WE ARE OCEAN

VANCOUVER

MODULE 4

SHORE

PROTECTORS

EDUCATIONAL

GUIDE

WE ARE OCEAN - Vancouver

PRESENTED BY

ARTP⬤RT
MAKING WAVES

VANCOUVER BIENNALE
VANCOUVER BIENNALE

ARTISTS & EDUCATIONAL DIRECTION

CEASE WYSS & OLIVIER SALVAS

EDUCATIONAL ACTIVITIES WRITTEN BY

OLIVIER SALVAS, mED

WE ARE OCEAN - VANCOUVER is an artistic project contributing to the Preparatory Phase of:

2021 2030 United Nations Decade of Ocean Science for Sustainable Development

INTRODUCTION

WE ARE OCEAN – Vancouver is an interactive journey where the students of British-Columbia will reflect on the effects of climate change on the ocean and how this is affecting the ecosystems and the indigenous culture of the land of the Squamish, Tsleil-Waututh & Musqueam First Nations through activities based on STEAM (Science, Technology, Engineering, Arts, Mathematics) principles and on the First People Principles of learning. The end project will result in students inquiring about what would the land look, feel and taste like without the presence of salmon in our ecosystems due to its disappearance because of climate change.

Open Ocean, Victoria BC - Photography by Olivier Salvas (2020)

This project will run through the 2020-2021 school year in two phases. The first phase will run from October 15 2020 to Match 15, 2020 and will contain five interactive courses based on inquiry-based education. The courses will be delivered for students on an application, WE ARE OCEAN, available for free on iOS and Android as well as on the ARTPORT_makingwaves and Vancouver Biennale websites. The application will feature animated videos of artists Cease Wyss and Olivier Salvas addressing the learners , video footage of the related topics, photography, artwork and links to an exclusive podcast where Cease and Oli will be discussing issues related to climate change and education. This podcast will also be available for streaming on Google Play, Spotify, Apple Podcast and more. The multimedia components (Samples of paintings, videos, podcasts, etc) can be streamed in a classroom by the teacher or by a student on their personal device, making these activities accessible for both home learning and in class learning. Each section will have a STEAM-based activity students will be encouraged to complete and to send a digital copy (photo or video) to Cease and Oli. Cease and Oli will then upload the work of the participants on the app and they will discuss some of the work they have received in their podcast as a form of communication with the students.

INDIGENOUS PRINCIPLES OF LEARNING

This academic journey respects the First People Principles of learning and the core competencies of the curriculum of British-Columbia.

C- COMMUNICATION ` T - TINKING ` PS - PERSONAL AND SOCIAL

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

> C – connect and engage with others; collaborate to plan, carry out and review activities

> T – generate ideas; question and investigate relationship and cultural contexts;

> PT - contributing to community and caring for environment; personal values and choice; well-being

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

> CT - Question and Investigate

> C - Connect and Engage with Others: recount and reflect on experiences: collaborate to plan, carry out and review activities

> PS - relationships and and cultural contexts: valuing diversity

Learning involves recognizing the consequences of one's actions.

> PS – self regulation; self-determination; personal values and choices

Learning involves generational roles and responsibilities.

> PS – relationship and cultural contexts; building relationships

> C – connect and engage with others

Is understanding the repercussions of climate change on the ocean our responsibility towards reconciliation with local Indigenous People?

Learning recognizes the role of indigenous knowledge.

T – generating ideas; question and investigate; analyse and critique

PS – relationship and cultural contexts; valuing diversity

Learning is embedded in memory, history, and story.

C – acquire, interpret, and present information; explain and reflect on experiences

T – novelty and value; question and investigate; analyze and critique

PS – personal values and choice; relationship and cultural contexts; valuing diversity

Learning involves patience and time.

C – collaborate to plan, carry out, and review constructions and activities

T – develop and design; generating ideas

PS – personal strengths and abilities; self-determination

Learning requires exploration of one's identity.

T – question and investigate

PS – relationship and cultural context; wellbeing; building relationships; self-determination

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

C – acquire, interpret and present information

T – question and investigate; analyze and critique; novelty and value

PS – personal values and choice; relationship and cultural contexts

RECOMMENDED APPLICATIONS

Here is a list of recommended applications you may consider to download with your class to complete this project:

DRAWING PAD

Drawing Pad was conceived to create digital art. It contains different sets of markers, pencils, paint brushes, stencils, coloured pencils and stickers with also the possibility to upload your own images or pictures. Drawing Pad allowed students to reach visual-spatial learners by creating artistic activities that can be achieved in a restrained time-frame. Drawing Pad was integrated in oral comprehension activities, reading comprehension strategies, creative writing and Math.

BOOK CREATOR

Book Creator allowed you to type, draw, add images, add sounds, add videos all within the same application. I appreciated that the multi-media platform can appeal to different kinds of learners all within one application. This application not only substituted but redefined a project to a higher level of critical thinking.

GARAGE BAND

Garage Band is an application that allowed students to record voice and to record music. Students were able to edit their recordings and to add effects of their choice. This application played a crucial role in the final part of this inquiry, as the students were asked to create a spoken word track.

COMIC LIFE

Comic Life allowed students to create their own comic books using pictures they have taken or images they have drawn.
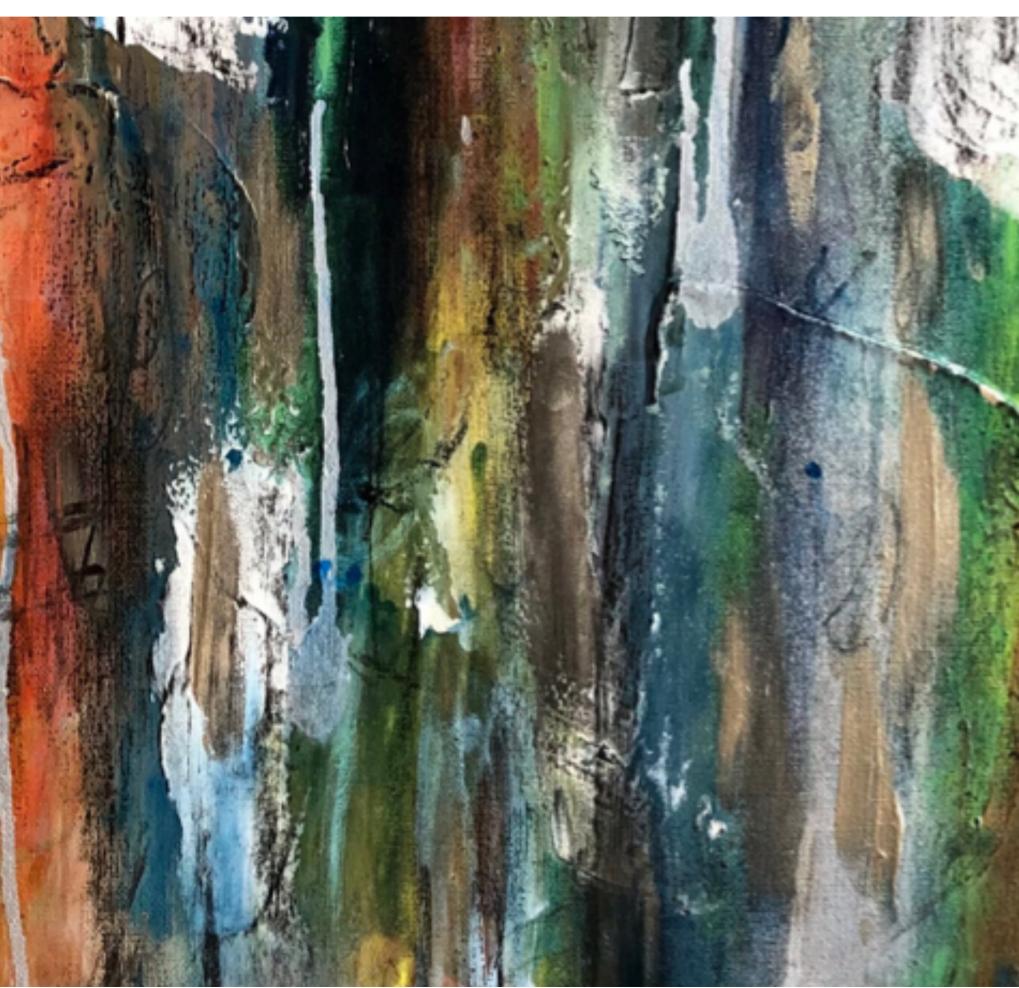
PUPPET PALS

Students were able to use or to create their own characters and settings to tell a story. Students will also be able to record their own voices to make their characters speak.

iMOVIE

Students were able to create their own movies, and response videos to practice their oral language skills.

SCRATCH JR.

A platform students used to make presentations or games through coding.

SUGGESTED CURRICULUM

Photography by Olivier Salvas

Key Question:

How can decolonization of the land support ocean health?

Objectives

• To understand the meaning of decolonization

• To understand what is an indigenous plant

• To learn about a concrete example of the consequences of colonization on a territory

• To learn how what we can do to decolonize a space for a healthier shore line and less polluted oceans.

• To take on personal and collective initiatives to fight climate change and support ocean health.

BIG IDEAS

Kindergarten: Plants and animals have observable features.

Grade 1: Living things have features and behaviours that help them survive in their environment.

Grade 2: Water is essential to all living things, and it cycles through the environment.

Grade 3: Living things are diverse, can be grouped, and interact in their ecosystems.

Grade 4: All living things sense and respond to their environment.

Grade 7: Evolution by natural selection provides an explanation for the diversity and survival of living things.

Grade 8: Life processes are performed at the cellular level.

Grade 10: Energy is conserved, and its transformation can affect living things and the environment.

Grade 11: Complex roles and relationships contribute to diversity of ecosystems.

Grade 12: Human actions affect the quality of water and its ability to sustain life.

Photography by Olivier Salvas

SUGGESTIONS FOR FINAL CLASSROOM ACTIVITIES

The following is a list of ideas you can choose from as a final project for your classroom . This is meant to give you the flexibility to adapt the program to your needs. You also have the opportunity to create your own closing project with your community. Once your project is done, please share it on the **WE ARE OCEAN Vancouver** application!

1- Create posters to inform your school about ocean health and climate change.

2- Organize a shoreline clean up with your community.

3- Create a collective book that informs your community about indigenous plants in your community.

4- Take decolonization actions by removing invasive species from your environment.

5- Plant indigenous plants on your yard or school yard.

6- Create an indigenous garden for your community. Take this project further by labeling the plants for your community.

7- Create a model for a greenhouse.

8- Make edible greenhouse gas models

9- Create a short film about the effect of climate change on the ocean.

10- Make paintings of indigenous plants.

11- Create memes on the theme of ocean health.

12- Create TikTok videos on the theme of climate change,

13- Organize a silent protest in your school.

14- Host an assembly to discuss what you learned during the WE ARE OCEAN Vancouver program.

15- Host a climate change panel.

16- Organize a walk for water with your community.

17- Take photography of indigenous plants or of the ocean and organize an art event to discuss ocean health and actions.

18- Have your students write a blog post or a reflection on our driving question: How is fighting climate change our responsibility towards reconciliation with indigenous people?

19- Organize workshops with a local indigenous artist or activist.

20-Organize a shore clean up or a ground clean up.

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WE ARE OCEAN

Vancouver

MODULE 4

Decolonization