



## SSI Conservancy Stewards in Training Program

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# SSI Conservancy Stewards in Training Program



## SSI Conservancy Stewards in Training Program

### Program Objective

The *Stewards in Training* Program endeavours to:

- ✧ get students (grades 2 – 8) outside into their local island naturoscapes every year;
- ✧ engage students with hands-on learning activities about local ecosystems – making connections;
- ✧ engage the whole person – mind, body and heart;
- ✧ create a safe, fun, learning experience.

### Program Philosophy

The goal of the Stewards in Training Program is to develop an aesthetic appreciation for nature coupled with a scientific understanding of ecosystems; spawning values for responsible actions towards nature. This is achieved through developing a sense of wonder and curiosity about the natural world with playful, thoughtful and introspective activities in nature. Direct experiences in nature provide students the opportunity to gain in-depth understandings of ecosystems, their natural processes and our human impacts on them. Through hands-on experiences in local natural habitats, students develop a sense of place. Small group sizes (4-7 students) offer students an intimacy with the natural world for developing personal connections, a sense of ownership and a personal sense of stewardship responsibilities for their local environment.

The Program endorses the constructivist theory of learning. Developed by Jean Piaget, constructivism recognizes that each individual has a unique framework or scaffolding of knowledge based on their life experiences. Learning is the process of adding new information and experiences to the existing scaffolding (assimilation) and redesigning the scaffolding in order to make sense of new information and knowledge (accommodation).

The basic tenet in this constructivist philosophy of learning is that the learner uniquely constructs their knowledge. Accordingly, education becomes open-ended, specific to each learner. The educator supports learning as a facilitator rather than as a teacher: asking rather than telling; supporting inquiry-based learning rather than giving the answers; facilitating a dialogue rather than running a monologue. A key feature of the Program is the interactive learning that goes on between the facilitators and learners.

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Volunteers enjoy sharing their knowledge and experiences with the students and learn from the experiences of the students, their curiosity and their perspectives.

Constructivist learning is enhanced by experiential learning; the process of making meaning from direct experience. In the Stewards in Training Program, we use the term to apply to personal, direct, hands-on learning and reflection. Program activities are designed to engage students physically, intellectually and emotionally. Field journals and focused reflection are integrated into the activities to help promote the assimilation/accommodation cycle.

Each grade-specific program has been developed to dovetail with British Columbia's curriculum guidelines. Through repeated application, the program activities continue to be adapted and evolve. All field programs are run with three priorities: 1. keep safe; 2. have fun; 3. learn something.

The Stewards in Training Program is influenced by Richard Louv's work, *Last Child in the Woods: Saving our children from Nature-Deficit Disorder*, and the Government of British Columbia, Ministry of Education's, Environmental Learning and Experience Policy (2006).

### **What is Stewardship?**

When asking grade 2/3 students what they thought a steward was one boy responded that he had a cousin named Stuart. And they call him Stu. Another boy offered that his mom makes stew. The connectivity in this dialogue was typical of the age group, and brilliant. Imagine a young steward, called Stu, stirring a pot of stewardship stew – what would go into the mix?

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Stewardship encompasses attitudes, beliefs and actions that are different among different people and derive from different kinds of experiences.<sup>1</sup> Often an interest in stewardship is developed by a direct experience or activity in nature which creates a personal bond. The activity could be catching frogs in a backyard pond, fishing, hiking or biking regularly in natural areas. This ingredient could be called, personal experiences in natural areas.

Another stewardship ingredient that children develop through caring for the environment is feelings. In SSI Conservancy's school program, students have expressed feelings of joy running through tall grass in a field, awe when being introduced to a moon snail and sadness when seeing fellow students eat ants.



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<sup>1</sup> McClaren, Fulton & McMahan. 1995. Water Stewardship. BC Ministry of Environment, Lands, and Parks.

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Through spending time in nature, children and adults develop awareness that can lead them to become stewards or deepen their existing awareness. In the SSI Conservancy school program, students were particularly impressed by the words of Robert Bateman who has presented to grade 6/7 students on their field day. He encouraged students to get outside and spend as many hours in nature as they do in front of a monitor. Volunteers to the Stewards in Training program have their awareness of nature raised by being out with the students and participating in the activities, and by mixing their knowledge with that of other volunteers.

Personal experiences, feelings, beliefs and awareness simmer into attitudes of caring and responsibility for nature; key Stewardship ingredients. While we may be the dominant species on Earth, we are only one. All life is interconnected and interdependent. We have a special responsibility among the species to care for the life community as a whole.

Once all of these ingredients are combined, Stewards take action to save a special place or species, charged with a personal conviction. When one believes in their heart that it is important to protect nature, there can become an imperative to act to conserve.

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### Program Dimensions

The Stewards in Training program offers many things to the participants and the greater community.

For the **students** the program develops:

- ✧ a connection to the natural world,
- ✧ ecological understandings,
- ✧ environmental ethics,
- ✧ a sense of place - by running programs in their “backyard”,
- ✧ hands-on and observation skills,
- ✧ an understanding of stewardship of the natural world,
- ✧ a sense of self.

For the **volunteers** the program offers:

- ✧ a day in the field in a naturally beautiful place mentoring students in stewardship,
- ✧ learning from students, teachers and each other,
- ✧ developing a sense of place,
- ✧ sharing in a sense of wonder,
- ✧ making a contribution to their community.

For the **teachers** the program offers:

- ✧ a fully organized and sponsored field day related to their teaching curriculum,
- ✧ enhancement to their classroom curriculum,
- ✧ a time to share outdoor learning experiences with their students,
- ✧ a day to be with small groups of students,
- ✧ an opportunity to observe their students in an entirely different setting, often revealing unexpected strengths and interests.

For the **greater local and global community** the program offers:

- ✧ development of a bigger network of informed citizens about ecological processes and natural places, and the need for their conservation,
- ✧ creation of a community by linking students to volunteers, and volunteers to volunteers.

### The Stewards in Training Program

#### *In a Nutshell*

The Salt Spring Island Conservancy's Stewards in Training program is:

- ✧ a one day field program where students connect with nature,
- ✧ for all island school children in grades 2/3, 4/5, 6/7, and 8,
- ✧ annual (approximately 700 students each year),
- ✧ Conservancy sponsored through donations from funding agencies, sponsors, and fundraising,
- ✧ coordinated by paid staff (coordinators),
- ✧ delivered by coordinator(s) and volunteers (as many as 10 in a given field day),
- ✧ designed for small learning groups of 6-8 students, each with one or two volunteers,
- ✧ curriculum linked, environmental education,
- ✧ situated in local provincial parks, nature reserves and Ducks Unlimited property,
- ✧ hands-on, experiential, place-based learning.

#### *Field Journals*

A feature of the Program is the construction and use of field journals. Through the use of the field journal, it is hoped that students will:

- ✧ create a record of their discovery of the diversity of Salt Spring Island's cultural and natural history,
- ✧ capture a place and time with words, drawings and scientific measurements,
- ✧ develop their skills of observation and record keeping, and introspective reflection,
- ✧ take ownership of the place and day,
- ✧ create a memento of their field day,
- ✧ develop an interest in keeping their own nature journal.

Teachers have found the field journals to be a useful means to monitor a student's participation in the field day, although it is just one measure of the experiences gained. The field journal is a simple and inexpensive booklet made by the students, see appendices for details.

#### *Volunteers*

Volunteers are the backbone of the Stewards in Training program. Enough volunteers make it possible for the students to be grouped into small and effective learning groups. Volunteers are a diverse group. They include grandmothers, parents, biologists, artists, geologists, naturalists, retired and substitute teachers, archeologists, and Conservancy members. Volunteers share a common bond – they are passionate about the natural world and sharing their time and knowledge with children. On any given field day six to ten volunteers are needed to help run the program.

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### Overview of Field Programs

There are two field programs for each grade group (other than grade 8) which alternate each year as Program A and Program B. There is a third additional program for grades 4 & 5.

The programs are listed below as they would occur in a school year, starting in the fall, while program funding and coordination, shown later in this manual, are listed as a calendar year.

#### ***Program A***

##### **Grades 2&3 Cultural & Natural Stewardship**

Season: fall

Location: Burgoyne Bay Provincial Park

Theme: Plants, animals and history of Burgoyne Bay

Description: The pre-trip session involves the students constructing a field journal and discussions on how to respect a provincial park (living and non-living things). Four stations which include: compass work to find clues to Burgoyne's history, nature journaling, nature identification, and forest sensory search. The post-trip session: student reflections, creation of a food web.

##### **Grade 8 Planet Ocean Stewardship**

Season: late winter

Location: Ganges Harbour, creek and estuary

Theme: Ganges Harbour water environments

Description: This program involves 4 sessions: introduction to Ganges Harbour and water testing; field sampling for water quality; viewing marine plankton and freshwater invertebrates in the high school biology lab; review of findings and pollution scenarios.

##### **Grades 6&7 Water Stewardship**

Season: early spring

Location: East side of Ford Lake on Ducks Unlimited Land

Theme: Wetlands are critical ecosystems

Description: The pre-trip session involves the students constructing a field journal and discussion of aquatic biomes and adaptations. Field stations: creek, pond, marsh, and forest/beaver pond biomes. Post-trip session: Where is all the water in the world?

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### **Grades 4&5 Marine Stewardship**

Season: late spring

Location: Burgoyne Bay Provincial Park

Theme: Marine Ecosystems and First Nations

Description: The pre-trip session involves the students constructing a field journal and Marine Jeopardy game. Station activities: First Nations midden, nature journaling, seine netting an eel grass meadow, and intertidal substrate animals. Post-trip session: dialogue on the importance of marine stewardship, and a stewardship game.

### ***Program B***

### **Grades 4&5 History & Forest Stewardship**

Season: fall

Location: Ruckle Provincial Park, Cusheon Cove

Theme: Evidence of Asian & European settler land use

Description: The pre-trip session involves the students constructing a field journal and an introduction to the importance and function of the sawmill at Cusheon Cove.

Station activities include: history with compass work, museum, First Nations plant technology, and wood craft. Post-trip session: The meaning of trees to us.

### **Grade 8 (as above)**

Season: late winter or late spring

As above

### **Grades 2&3 Wetlands Stewardship**

Season: early spring

Location: West side of Ford Lake on Ducks Unlimited property

Theme: Wetlands Ecosystems

Description: The pre-trip session involves the students constructing a field journal and discussion of stewardship. Station activities: First Nations plant technology, nature journaling, pond invertebrates, and silent walk. Post-trip session: dialogue on importance of fresh water stewardship and a stewardship game.

### **Grades 6&7 Garry Oak Ecosystem Stewardship**

Season: late spring

Location: Andreas Vogt Nature Reserve

Theme: Stewardship of Garry Oak Ecosystems

Description: The pre-trip session involves the students constructing a field journal, dialogue on what is stewardship, and plant cards. Station activities: plant

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identification, invasive species, quadrat studies, and wildlife trees. Post-trip session: dialogue on stewardship of sensitive ecosystems and a stewardship game.

### ***Alternate, Past Program***

#### **Grades 4&5 Garry Oak Ecosystem Stewardship (used only in fall 2006)**

Season: fall

Location: Channel Ridge

Theme: Garry oak forest and meadow ecosystems

Description: The pre-trip session involves the teaching of proper compass use, discussion of controlled experiments and construction of a dichotomous key. On the field day, small groups of students are led by a volunteer through several stations that cover such topics as First Nations midden, native plant identification, influence of fire, tree aging, tree growth ecology, silent walk, moss study, nurse log study, soil examination, and invasive species. Students use compasses, a dichotomous key, nature journals and tools for measuring, digging and broom pulling.

### **Coordinator's Corner**

#### ***Coordinator's Calendar of Tasks***

##### **January:**

- ✧ Write articles for the Driftwood newspaper & SSI Conservancy's newsletter, the Acorn, outlining up-coming programs and calling for volunteers.
- ✧ Hold SSI Conservancy Schools Committee meeting to discuss funding, upcoming school field programs, and volunteer recruitment.
- ✧ Contact all volunteers by email to inform them of the spring programs.

##### **February:**

- ✧ Contact principals of Elementary and Middle Schools to inform about spring programs.
- ✧ Contact home-schoolers to inform about spring programs.
- ✧ Meet with Grade 8 teachers and set a schedule for program (eg. March for Marine/Freshwater Systems, else June).
- ✧ Contact Ducks Unlimited representative to secure permission for April program.
- ✧ Secure permission to use provincial parks.
- ✧ If going with March Grade 8 program, contact Grade 8 volunteers; remind them of Criminal Record Checks, schedule and carpool options.
- ✧ Present School Program to PAC (Parent Advisory Committee) and community groups for volunteer recruitment.
- ✧ Put program information in school newsletters.

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### March:

- ✧ Gather field equipment for Grade 8 program.
- ✧ Contact Driftwood to invite them out on our field days to take photos and write an article.
- ✧ Place ads in WANT ADS of Driftwood Newspaper for volunteers.
- ✧ Prepare field journals for use – edit any changes, copy, buy and cut cardstock for covers.
- ✧ Implementation of Grade 8 program.
- ✧ Contact teachers for April program and secure dates.
- ✧ Contact District School Board office and book buses for April program.
- ✧ Set training day for volunteers for April program.
- ✧ Contact volunteers; remind them of Criminal Record Checks, schedule and carpool options.
- ✧ Write final report for some grantors.
- ✧ Write article for ACORN.

### April:

- ✧ SSI Conservancy Schools Committee meeting to debrief Grade 8 program and prepare for April wetlands program (either grade 2/3 or 6/7).
- ✧ Contact Driftwood to invite them out on field days to take photos and write an article.
- ✧ Gather field equipment for April program.
- ✧ Charge walkie-talkies.
- ✧ Walk sites.
- ✧ Prep field journal & materials.
- ✧ Prep clipboards for volunteers.
- ✧ Implement training day (hand-out Criminal Record Check forms).
- ✧ Set up tarps, pit toilet, equipment.
- ✧ Implementation of spring program at Ford Lake; either Grades 6&7 Water Stewardship or Grades 2&3 Wetlands Stewardship program. Each class receives one pre-trip 40 min. session, one field day and one post-trip 40 min. session.
- ✧ Take down equipment, organize for storage.
- ✧ Evaluation forms to some students and teachers.
- ✧ Contact teachers for May program and secure dates.
- ✧ Contact District School Board office and book buses for May program.
- ✧ Set training day for volunteers for May program.
- ✧ Contact volunteers; remind them of Criminal Record Checks, schedule and carpool options.

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### May:

- ✧ SSI Conservancy Schools Committee meeting to debrief wetland program, prepare for May program and plan volunteer party.
- ✧ Gather field equipment for May program.
- ✧ Walk sites.
- ✧ Prep field journal & materials.
- ✧ Prep clipboards for volunteers.
- ✧ Implement training day (hand-out Criminal Record Check forms).
- ✧ Set up tarps, pit toilet, equipment.
- ✧ Implementation of Grades 6&7 Garry Oak Stewardship (AVNR) program or Grades 4 & 5 Marine Stewardship (Burgoyne Bay) program.
- ✧ Take down equipment, organize for storage.
- ✧ Evaluation forms to some students and teachers.
- ✧ Writing of spring report to be used for grant applications.
- ✧ Volunteer party,
- ✧ Presentation to SSI Conservancy AGM for volunteer recruitment.

### June:

- ✧ Grant applications to be submitted.

### August:

- ✧ Write articles for the Driftwood & Acorn outlining up-coming programs and calling for volunteers (articles are always to acknowledge generous contributions of sponsors/agencies).
- ✧ Email school principals informing them of upcoming programs for school year and asking them to distribute information to teachers.

### September:

- ✧ Hold SSI Conservancy Schools Committee meeting to discuss fall program, set program dates, and discuss volunteer recruitment.
- ✧ Walk the site and review program in situ.
- ✧ Implementation of Grades 4&5 Forest/Human History (Cusheon Cove) or Grades 2 & 3 Forest & Field (Burgoyne Bay) program. Phone school secretaries to compile a list of school/teacher/class grade composition and student numbers for Grades 2 to 8 students.
- ✧ Contact all volunteers by email to inform them of the fall program.
- ✧ Contact teachers for September/October program (include home-schoolers) and secure dates for pre-field classroom visit, field day, post-field classroom visit.
- ✧ Contact School Board office and book buses.

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- ✧ Set training day for volunteers.
- ✧ Contact volunteers; remind them of Criminal Record Checks, schedule, and carpool options.
- ✧ Prepare field journals, materials, and clipboards for volunteers.
- ✧ Gather field equipment for field program
- ✧ Implement the training day, (hand-out Criminal Record Check forms).
- ✧ Set up tarps, pit toilet, etc. – charge walkie-talkies.
- ✧ Start pre-field classroom visits, make journals with students.
- ✧ Start the field program.
- ✧ Contact principals of Elementary Schools to inform about programs for the spring.
- ✧ Put program information in school newsletters.

### October:

- ✧ Take down tarps, pit toilet, organize and clean equipment for storage.
- ✧ Post-field classroom visits.
- ✧ Evaluation forms to students and teachers for program.
- ✧ Assemblage of slides from program from different photographers.
- ✧ Writing of Final Report.
- ✧ Volunteer Appreciation – card and gift. Add names to SSIC Christmas list.
- ✧ Contact School District Superintendent about presentation to the board.

## Recruiting Volunteers

Volunteer recruitment is an ongoing effort, both to the overall volunteer pool and to any ongoing program. The volunteer pool is dynamic with ingress and egress on a regular basis with people's availability changing over time. It is not uncommon to be recruiting volunteers while midstream in a program. A list of past and potential volunteers, including names, phone numbers, email and volunteer history is available at the Conservancy office. As well, a list of clubs and organizations (that may be good candidates for a presentation and have potential volunteers) is available at the Conservancy office.

## Organizing Volunteers

In January, the coordinator needs to contact volunteers and notify them of the upcoming programs, the grades, place and approximate dates. Volunteers should be contacted again two weeks prior to the start of the program to be informed of the training day for the field program and the dates for the program. It is good to have a schedule set for each class at this time because some volunteers prefer to be with a certain group of students (grandchildren, friends of the family, etc.).

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Program information (station sheets and daily schedules) should be provided to the volunteers several days before Training Day. This information is also available at [www.saltspringconservancy.ca](http://www.saltspringconservancy.ca). The materials are meant for review only, to give the volunteers context to the activities. Volunteers should be reminded to dress for the weather (it's a long day outside), bring a hearty lunch, and be notified about north and south-end carpool locations.

### Training Day

A Training Day is offered for each program. Training Day is often set on a Friday a week before the program begins. This gives the coordinators time to set the volunteer schedule. Some volunteers prefer to pick a day and their role (group leader or station master) after the Training Day, some pick their days weeks before, and some choose once the program is running.

Training Day usually lasts for three to four hours on site, using all equipment required for the program. For some programs, the volunteers will help carry equipment to the site. Volunteers are given copies of the journal pages placed on a clipboard with a plastic cover (in case of rain). It is handy to have pencils available for those who like to take notes. Coordinators run through the daily schedule, the route for the groups, the meeting place, lunch spot and pit toilet location. Each station is presented as it will be done with the students. The more specifically a station is run on training day, the clearer it will be for the volunteers to redo. Information that is helpful, such as what may pique a learner's curiosity or special considerations for equipment is included. Often volunteers with particular expertise offer feedback that is useful in tweaking the program.

At the end of the Training session, volunteers are reminded of the Criminal Record Check required (see below). Volunteers are asked if they would like to teach a station (as Station Master) or shepherd a group (Group Leader) for the day(s) they are available.

Volunteers who miss the training day can still participate in the program. They can be paired with another volunteer their first day to learn the ropes. They then often feel comfortable enough to work on their own another day. Some volunteers prefer to lead a student group to all stations first, prior to taking on the responsibility of leading a specific station activity. Previous knowledge of the site is helpful if a training day is missed.

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As early as possible, the coordinator emails the Volunteer Schedule to all volunteers. There will be some slots filled and some available. This gives volunteers the opportunity to check for their names, look at who they are working with for the day or find a spot where they would like to work. The coordinator should also at this time give a time and place for a north or south end carpool.

### **Field Day with Volunteers**

Volunteers arrive at the field site 30 minutes before the students arrive. At the beginning of each field day the coordinator should be on site to greet the volunteers, pass out their clipboards, walkie-talkies, and be ready to give any special information or answer questions. During the lunch break and at the end of the day the coordinator asks the volunteers about their day and for feedback on the events of the day.

### **Volunteer Appreciation**

In early June, one of the members of the Conservancy's Schools Committee hosts a volunteer appreciation party. This is a wine & cheese party in the afternoon with a slide show of the year's Stewards in Training field programs. Volunteers are often given a small gift (cards, Garry Oak seedling, sun-catcher, soap etc.) In October, the volunteers participating in the fall program are given a small gift and thank you card.

### **Methods for Recruiting New Volunteers**

New volunteers are recruited in several ways: written articles, classified ads, announcements at public events, presentations to interested organizations, cable TV, at the Conservancy office and through word of mouth.

In January an article is written for the Driftwood newspaper and the Acorn, SSI Conservancy's quarterly newsletter. The article outlines the grants received, the upcoming programs and the need for volunteers. A want-ad can also be placed in the newspaper under Help Wanted, calling for volunteers. (The SSI Conservancy office phone number and email is given for a contact.)

### **Criminal Record Checks**

Each volunteer must have a Criminal Record Check. This can be done at the RCMP station between 1:00pm and 4:00pm on Wednesdays. Volunteers need photo identification. They will be given a form which should be filled out, copied and given to the Program coordinator. The form will be kept in a confidential file at the Conservancy office.

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### ***Coordinator's Daily Checklist for Field Days***

At start of day:

- ✧ Organize equipment for each station.
- ✧ Ready clipboards with nametags, journals and walkie-talkies.
- ✧ Prep toilet (paper, wipes, garbage bag, etc.).

At close of day:

- ✧ Give journals to teacher; retrieve clipboard from teacher.
- ✧ Remind volunteers to return walkie-talkies.
- ✧ Clean toilets.
- ✧ Inventory return of equipment.
- ✧ Check charge on walkie-talkies (every few days).

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### FIELD PROGRAMS

|  |            |
|--|------------|
| <b>GRADES 2 &amp; 3 – CULTURAL &amp; NATURAL STEWARDSHIP .....</b> | <b>1-1</b> |
| (Burgoyne Bay Provincial Park)                                     |            |
| <b>GRADES 2 &amp; 3 – WETLANDS STEWARDSHIP .....</b>               | <b>2-1</b> |
| (Ford Lake/DU property, west side)                                 |            |
| <b>GRADES 4 &amp; 5 – HISTORY &amp; FOREST STEWARDSHIP .....</b>   | <b>3-1</b> |
| (Cusheon Cove, Ruckle Provincial Park)                             |            |
| <b>GRADES 4 &amp; 5 – MARINE STEWARDSHIP .....</b>                 | <b>4-1</b> |
| (Burgoyne Bay Provincial Park)                                     |            |
| <b>GRADES 6 &amp; 7 – GARRY OAK ECOSYSTEM STEWARDSHIP .....</b>    | <b>5-1</b> |
| (Andreas Vogt Nature Reserve)                                      |            |
| <b>GRADES 6 &amp; 7 – WATER STEWARDSHIP .....</b>                  | <b>6-1</b> |
| (Ford Lake/ DU Property, east side)                                |            |
| <b>GRADE 8 – PLANET OCEAN STEWARDSHIP .....</b>                    | <b>7-1</b> |
| (Ganges Harbour)   |            |
| <b><u>ALTERNATE, PAST PROGRAM:</u></b>                             |            |
| <b>GRADES 4 &amp; 5 – GARRY OAK ECOSYSTEM STEWARDSHIP .....</b>    | <b>8-1</b> |
| (Channel Ridge)  |            |

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