

Workshop and Presentation Overview

Who we are:

We are two Australians, Dan (27) and Mathilde (24) who are passionate about the environment, and inspiring the youth to be stewards of our earth. We have had experience working professionally in land management and conservation, and volunteering our time in ocean conservation projects, particularly focusing on marine debris. We have also both been living single-use plastic-free for almost three years. In the summer of last year, Mathilde and her best friend Lucy kayaked 2000km, from Juneau in Alaska to Victoria, to raise awareness about marine debris (www.passageadventures.org). This summer, along with two other friends, we will circumnavigate Vancouver Island by sail boat for the same cause, participating in several beach clean-ups along the way (www.seize-change.org). We are both volunteers for the BC Marine Trails Association, a not-for-profit organisation whose aim is to preserve BC coastal access for small boat users, and raise awareness of our roles as stewards for our environment.

Presentation: Re-framing the Face of Adventure (1.5 hours, Any Grade)		
<i>Aim:</i> to encourage students to be stewards of our earth as they venture into the outdoors (focus on marine environments/marine debris)	<i>Components:</i> Marine debris, using outdoor recreation to create change, the importance of citizen science/data collection	<i>Background:</i> It seems today that every mountain top has been climbed, every river kayaked down and every valley traversed. Whilst these journeys are incredibly inspiring, adventure doesn't always need to be about pushing the limits and branching into "new" and exciting territory. Reframing the face of adventure is about continuing to appreciate and explore our natural world, whilst maintaining these sanctuaries for the benefit of the environment, ourselves, and future generations to come.
Presentation: Stopping Trash at the Source: How can we minimise our plastic usage in everyday life? (1 hour, Any grade)		
<i>Aim:</i> to encourage students to think about the source and destination of the things they consume in everyday life (focus on single-use plastics and marine debris)	<i>Components:</i> Marine debris and interconnected oceans, single-use plastics and the direction our society is going, creating change through words and actions	<i>Background:</i> We now have a "throw-away society." In the last decade we have consumed more plastic than what was consumed in the last century. Marine debris is an international problem that one country cannot fix alone. In order to solve an issue of this magnitude, we need to work together, and tackle the problem from a variety of different angles, including behavioural change on the individual level

Workshop: Make your own Beeswax wraps (1 hour, Grade 7 and up)

Aim: To encourage students to think about the source and destination of the things they consume in everyday life (focus on single-use plastics)

Overview: Discussion on single-use plastics and their alternatives, followed by making reusable beeswax wraps

Background: Beeswax wraps are an alternative to saran wraps. All that's needed for this workshop is cotton fabric, beeswax, an oven or ironing board. They are funky, reusable and fun to make!

Workshop: Beach/Riparian clean-up, sort and data collection (2-3 hours, Grade 5 and up)

To encourage students to think about the source and destination of the things they consume in everyday life (focus on single-use plastics and marine debris)

Overview: Discussion on marine debris, followed by a clean-up, sorting the trash and collecting data on what we found. Short discussion about alternatives at the end.

Background: If all we do is clean up, that's all we'll ever do (*Quote: Tangaroa Blue Foundation*). It's just as important to collect information on what we find during a clean-up, so we can use that information to stop the trash at the source.

Workshop: Watching our Waste (Adaptable Time, Any Grade)

Aim: To encourage students to think about the source and destination of the things they consume in everyday life (focus on single-use plastics and marine debris) and gain a better understanding of which bin to put it in.

Overview: Discussion on where our garbage comes from and where it ends up, recycling, sorting and collecting data. Short discussion about alternatives at the end.

Background: By 2050 there is expected to be more plastics in the ocean than fish by weight. If all we do is clean up, that's all we'll ever do (*Quote: Tangaroa Blue Foundation*). It's just as important to collect information on what we find during a clean-up, so we can use that information to stop the trash at the source.

Workshop: The Power of the Youth Voice (Full day workshop, Grade 8 and up)

Aim: To help youth understand how they can find their way to be the change they want to see in the world (focus on marine conservation)

Overview:

1. Youth power to influence action on a global scale through minute actions
2. One person can make a difference
3. Questioning decisions that are being made by others about your future
4. Thinking of a personal story you felt passionate about and sharing it
5. Ideas for change

Background: Our world is changing rapidly around us, and there are several environmental and social issues that need to be addressed now. Youth have the ability to question the decisions that are being made by others about their future. They have the power to use their voice and actions to create change in the world. We need to think global, and act local.

Which Big Ideas, from BC's New Curriculum, can be achieved through our presentations and workshops?

The topics we discuss have both a large science and social studies component associated with them. This is because marine debris is so much about personal behaviour and values, our interaction with the environment, and creating social and environmental change using the power of our voice and actions.

Kindergarden	<ul style="list-style-type: none">• Humans interact with matter every day through familiar materials• Strong communities are the result of being connected to family and community and working together towards common goals• Effective collaboration relies on clear, respectful communication• Everything we learn helps us to develop skills• Communities include many different roles requiring many different skills• Designs grow out of natural curiosity
Grade 1	<ul style="list-style-type: none">• Living things have features and behaviours that help them survive in their environment• Confidence develops through the process of self-discovery• Strong communities are the result of being connected to family and community and working together towards common goals• Effective collaboration relies on clear, respectful communication• Everything we learn helps us to develop skills• Communities include many different roles requiring many different skills• Designs grow out of natural curiosity• We shape the local environment, and the local environment shapes who we are and how we live
Grade 2	<ul style="list-style-type: none">• Water is essential to all living things and it cycles through the environment• Strong communities are the result of being connected to family and community and working together towards common goals• Effective collaboration relies on clear, respectful communication• Everything we learn helps us to develop skills• Communities include many different roles requiring many different skills• Designs grow out of natural curiosity• Local actions have global consequences, and global actions have local consequences
Grade 3	<ul style="list-style-type: none">• Living things are diverse, can be grouped, and interact with their ecosystems• Strong communities are the result of being connected to family and community and working together towards common goals• Effective collaboration relies on clear, respectful communication• Everything we learn helps us to develop skills• Communities include many different roles requiring many different skills• Designs grow out of natural curiosity

Grade 4	<ul style="list-style-type: none"> • All living things sense and respond to their environment • Exploring our strengths and abilities helps us to identify our goals • Leadership requires listening to and respecting the ideas of others • Skills are developed through practice, effort and action • The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada
Grade 5	<ul style="list-style-type: none"> • Exploring our strengths and abilities helps us to identify our goals • Leadership requires listening to and respecting the ideas of others • Skills are developed through practice, effort and action • Natural resources continue to shape the economy and identity of different regions of Canada
Grade 6	<ul style="list-style-type: none"> • Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment • Leadership represents good planning, goal-setting and collaboration • Complex tasks require acquisition of additional skills • Complex tasks may require multiple tools and technologies • Complex global problems require international cooperation to make difficult choices for the future • Media sources can both positively and negatively affect our understanding of important events and issues
Grade 7	<ul style="list-style-type: none"> • Earth and its climate have changed over geological time • Evolution by natural selection provides an explanation for the diversity and survival of living things • New experiences, both within and outside of school, expand our career skill set and options • Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community • Geographic conditions shaped the emergence of civilizations
Grade 8	<ul style="list-style-type: none"> • Our career paths reflect the personal, community and educational choices we make • The value of work in our lives, communities and society can be viewed from diverse perspectives • Human and environmental factors shape changes in population and living standards
Grade 9	<ul style="list-style-type: none"> • The biosphere, geosphere, hydrosphere and atmosphere are interconnected, as matter cycles and energy flows through them • Our career paths reflect the personal, community and educational choices we make • The value of work in our lives, communities and society can be viewed from diverse perspectives • Social, ethical and sustainability considerations impact design • The physical environment influences the nature of political, social and economic change
Grade 10	<ul style="list-style-type: none"> • Energy is conserved and its transformation can affect living things and the environment • Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities

Grade 11	<ul style="list-style-type: none"> • Earth materials are changed as they cycle through the geosphere and are used as resources, with economic and environmental implications • Local environments contain diverse ecosystems with many roles and relationships • Interconnected systems sustain healthy ecosystems • Ecosystem stability is an important result of sustainability • Human practices affect the sustainability of ecosystems • Humans can play a role in the conservation and restoration in ecosystems • All living things have characteristics • Living things evolve over time • Science informs our decisions and impacts our daily lives • Science helps explain how natural changes and human choices affect global systems • Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities • Physical features and natural resources influence demographic patterns and population distribution (adapted from Human Geography)
Grade 12	<ul style="list-style-type: none"> • Human actions affect the quality of water and its ability to sustain life • Living sustainably supports the well-being of self, community and earth • Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities • Human activities alter landscapes in a variety of ways • A geographic region can encompass a variety of physical features and/or human interactions.

Please contact us if you are interested in having us present or run a workshop at your school/education facility or in your community

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