

## SSI Conservancy Stewards in Training Program

### Coordinator Notes

#### Recommended Resource People

Name	Station	Telephone #	Email Address
Donna McWhirter	History	250-537-2194	dmcwhirt@telus.net
Sarah Bateman	Nature Journals	250-653-4675	rbarnard@saltspring.com
Cate McEwen	Forest Sensory Search	250-653-9148	cmcewen@saltspring.com

#### Relevant Resources

*Salt Spring Island Discovery*, video, produced by Peter Prince

*Salt Spring, the Story of an Island*, by Charles Kahn

*The Terror of the Coast*, by Chris Arnett

*Ida and the Wool Smugglers*, by Sue Alderson

Additional notes in Resource Binder

#### Pre-Trip Preparation

Educational programs in provincial parks require a Park Use Permit. In August, 2008 the Conservancy received a 5-year Park Use Permit that extends until fall 2013.

The journal pages need to be printed well in advance so that volunteers can cut and fold the journals. Committee members or Conservancy office volunteers often do this job. At this age level, the students glue on the covers and decorate the journals during the pre-trip session.

Due to classroom composition choices at each school, there will be some classes with Grade 1 and 2 students. It is up to the discretion of the Schools Committee whether to allow these classes to participate. In the past, some teachers have been willing to reconfigure their classes to leave their younger students at school. We have also allowed some classes that have fewer than half Grade 1 students to participate. When younger students are present, the program is slightly modified. Modifications include assistance with reading and writing and allowing more time for games or exploration.

Lay-out compass course with stakes for history station. Erect the portable outhouse ten meters to the right of the lunch spot, just inside the tree line, at the top of the ravine. Students are given boundaries of the top of the ravine, the hawthorn hedge and twenty meters into the field.

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There are three different Daily Schedules for this field program (Fernwood/Pheonix; Salt Spring; Fulford).

### **In the Field**

#### **Opening Circle**

Welcome students to the park. Tell them we are in a special place. This park has forests, mountains, fields, creeks and extends to a tidal flat. So many different habitats in one place supports lots of different life (biodiversity), and because of this, this place has supported countless generations of people.

Have a brief dialogue on respect – for nature, the park, others, and the things of others. Our motto is stay safe, have fun, learn something. How do we stay safe? (Stay with leader so that you can see and hear them, listen to the boundaries set, stay with a buddy.)

Introduce lay-out for the day and the location for lunch, the toilet, first aid, and where to regroup at close of day. Introduce the group and activity leaders. Students gather by their group leader after their leader has read out their names. Over the course of the day, students are to watch for the species for which their group is named.

#### **Closing circle**

Once all are assembled in a circle, ask the students questions to invoke their connection with the day, for example: For each station, ask students what memory they will take away. If time allows, ask students if they saw the species their group is named after and where it was found.

Remember to show appreciation for sharing the day in nature with everyone. After students depart, ask the volunteers for their feedback from the day.

#### **Post-trip**

Hand out surveys to students in at least two classes. Any quotes or testimonials offered are useful for writing grant proposals.

Email teachers and ask them these two questions:

1. What elements of the Stewards in Training program did you enjoy or find successful?
2. What are your suggestions for improvement?

Ask them for their favourite photos from the day if they or a parent took pictures.

Clean & store equipment.