

## Coordinator Notes

### Recommended Resource People

Name	Station	Telephone #	Email Address
Chris Hatfield	Former landowner, historian for area, and amateur archaeologist – Museum Station	653-9654	
Jean Brouard	Wood Station	653-2335	johnbro@saltspring.com
Jean Gelwicks	History Station	537-4859	gellam@saltspring.com

### Relevant Resources

*Plant Technology of British Columbia First Peoples*, Nancy Turner

*Indian Fishing*, Hilary Stewart

*The Mystery of Cusheon Cove*, article for Times Colonist by Gail Neumann

*Forgotten Cusheon Cove Salt Spring Island*, Charles Khan and Chris Hatfield

### Pre-Trip Preparation

**Contact Chris Hatfield: 653-9654**

Request permission to use Chris's private museum. (There is a washroom below the museum which the Program has used in the past). Ask him about dates and timing and adjust timing so that he is available if possible. Invite him to come and speak to the students at lunch. (Guest speakers like Chris Hatfield are a real bonus to the Program and deserve a prompt thank you card and gift on the last day of his presence in the Program)

Gail Neumann's article should be sent out to teachers as it refers to the history of the area and the sawmill. (See Additional Information)

### In the Field

#### Opening Circle

Welcome students to the park. Tell them, *we are in a special place*. This was the site of a huge lumber mill, one of the biggest in the area back in its time. Trees from the island, and elsewhere were sawed into lumber which was shipped off the island and sold for construction. Ask for examples of how the forests of Salt Spring Island have provided for people over time, whether First Nations, European settlers or Asian labourers.

Have a brief dialogue on respect – for nature, the park, others, and the things of others.

## SSI Conservancy Stewards in Training Program

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 tree 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:

What memory will you take away from the field day? When you protect nature what does it mean? What are some examples of nature stewardship that come to mind? What does stewardship of a forest look like?

If time allows, ask students if they saw the plant or animal their group is named after and where that was.

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.