



WE ARE
OCEAN
VANCOUVER
MODULE 1
THE LOST
LAGOON
EDUCATIONAL
GUIDE

WE ARE OCEAN Vancouver

PRESENTED BY

VANCOUVER BIENNALE
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ARTPORT
MAKING WAVES

ARTISTS & EDUCATIONAL DIRECTION

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



2021 United Nations Decade
2030 of Ocean Science
for Sustainable Development

Design by Olivier Salvas

All photography by Olivier Salvas with the exception of page 1 (Rory McLoed) and page 23 (Jason Bradstock)

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 of the land of the Squamish, Tsleil-Waututh & Musqueam First Nations. Through activities based on STEAM (Science, Technology, Engineering, Arts, Mathematics) principles and respecting the First People Principles of Learning, the program leads to an end project in which students inquire about what the land would 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.

Commissioned by the Vancouver Biennale and our BIG IDEAS Education program, and curated by the international arts organization ARTPORT_making waves, this exciting project is an artistic contribution to the Preparatory Phase of the UN Decade Of Ocean Science for Sustainable Development (2021-2030). It is part of the global program ARTPORT_WE ARE OCEAN with artists, scientists and young people around the world, and the first WE ARE OCEAN project in North America.

This project will run through the 2020-2021 school year in two phases. Phase 1 runs from November 6 2020 to March 15, 2020 and will contain four interactive modules based on inquiry-based education. The modules will be delivered for students on a mobile app WE ARE OCEAN Vancouver, available for free in the app stores for iOS and Android, and linked from the Vancouver Biennale and ARTPORT_making waves websites. The application will feature videos of artists Cease Wyss and Olivier Salvas addressing the students, 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, and Apple Podcast.

The multimedia components (samples of paintings, videos, podcasts, etc) can be streamed in the classroom by the teacher or by students on their personal device, making these activities accessible for both home learning and in-class learning. Each section will have a STEAM-based activity that students will be encouraged to complete and then send a digital copy (photo or video) to Cease and Oli. Cease and Oli will then upload the work of the participants onto the app. They will feature and discuss some of the student work they have received in their podcast, connecting with and involving the WE ARE OCEAN Vancouver student community throughout the program.

MODULES

The 4 modules and activities students will work on are the following. Each section can be adapted according to the age group.

Activity 1: The Lost Lagoon

An observation of the Lost Lagoon: Introduction to the Indigenous Perspectives and the living species and non-living things around a body of water.

Activity 2: The local history of the Pacific Ocean and its people.

An observation of the Pacific Ocean through a cultural journey exploring the meaning of salmon for the residents of British-Columbia from pre-colonization until today. Students will explore a living species on the BC Coast and will recreate their ecosystems.

Activity 3: Are we ocean literate?

Ocean Literacy means understanding the ocean's influence on us and our influence on the ocean. In this module students will learn about becoming an ocean literate person who understands the importance of the ocean to humankind. They will be able to communicate about the ocean in a meaningful way. Students will learn ways to make informed and responsible decisions regarding the ocean and its resources and share their eco-friendly initiatives for their homes and schools. Dr. Francesca Santoro, from the Intergovernmental Oceanographic Commission (IOC) of UNESCO, joins Oli and Cease on their podcast for a very special talk!

Activity 4: Shore Explorers?

How healthy are the BC shores and what can we learn from them? This module focuses on exploration of the different types of shorelines in BC and their connections with the ecosystems. Students will be asked to design different types of shorelines or to study the ecosystems that live on shorelines. This activity will also introduce the impact of the rising ocean on the ecosystems and livelihoods in Vancouver.

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

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 - THINKING ` 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



LOST LAGOON OR LOST HISTORY?

Learning recognizes the role of Indigenous knowledge.

T – generating ideas; question and investigate; analyze 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 apps you may consider downloading with your class to make the most out of WE ARE OCEAN Vancouver projects:

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 the added option to upload your own images or pictures. Drawing Pad allows students to reach visual-spatial learning objectives by creating artistic activities that can be achieved in a restrained time-frame. Drawing Pad can be integrated in oral comprehension activities, reading comprehension strategies, creative writing and Math.

BOOK CREATOR

Book Creator allows you to type, draw, add images, sounds, and videos all within the same application. This multi-media platform can appeal to different kinds of learners all within one application. This app can substitute or even redefine students projects in WE ARE OCEAN Vancouver, elevating them to a higher level of critical thinking.

GARAGE BAND

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

COMIC LIFE

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

PUPPET PALS

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

iMOVIE

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

SCRATCH JR.

A platform students can use to make presentations or games through coding.



SUGGESTED CURRICULUM



Heron in the Lost Lagoon. Photography by Olivier Salvas. 2020.

Key Question:

How is the ocean playing a crucial part in the ecosystems living on the territory colonially known as Stanley Park?

Objectives

- To practice art observation techniques in order to apply them independently in upcoming modules.
- To understand that Indigenous peoples have had a home here since long before colonization in the territory of Lost Lagoon and Stanley Park.
- To familiarize ourselves with the ecosystems of Lost Lagoon.
- To understand the practices of Indigenous peoples in the territory now known as Lost Lagoon.

STEP 1: BEFORE THE VIDEO



Say Goodbye (The Lost Lagoon). By Olivier Salvas. Acrylic on Canvas. 2020.





BLOOM

Big Ideas in the BC Curriculum:

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.

Materials:

“Lost Lagoon”. by Olivier Salvas. Painting

“Vancouver Scenery” by Olivier Salvas. Painting

“Turtle in Lost Lagoon”. Video

“Water of the Lost Lagoon”. Video

“Tale of the Lost Lagoon”. Podcast by Cease Wyss and Olivier Salvas

PART 1: ART + SPACE

For all grade levels, show the image of the painting *The Lost Lagoon* by Olivier Salvas. Students can also use the images available on the WE ARE OCEAN Vancouver app. When looking at the image, have the students first pay attention to the water.

Ask some of the following questions:

- Where do you think this is?
- What are the elements that you see in the painting?
- What are the living things that you think can live in this body of water

You can also use questions to support the study of the artwork itself:

- What's going on in this artwork?
- What was your first reaction to this artwork? Why do you think you had the reaction?
- Does your opinion about the artwork change the longer you look at it?
- Describe the lines in this artwork
- Describe the colours in the artwork
- Which area of the artwork is emphasized by the artist?
- Which area of the artwork is most important?
- What is missing from this artwork?
- What emotions do you notice in the artwork?
- What emotions do you notice or feel when looking at this?
- How do you think the artist was feeling when he created this artwork?
- How did the artist use line, shape, and colour to contribute to the mood or meaning?
- What is the title? How does the title contribute to your understanding of the meaning?
- What title would you give this artwork?
- What symbols do you notice in the artwork?



PART 2: ART TO PRACTICE

Complete one of the following art observation activities. Choose the one that fits best with your group of learners.

- Classroom conversation about what students remember from the painting and the teacher draws what the students are telling them.
- Each student draws or writes what they remember from the painting
- Students recreate the picture in groups. You can also make this a competition for the most accurate painting.
- Use elements from a story studio (Reggio) to have the students recreate the painting or a maker space.
- Using collage, create an abstract version of this artwork.

STEP 2: EPISODE 1

On the Module 1 website, watch the video: *WE ARE OCEAN Vancouver Episode 1: The Lost Lagoon*.

Show students a photo of Vancouver's Lost Lagoon in real life. Compare some of the elements present in the painting *The Lost Lagoon* by Olivier Salvas with what students observe on the photos of Lost Lagoon. Ask:

- What are some of the similarities between the painting and the photo?
- What are some of the differences between the painting and the photo?
- What are some of the important features that you see in the real Lost Lagoon that we do not see on the painting? (animals, insects, birds)
- Watch additional videos of the “Water of the Lost Lagoon” and “Turtle in Lost Lagoon” with your students on the Module 1 webpage or have them watch the videos on their own on the free WE ARE OCEAN Vancouver mobile app.

STEP 3: LIVING THINGS + ECOSYSTEMS

Ask students what are the differences between living and non-living things and have them provide an example for each.

Provide a concrete example of each to display i.e rock (non-living) or turtle (living).

Students can offer evidence (behaviours and functions) for living and non-living things that are in the real Lost Lagoon in Stanley Park.

Provide the actual characteristic of living things and discuss biotic and abiotic

Organize the living things and non living things of the real Lost Lagoon into categories.

As a closing activity for Step 3, have students choose one of the living things on their list and have them learn about their ecosystems in the real Lost Lagoon.

Have the students use the application of their choice to discuss the ecosystem they have chosen. We have suggested a list of great apps in a previous section of this learning module.



STEP 4: AN INDIGENOUS LAND

Listen to the recording of the Indigenous history of the Lost Lagoon on the WE ARE OCEAN Vancouver podcast.

When done, create a list of questions to use as a basis for an interview with an elder member of your community. Record your interview and share your observations with your peers.

Conclude the activity by completing a journal entry reflecting on your learning and from sharing your interview questions.

Topics can include:

- Compare the territory of the Lost Lagoon from the Indigenous perspective to now.
- What connection to the land did the individual share?
- How did the individual's story impact you? Use your emotions and feelings to enhance on the impact.
- How can you make a connection to the land where you are? How can you share that connection with your friends?
- In the place I am right now, I see . . .
- In the place I am right now, I hear . . .
- In the place I am right now, I smell . . .
- In the place I am right now, I touch . . .
- In the place I am right now, I taste . . .
- In the place I am right now, I am . . .



E C O

S Y S T E M



CLOSING PROJECT

Go back to your art observation of *The Lost Lagoon* painting.

Have your students use the draft and the learning you have made through this activity to create their own art work based on the real Lost lagoon. Encourage them to draw inspiration using what was the most significant to them, from stories of a stolen land, to the Indigenous perspectives they learned about, to the ecosystems.

Submit the artwork with a brief description of what you chose to illustrate to Cease and Oli through the WE ARE OCEAN Vancouver app.

Cease and Oli will feature student art on the app and they may talk about it in their next WE ARE OCEAN Vancouver episode!

Follow the links below to learn more about the Lost Lagoon in Stanley Park:

City of Vancouver - Lost Lagoon

<https://vancouver.ca/parks-recreation-culture/stanley-park-lost-lagoon.aspx>

The Creature from Lost Lagoon

<https://stanleyparkecology.ca/2017/08/29/creature-lost-lagoon/>

Stanley Park's Lost Lagoon beaver 'friend' urged to stop

<https://www.cbc.ca/news/canada/british-columbia/stanley-park-s-lost-lagoon-beaver-friend-urged-to-stop-1.2918289>

Stanley Park's Lost Lagoon: Taking a fresh look at an old salt-water flat

<https://vancouver.sun.com/news/local-news/vancouver-fresh-idea-to-turn-stanley-parks-lost-lagoon-salty-again>



The History of Lost Lagoon

<https://miss604.com/2016/01/the-history-of-lost-lagoon.html>

7 Things You Didn't Know About Lost Lagoon

<https://www.citymash.com/vancouver/2017/01/25/7-things-you-probably-didnt-know-about-lost-lagoon/>

Salmon & Prospect Point

<http://www.pwlparkpartnership.com/projects/stanley-park-lost-lagoon-salmon-stream-and-prospect-point>

Aquatic Birds at Lost Lagoon in Stanley Park, Vancouver

<https://wanderwisdom.com/travel-destinations/Water-Birds-in-Stanley-Park-Pictures-and-Facts>



BLOOM (We Are Ocean). Olivier Salvas. Acrylic and watercolour on canvas. 2020.



WE ARE OCEAN

Vancouver

MODULE 1

THE LOST LAGOON