

AFER Education Workshop 10/14/21

After a quick round of introductions lead by Justine, the ED of Rivershed, we moved into our four lightning talks:

Asta Mail from Raincoast started off our lightening talks with an informative presentation on Two-eyed seeing. Introducing her and Raincoast's work she described that two eyed seeing is about looking at what other perspective can one see. By focusing on the intent behind two eyed seeing Asta described how one should present themselves in the two eyed seeing community. Important reminders such as focusing your body, tuning into how one listens, listening first and building on what was being said second. Asta ended by reminding listeners to attend the C to C conference where we can learn more about two eyed seeing and Raincoast's work.

Hailey Renaud from Sea Smart broke down the programming that Sea Smart runs every school year. With a goal to reach 300 classrooms this year Sea Smart is empowering and inspiring students to love and protect our oceans. They do this through summer camps, beach cleanups, short virtual presentations, and multi-series workshops. With covering environmental threats such as fisheries interactions, climate change, habitat degradation, and invasive species listeners got a snapshot into what the species at risk youth action lead workshops look like. The solution-based programming reminds participants that individual action counts.

Kirstin Hill from Rivershed began her talk by summarizing Rivershed's work and introducing the new Watershed CPR program. The self-guided, virtual learning experience about the Fraser Watershed is an interactive fun way to get members of the community to learn about the Fraser. With the help of other organizations and funders the program can be used amongst different teacher networks. Kirstin ran through the program with us, showing a few parts of the activity and what students see when they take part in it. A participant made a helpful suggestion that the Libraries in the Lower Fraser might be a useful place to incorporate the program.

Ross Davies from Kanaka Education and Environmental Partnership Society provided insight into their programming that puts students back in touch with nature and the land. He showed us pictures of a creek that was restored and protected because of the student's work in the area. Ross explained the long-standing partnerships they have with high schools in the area as well as the city of Maple Ridge. The presentation covered the themes of stewardship and what that looks like for Kanaka Education and Environmental Partnership Society.

Following our great lightning talks, Kirstin gave a recap of our first meeting which discussed four main big ideas of:

- Connecting – with school boards, teachers, Nations, other networks, each other, and participants
- Collaboration – creating centralized resources available to all within the Network; matching strengths with needs; establish a collective voice for conservation; sharing job and volunteer positions

- Content – be a hub for watershed education; identify current gaps in education; increase and improve conservation messaging; focus on conservation solutions
- Funding – unify our efforts and intentions to create strong funding proposals; advocate for the importance of education in funding; share funding opportunities

This brought us to our final part of the workshop where we were split up into two breakout groups and had discussions about prioritizing our next steps within the working groups and what expectations or guiding principles should be set for participation in this group? We had each group write notes on a Google Jamboard.

Breakout Group A discussed that as a working group we first need to connect to other groups and communities which involves recruiting new members for this group. This also raised the question of who our audience is for education? K-12 or post-secondary? Importance was put on understanding what this committee is and how it connects to other similar circles.

Breakout Group B took a slightly different approach and marked forming a group identity such as creating and maintaining a digital calendar and programs initiatives. This could include creating a database of existing watershed resources. Highlighting that we need to understand who we are prior to reaching out to new groups.

We ran out of time at the end but quickly shared our findings with the other group. Excited to see what the next workshop holds!

Link to the JamBoard:

https://jamboard.google.com/d/1JvGSd4ju-aEcXW2G2dfOSJ5DdfEhw-X_YdVV4YTTN84/viewer

Recommended Resources:

Two-Eyed Seeing Workshop info:

[http://www.integrativescience.ca/uploads/activities/Two-Eyed-Seeing-Workshop-Integrative-Science-education-NSERC\(2\).pdf](http://www.integrativescience.ca/uploads/activities/Two-Eyed-Seeing-Workshop-Integrative-Science-education-NSERC(2).pdf)

Raincoast's Coastal Insights Season 2 Episode 2:

<https://www.youtube.com/watch?v=SLRlwdeNqy8>

Patricia Saulis-“Indigenous Knowledge and Western Science-The two eyed approach”:

<https://www.youtube.com/watch?v=cwCfsAiERyk>

Andrea Reid: <https://www.youtube.com/watch?v=DSIcYcr5TZE>

Albert Marshall

C to C Conference

Anderson Elementary Motus Art/Sci Project Overview Video (Richmond Art Gallery): <https://vimeo.com/626951070>

Anderson Elementary Motus Video (Richmond Art Gallery): <https://vimeo.com/630343297>

<https://watershedcpr.canadiangeographic.ca>