based events: Goodbye Chums, Return of the Salmon; also work with other groups like Kanaka Environmental Education Partners Society (KEEPS)
- Our programs are a great way of engaging with parents & families who would never have thought to go out to these kind of events, or don’t know how to connect with these kind of programs in their community
- Idea behind Metro Parks: provide space for wildlife AND provide space for the public for recreation and to learn about and engage with nature
- There is a man-made pond at Campbell Valley which is also full of invasive species, but even that plays an important role in that it provides a space and starts a conversation about invasive species, native species and different habitat types
- Often kids might not know about our native species, or expect it to be like a zoo – animals everywhere, or that they can pet
- Metro Parks also has opportunities for volunteers to help with Stewardship Activities such as plantings and invasive pulls in different parks. These are great to talk about invasive species, get your hands dirty, and have hands-on learning.
- Pamela: kids are tactile-deprived
- Field Trips are available for different grades, in different parks. They have prescribed learning outcomes based on the school curriculum and can also be customized.
- Zoey has found a number of different ways to successfully engage with kids, such as to show them specimens, sing, have puppets, or stuffed/dried animals, and will change tactics depending on the audience.
- Another great resource for outdoor learning is the Hope Mountain Centre for Outdoor Learning
- Since having multiple park interpreters costs more money, Metro staff have also supported Team teaching: e.g. split class in half; part go with interpreter for a demonstration while the rest stay with the teacher and do an



activity, and then they switch. This is not only cheaper but there is better engagement and learning opportunity with smaller groups.

### **Paul – Metro Vancouver Regional District Parks Teacher Professional Development Workshops**

- Called: “Get Outdoors” – developed to answer questions about teaching outdoors, address risks involved, and offer advice for getting parents & administrators on board
- Sign up for workshops is available online
- Also offer periodic teacher workshops to teach specific lesson plans developed for parks: i.e. Burns Bog, Boundary Bay - or you can also contact Metro Van Parks for copies of the resources
- Activities/talks include:
  - Salmon lifecycle stages (in test tube display)
  - Hatcheries – taking some eggs from salmon to rear in hatcheries
  - Salmon life cycle survival lottery game with pictures teaches that there are many threats to salmon at all lifecycle stages, and some of those we can help to minimize

### **Lunch**

### **Video – “Precious Frog”**

### **Erin Udal – Environmental Youth Alliance Pollinator Education Programs**

<http://eya.ca/>

- Environmental Youth Alliance (EYA) – connecting youth with nature
- Erin develops and coordinates pollinator education and bee keeping programs for schools, community gardens, and other groups
- Includes
  - Habitat installation – planting a bee-friendly garden (a visualization of what pollinator habitat looks like)
  - How to identify pollinators (groups), cleaning of cocoons, and keeping of mason bees (which are great in schools because they don’t sting and are a native species)
- Environmental Youth Alliance starts up community gardens, and after a few years passes it off to community groups
- Erin has found the best way to engage with a community is to be active at the gardens – you get people walking by that will ask questions and when they see you working, they see that someone cares about the space, about pollinators. Even one person can make a difference – they see you and they are more likely to also care about it too.
- Having events all year round is important to keeping the community engaged. For example, “seed saving events” is a great, tactile activity that kids can do in winter. It involves collecting the seed heads and sorting them.
- It is always a challenge to create new activities to keep things interesting to the community, and funders happy.
- School groups can come out to community garden managed by the Environmental Youth Alliance for classes, activities, or the EYA can come to school’s garden, or start bee hotels at the school
- Bee hotels – are interactive learning: kids can see the bees, pull out drawers and see passages, point out bees, and see the surrounding habitat (garden) that they live in

- Our native bees populations are declining for a number of reasons. In the city we see a very low number of cavity nesting bees because there is no old dead wood. But we provide artificial habitat with bee hotels.
- Pamela: there are not many programs around pollinators in Canada, I am hopeful with the new Federal government we will see more of the species identified by COSEWIC get on the SARA list (e.g. western bumblebee – here in BC)

### **Bill Bourgeois – Forests & Forestry Education Initiatives (2:05PM)**

**Resources:** <http://bcforestconversation.com/>

[http://member.abcfp.ca/WEB/ABCFP/About\\_Us/Affiliated\\_Programs\\_Events.aspx](http://member.abcfp.ca/WEB/ABCFP/About_Us/Affiliated_Programs_Events.aspx)

- Background: In 2013 forests were not an election campaign topic
- Recommendations coming out of communities were not being address by the BC government
- A knowledge & education gap in forests & forestry was identified so Bill helped start a K-12 forestry education initiative
- The National Forest Week Coalition is an organization to aid groups putting on activities during National Forest Week, and at other times of the year
- Healthy Forests, Healthy Communities – (from website): “HFHC is a non-partisan initiative with major contributions from volunteers committed to the future of BC’s forests.”
- HFHC Vision for BC forests:
  - British Columbia’s forest lands asset is protected, managed and restored to:
  - Ensure the health, protection and long-term viability of forest values
  - Support healthy, diverse and resilient communities; and
  - Support viable and sustainable forest sector community businesses
- HFHC helps connect families and schools with forestry professional to walk through the UBC research forest or tour a mill
- Different topics/level for different age ranges: Grades 5-6 will learn about the forest, while Grades 11&12 – will learn about real careers in forestry natural resource management
- Our website (above) has info on forests for the public or teachers to teach lesson plans on forests
- HFHC also works with communities to diversify the economy with a sustainable forestry sector
- Bill is here today to learn what teachers need, so he can develop educational resources, field trips, & activities that will successfully engage school groups
- Envirothon BC – an event held across North America
  - Grade 10-12 do activities to learn about nature
  - Students compete first at BC level, then nationally, and North America.
  - Kids partner with professionals and do hands-on learning, get a quiz package and have to apply skills learned to answer questions, scenarios.
  - Topics: soils, aquatic, wildlife, etc.
  - At the competition there are stations where kids compete to answer questions, and prepare a presentation
  - Work as a team

- Starting to see some schools offering forestry classes: Campbell River, Port Alberni
- But there is no funding from FLNRO or industry for forestry education.
- Cleone – working for Parks Canada as a parks interpreter, the government funded this program because Ecotourism is big and encouraging people to come into parks to learn about wildlife brings in money. Government mandate is to make money and promote tourism, finding a way to tap into that mandate with Forestry education may lead to funding.

### Alanna Carmichael – Municipal Programs

- Alanna is the Volunteer Coordinator for the City of Abbotsford, previously with Surrey
- Most municipalities have volunteer opportunities for kids and students for planting, invasive removals. Look online or contact them to find out more.
- Often there is an Adopt-a-Park Program which can involve picking up litter
- This helps reinforce a connection between students and the environment: clean environment, healthy environment, healthy community etc.
- If kids care about the parks and their community and the environment, hopefully less likely to litter.
- Even if your community has no official Adopt-a-Park program, the city may be able to provide garbage pickers, bags, etc.
- Sometimes partnerships exist to offer enhanced services to the community. The City of Abbotsford partners with Fraser Valley Watersheds Coalition and the Fraser Valley Conservancy which receive Environment Canada funding for planting initiatives in City parks. These in turn, often provide the opportunity to have community and volunteer events to get the public out helping to clean and restore their local parks.

### Break

#### Citizen Science Discussion - Pamela

- There is an general disconnect of people from nature due to technology
- One possible benefit: harnessing technology to connect people to nature through citizen science
- The SCCP attempting to do this by creating a smart phone application which can help to identify species at risk. It includes pictures, range distribution, and a list of identifying features.
- We are also hoping to build in a reporting feature at some point, but we need to work out who will be responsible for quality checking the reports sent in (no small job).
- Other ways we are looking at engaging with not our typical audience are to get the SARITC modules translated in other languages like French, Mandarin, Punjabi



## Conversation about environmental education in the classroom & technology



- Erin: What do teachers need from environmental education groups to facilitate in-the-classroom learning?
- Lori: teachers are being pushed to use technology in the classroom because kids are always on it, but there is no training being provided for teachers on best way to implement it. Ideas of good apps or activities to teach kids with technology would be helpful.
- A problem with the SAR application (and others) is that the students might use it for 5min but then they'll go on Facebook and get side tracked from the learning activity.
- Pamela: yes, and we don't want to replace the off-line, hands-on or outdoor learning, just complement it
- Zoey: aps like iBird can be used as a tool, complementing education about wildlife by playing bird calls etc. that you are learning about
- Erin: kids are so used to "fast food" learning these days – information being available immediately, with the click of a finger, but it is only a snipped, abbreviated version. There is a depreciation of in-depth learning. Getting kids outside more where they can really connect with nature can help with that.
- Bill: I'm interested in developing projects for researching a forest area or park; something reality-based
- Elizabeth: as a teacher, it needs to fit into the curriculum
- Bill: We need teachers to tell groups what is in the curriculum, and then groups can cover those learning outcomes with activities. Maybe we can teach certain concepts at certain grade levels.
- Pamela: One reason why we got funding is because we wanted to make species at risk conservation systemic within the school curriculum, accessible to many grade levels, but this is difficult in reality to achieve
- Erin: it is not the role of teachers to redefine teaching and what is included in the curriculum, it needs to come from the Ministry. We don't currently have SAR education from grades K-12 right now, but we have math K-12; it's just a shift that needs to come about.
- Bill: The process for bringing new things into the curriculum is very bureaucratic. There are packages being developed to support teachers for the new curriculum, but they being caught up in bureaucracy.
- Pamela: Bill you were wondering what teachers wanted groups to do – whether to bring activities to the classroom, or have field trips, or provide materials for teachers to teach
- Pamela: With my program (SARitc) I find it isn't a good use of my time to teach the modules, so I leave resources with teachers
- Pamela: There are also communication issues: scientists and professionals presenting in the classroom are not always good communicators
- Lori: if you want something in the curriculum it also has to be driven by the kids. If the kids are interested, it will be worked into the curriculum. (e.g. technology). I try to use hooks like talking about current topics and then find a connection and bring it back to chemistry.

- Zoey: As outside educators, we (park interpreters) have to learn very quickly how to engage with different kids. I find using name tags helps. When you use a child's name, for example: "Elizabeth where do you think the frogs like to live?" it makes a connection and shows you care about what the child thinks.
- Pamela: I find asking if there are any special needs ahead of time helps you prepare and adjust the activity to accommodate for different learning abilities
- Bill: is there value with the person coming in to meet with the teacher ahead of time?
- Lori: yes
- Pamela: Ruth, who was here earlier, crafted a Fish & Wildlife course in Centennial High School and did a restoration project around Mossom Creek.
- Zoey: School districts are changing to offer specific programs at certain schools. Together, that means more options are available. For example there is an outdoor environmental school in Maple Ridge.
- Pamela: one thing we didn't get a chance to get into is how to incorporate traditional ecological knowledge (First Nations knowledge and perspective like traditional uses for plants and animals) into the curriculum.
- Pamela: It comes down to ecophilia vs. ecophobia – how do we ensure the "love of" part of it and not have kids that are fearful of nature, or of the future (e.g. anxiety about climate change in a 5 year old)

### Wrap-Up

- Pamela: Thank you all for coming, I think it's very valuable to have these kind of discussions with educators from different backgrounds
- Lori: It would be great to be able to connect with the different groups – to get contact info of everyone
- Erin: be great to have a list of different groups and what learning programs they offer for teachers to match up with



## Species at Risk in the Classroom

A Guidebook for Educators



Written and compiled by: Olivia Curran  
Edited by: Pamela Jovan and Isabelle Threlk



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### Calling all Teachers and Educators!

#### Conservation-based Learning and Networking Workshop

**October 23<sup>rd</sup> City Centre Library 10350 University Drive, Surrey BC**

Are you an educator interested in connecting your students to the natural world? Do you want to find out how to connect to local specialists and environmental education resources in your area?

Join the South Coast Conservation Program and environmental education partners for a day of exploration to learn about environmental curriculum tools being developed for Lower Mainland school districts and beyond.

The focus for the day will be on environmental stewardship resources with a special look at locally developed interactive tools to engage students on species and habitat conservation. Participants will have an opportunity to hear from and connect with a number organizations on non-government education tools and learning plan resources including the SCCP's flagship program – "Species at Risk In the Classroom"<sup>®</sup>. It will also be an opportunity to make connections with colleagues from other schools/districts on actions being undertaken to integrate conservation-based learning in the classroom.

#### Agenda:

9:00 am meet and greet

9:30-10:15 Introductions and context setting

10:15-10:30 break

10:30 Curriculum Café (snapshot of local partner curriculum resources and education programs)

12:30 – 1:30 networking lunch (provided)

1:30-2:30 Teacher Talk – sharing your own story

2:30-2:45 break

2:45 3:30 'Wishful Thinking' group dialogue (how can we integrate conservation mindfulness more effectively)

3:30 – wrap up

To register: Please email [info@sccp.ca](mailto:info@sccp.ca) with the subject line "SARitc October 23 register." Please provide your name, school/school district and preferred phone/email. Further information can be found at:

<http://www.sccp.ca/resources/species-risk-classroom-resource-educators>.

**About the South Coast Conservation Program:** Established in 2005 by government and non-government organizations, the SCCP works to fill coordination gaps between various levels of government, conservation groups, land use interests and local communities to conserve species and ecological communities at risk in BC's Lower Mainland.