



2022

Explorations Academy Internship

Olivia Floersch
Western Washington University

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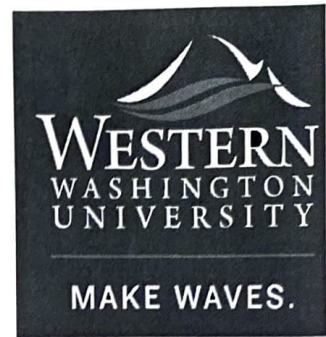
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COLLEGE OF THE ENVIRONMENT



Internship Title: Explorations Academy

Student Name: Olivia Floersch

Internship Dates: 06/21/2022 - 12/09/2022

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STUDENT SIGNATURE Olivia Floersch

DATE: 12/09/2022

Explorations Academy

Internship Report

Prepared by: Olivia Floersch, 2022

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Introduction

As a part of my degree in environmental studies, with an emphasis on education and eco-social justice, I did an internship with Explorations Academy, an alternative private school for middle and high schoolers in Bellingham, Washington, from June of 2022 to December of 2022. I chose this organization because I saw their mission that emphasizes an alternative, experiential form of education for their students that promotes environmental awareness to be well aligned with my passions in this field. Initially, I had hoped to participate in this internship in a way that would allow me to work directly with both the students and teachers of the school, in order to learn more about working in the field of education. Unfortunately, I needed to begin this internship over the summer, when classes at Explorations were not in session, which meant that I needed to work on projects outside of the classroom during that time. This report serves to detail the work that I did over the course of the internship, both remotely, over the summer and at the school, during the fall. I will also delineate some of the problems I faced, and what was done to overcome them, and make the most of this experience.

During the first portion of the internship, I worked directly with the head of the program, Jennifer Dowd, on projects for the school that would be in alignment with my educational goals, which are listed below in the CENV internship agreement. In planning for the internship, we discussed a variety of projects that I would potentially be working on during my time with the school. I created a list of the tasks I could work on to meet my education goals that are included in the internship agreement. I ended up spending the summer working on curing an inservice training workshop that I was to present to the teachers of explorations. That process is detailed in the sections below.

I decided at the end of the summer that this project was no longer helping me meet my educational goals. I decided to put an end to that project, and in the fall I met with the head of the program again to figure out how to best restructure the internship in a way that would benefit all parties involved. The rest of my time was spent at the school, learning from the students and teachers in their classrooms and from the work I did to complete administrative tasks. Details on the work I did during this portion of the internship is detailed in the “Internship Activities” section of this report.

CENV Internship Agreement:

COLLEGE OF THE ENVIRONMENT



Section 1 – Student Identification			
Last Name, First Name:	Floersch, Olivia	Western ID:	W01376391
Email Address	floerso@wwu.edu	Major/PreMajor	Env Stds- Education & Eco-Social Justice Emph

Section 2 – Registration Information			
Total Credits:	8	Faculty Advisor:	Gene Myers
Internship Start Date:	06/21/2022	Internship End Date:	09/22/2022
Number Credits Per Quarter (F/W/S/Sum)	8 Sum		
<i>Note: You must be registered for credits during quarters you perform any part of the internship work (Including Summer Session) to include writing of reports...this can be spread over multiple quarters. You are expected to register an appropriate number of credits based on anticipated hours worked BY Quarter (Example: Working 120 hours during Summer = 4 Credits Summer Enrollment)</i>			

Section 3 – Organization for Internship	
Organization Name:	Explorations Academy
Intern Supervisor Name:	Jennifer Dowd
Mailing Address:	1701 Ellis St. Bellingham, Wa. 98225
Email Address:	jennifer@explorationsacademy.org
Phone Number:	(773)-682-8125
Description of Duties (Or Attach Job Description): Along with assisting in general lesson plan building & potentially attending trips, some projects to complete, dependant on time allowances, are: - Create a detailed resource book that can be used by the academy to find local organizations that could provide their students and staff with long-term volunteering opportunities. -Plan and facilitate a teacher inservice training, oriented around topics of eco-social justice and broader environmental education -Create a guide for the teachers of Explorations Academy to assist them in integrating key principles of biomimicry into their curriculum in a way that meets the next generation science standards and broader learning goals. -Create a guide for the teachers of Explorations Academy to assist them in integrating key principles of biomimicry into their curriculum in a way that meets the next generation science standards and broader learning goals.	

Section 4 – Learning Objectives

What do I intend to learn from this experience:

- Learn and teach about topics related to eco-social justice, allowing my passion for the subject to be infused into all of the work that I create.
- Develop my communication skills and learn to ask for support and resources from my mentors so that I can create the best work possible so that I can efficiently meet all of the goals of the organization.
- Learn to get things done as I maintain responsibility to project goals, potentially experiencing the consequences associated with not meeting expectations in an environment that provides me with adequate backup and support.
- Learn about what needs to be considered while working on projects in jobs in my field, such as: cost constraints, timing complications, political considerations, and proper channels of communication.
- Learn about what needs to be considered while working on projects in jobs in my field, such as: cost constraints, timing complications, political considerations, and proper channels of communication.
- Learn to evaluate my own strengths and weaknesses, whilst developing my ability to evaluate my own work and performance.
- Increase my ability to be self-directed and responsible as I complete projects by determined deadlines while advocating for myself by requesting help and extensions if needed.

How does this experience contribute to my educational goals:

As I experience what it is like to work with an organization related to my future career I will be able to learn how and why things are done in particular ways. I will gain significant experience with writing and practicing curriculum within real-world settings, which not only will help me develop my skills, but it will also teach me about the expectations and complications that come with this type of work. With support and supervision from Explorations Academy staff, I will be able to begin to understand what it is like to be working on projects as a respected employee rather than as a student. As the organization works with me, they will be communicative regarding expectations and deadlines and this will help me learn about the pressures and requirements of jobs in my feild. I will also be able to understand what it is like to feel appreciated by my work, and see its positive impacts in ways I couldn't in my past educational experiences.

If Faculty require any additional Learning Objectives, they should be listed here:

Section 5 - Deadlines, Evaluation, and Assessment (Completed by faculty advisor)

Meet with Advisor: _____ First Draft Due: <u>start of fall 2022</u> Final Draft Due: <u>end of fall 2022</u>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">Yes</th> <th style="width: 10%; text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>Additional Learning Objectives (as assigned by faculty)</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Oral Presentation Required</td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td>Daily/Weekly Log Require</td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table>		Yes	No	Additional Learning Objectives (as assigned by faculty)	<input type="radio"/>	<input type="radio"/>	Oral Presentation Required	<input type="radio"/>	<input type="radio"/>	Daily/Weekly Log Require	<input checked="" type="radio"/>	<input type="radio"/>
	Yes	No											
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Oral Presentation Required	<input type="radio"/>	<input type="radio"/>											
Daily/Weekly Log Require	<input checked="" type="radio"/>	<input type="radio"/>											

Section 6 – Students Certification

I certify that I have read the University Policy on Risk Management Considerations for Student Internships and I will report any injuries suffered while performing internship promptly to WWU.

[http://www.wvu.edu/bfa/Risk_Mgmt/documents/Internship%20Considerations%20\(14\).pdf](http://www.wvu.edu/bfa/Risk_Mgmt/documents/Internship%20Considerations%20(14).pdf)

I will endeavor to represent myself and my college well and will abide by the relevant policies, procedures and ethical standards of the university and the Internship organization.

I understand that **30-hours of work per credit earned is expected** for an internship. I understand that I am expected to enroll in a number of credits commensurate with hours worked each quarter.

Student's
Signature/Date

Olivia Floersch

Section 7 – Internship Site Supervisor Certification

I have reviewed the student's indicated learning objectives and on behalf of my organization agree:

- To enrich the Student's knowledge by orienting him/her to the occupation, the work setting, and the responsibilities relating to the assignment
- To regularly evaluate/provide feedback to student on progress, projects and areas of growth
- At or near the completion of the assignment to provide an evaluation of the student's performance
- To review and approve the Student's Learning Plan and communicate with the college if areas are not going to be met.
- To supply the student with, and abide by the organization's policy against discrimination and/or harassment in the workplace
- To contact the instructor or the College of the Environment Internship Coordinator (360) 650-3646, ed.weber@wvu.edu should any problems arise

Internship Site
Supervisor
Signature/Date

Section 8 – Faculty Advisor Certification

I certify that the student intern and I have reached agreement on the learning objectives and academic expectations for this experience. These objectives are challenging and enriching to the student's academic and/or career goals.

I will award grades after satisfactory completion of all learning objectives/tasks/reports assigned.

Faculty Advisor's
Signature/Date

Gene Myers

Section 9 – College of the Environment Internship Coordinator

Actions:

1. Review Agreement
2. Update Course Override
3. File Agreement in Student Records
4. Communicate with Employers as necessary during internship

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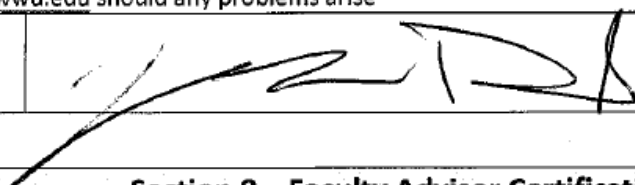
Student's
Signature/Date

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I have reviewed the student's indicated learning objectives and on behalf of my organization agree:

- To enrich the Student's knowledge by orienting him/her to the occupation, the work setting, and the responsibilities relating to the assignment
- To regularly evaluate/provide feedback to student on progress, projects and areas of growth
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Internship Site
Supervisor
Signature/Date



6/22/22

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Faculty Advisor's
Signature/Date

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Internship Activities

When I began the internship, my supervisor, Jennifer, and I worked to determine what tasks proposed in the internship agreement we would be directing our energies to completing. This internship was supposed to begin in early June, but Jennifer was not able to meet with me to discuss the plans and expectations until July 11th. During our first meeting, Jennifer proposed that I start by devoting my time to creating an experience for her teachers inservice week, which was scheduled to be at the end of August. During that week, the teachers would be working on their curriculum for the upcoming school year. Their focus for the year was to be on justice, so we decided that I would be structuring this inservice experience around what elements of justice I could help them better understand. With my major in mind, as well as the knowledge I have gained from working with indigenous groups during my time at Western, we decided I would orient my focus for the inservice teachings around eco-social justice topics in our general area. I was to work on this project mostly from home, aside from weekly meetings with Jennifer where we would go over my progress and she could provide me with guidance.

I began working on creating this inservice worksop, utilizing the background I have in curriculum writing, to tailor an inclusive and informative experience for the teachers. I devoted significant time and research to this process so that it could be accurate and ethical in its execution. Some issues arose as we worked on this project. These issues were caused by the fact that we started the internship a month later than we should have, because Jennifer canceled multiple of our meetings, and due to a general lack of assistance on this project. Without adequate support, I experienced significant difficulties while trying to navigate my full time job and writing this whole curriculum in just a month and a half. Jennifer wanted this workshop to be experiential, and I struggled to find a way to do so in the limited time I was given to complete this project. I tried my best to do what I could before the date of the inservice workshop, but even with working on the curriculum about 30 hours a week, it was too difficult to perfect it in time. I ultimately decided that I had not received the support I needed, and that I was not equipped to be teaching this material, and so I decided to stop working on this project as it was causing more stress than it was helping with my growth and learning.

We reconvened for the internship during the fall, when Explorations had students on campus again. During this time we restructured the internship so that it would support

educational needs and the needs of the school. For the rest of the quarter, I came to the school as often as my class and work schedule would allow.

On my first day on Explorations' campus, I attended the school's morning meeting where I introduced myself and explained my educational background and why I was there to the faculty and students. I then sat in on a meeting with Jennifer and her marketing team where we discussed their Fall Harvest Fundraiser, and other work they were doing to gain financial and community support for the school. This was my first of a few of these meetings that I would participate in during my time at Explorations.

For the next few weeks I completed various tasks to help the school get ready for this fundraising event. I assisted one of the parents in applying trim to the walls in their basement classrooms, which needed to be reconstructed after flooding last winter. I cleaned, reorganized and decorated the rooftop greenhouse so that it would be presentable for viewing during the fundraiser. I also directed a group of students and their parents in cleaning the whole school, before helping to set up for the silent auction. I was able to play a large role during the fundraiser itself. The volunteer that was originally going to tend the bar at the event could no longer make it, and because I am a bartender and have my MAST certification, I was able to serve beverages to the adult attendees of the fundraiser.

After the event was over, and all of the required cleanup was done, I worked on completing various administrative tasks. One example of those tasks is that I worked on transcribing information from all of the student files into an online document so that it could be more easily accessible. When I wasn't doing administrative work, I was able to spend time in the classrooms, with the students and teachers. I mostly worked in the middle school classroom because my goal is to one day work with younger students. I got to observe the middle school teachers, learning about their teaching styles and how they manage the classroom.

I had the opportunity to assist in the classroom during class activities, such as helping to facilitate various science projects. One of the activities I was able to support the teacher in, was one where the students got to learn about how blubber helps to keep aquatic animals warm. We did this by setting up an experiment where the students would record how long they could keep their hand in ice water, and then how long they could keep it in ice water while their hand was protected by a 'blubber glove' made of two plastic bags filled with butter. In another activity I helped with, all of the students were put in groups and assigned different whales to draw life size

representations of. We took them to a nearby parking lot, and I helped the groups measure and sketch out their whales to help them better understand the range in sizes of these animals.

On top of participating in activities like these, I also helped support the teachers in various ways as they taught their daily lessons. I did things like: help answer students' questions and aid them in communicating confusion with the teacher, as well as move through the classroom to help keep students engaged and on track with activities. One of the days I spent in the classroom, an issue arose with the Spanish teacher while he was trying to explain a change in expectations for the final project. He had originally requested that the students create a ten page powerpoint presentation on their assigned spanish speaking countries. He was concerned that they were just copying and pasting facts, and decided to also ask them to write a 5 page research paper on the topic. This caused significant student panic. I spoke to the students and then expressed their concerns to the teacher. We then had a discussion about whether it was reasonable for him to require them to do this, considering that they had no experience in writing papers of this nature. I was able to help him find a better way to ensure that they were truly engaging with the material that was fair and appropriate for the students.

As I worked in this classroom, I was able to get to know the students and build relationships with them. This helped me understand the classroom environment and the individual student needs better. Through observing the teachers and their instruction methods, I developed a better understanding of what it takes to teach this age group and what struggles teachers often face.

Despite the challenges that we initially faced during the internship, we were able to find a way to make it beneficial for all of those involved. I was able to learn a lot and put in good work during the initial, remote stages. The progression of the curriculum I created is included in the following pages. I gained a lot from my time in the school and I'm grateful to have been able to have a wide variety of experiences over the course of my internship with Explorations Academy.

In-service Curriculum Documentation

Below are the drafts that I had created for the in-service workshop that I was originally planning on facilitating with the staff at Explorations Academy. Under each draft, I have included an explanation of the changes that Jennifer and I discussed making after our meetings. Although I never finished writing the curriculum, these documents represent the progress I was making and the work that I did. I have also included the resource guide that I was working on to share with the teachers at explorations.

Draft 1:

Land Acknowledgement

We recognize all of the tribal nations, regardless of federal status and acknowledge that the federal government cannot regulate indigeneity and home. As educators, we have the responsibility to address the importance of recognizing the relationships that the First Nations peoples have always had and will continue to have to the land that we inhabit.

We acknowledge the indigenous groups within the greater Salish Sea and Puget Sound area, paying specific consideration to the Lhaq'temish (Lummi) tribe, the First Peoples of the land we reside on and where Explorations Academy is located. *"We, Explorations Academy, acknowledge we are residing on the traditional, ancestral and unceded territory of the Lummi People. The Lummi People are the original inhabitants of Washington's northernmost coast and southern British Columbia. They lived in villages throughout this territory and continue to have an ongoing relationship with these areas. Since Time Immemorial they have celebrated life on their land, waterways and on the traditional, ancestral and unceded lands of their People to perpetuate their way of life."* As we use the rightful land of the Lummi Tribe, we recognize the Lummi people of the past and present, honoring with gratitude the sacred land and the tribes that have been stewards of it since time immemorial.

The area that surrounds us, and what we now know as the San Juan Islands, are the ancestral homes of the Lhaq'temish (Lummi), Klallam, Samish, WSÁNEĆ and Stz'uminus Nations. It is our responsibility to recognize and understand the histories of these nations. We do this in reconciliation and as an attempt to express our gratitude and appreciation to the land and the people who inhabited it long before our colonial ancestors stole it from them.

The first nations of the Central Coastal Salish Tribes speak the primary languages of Klallam, Lummi, Saanich, Samish, Semiahmoo, Songhee, and Sooke. The people of the Central Coastal Salish utilize the resources of the land to share knowledge and practice. With colonial settlement the nations that use these lands were displaced with the [Cession 347](#), the

[Point Elliott Treaty](#), and the [Point no Point Treaty](#). We also would like to recognize that despite displacement the first nations of the central coastal area continue to live and thrive. We recognize that these nations' stewardship of the land since time immemorial is the reason we are able to utilize the space for enjoyment, education and stewardship.

As educators whose curriculum and praxis question both historical and present dominant narratives, we must strive to learn and understand what we do not yet know as we attempt to be as holistic in our approaches as possible. However, we recognize that these words are not reparations and do not erase the past.

We also must recognize that it is not the jobs of the First Nations peoples to educate us on these matters. We all still have a lot of work to do on our paths to educate ourselves on these topics. In order to continue on this process, and in order to teach about these complex topics accurately and safely, we will actively seek to learn about the history, traditional practices and ways of knowing of the people of this land. This training program has been created to serve to assist us all in our journey to learn about the coast-salish peoples and the injustices imposed on them and other marginalized groups that have been impacted by settler colonialism.

Please join me in a moment of silence as we honor the ancestors of those whose land we inhabit, and acknowledge the past, present and future of Lummi people as the original inhabitants of this land.

(Restructured from spring block curriculum, considering the proposed land acknowledgements by Lummi and W̱SÁNEĆ websites for purpose of this experience)

Meta Goals & Objectives:

- Evaluate prior misconceptions and biases in order to begin restructuring ways of thinking surrounding these topics.
- Broaden teacher understanding on both historical and contemporary issues surrounding eco-social justice.
- Provide teachers with a framework for understanding complex environmental and social issues so that they can effectively incorporate the concepts into their curriculum.
- Assist teachers in further developing their knowledge on cultural safety so that they can approach these topics ethically in their teachings.
- Bring awareness to the problematic aspects of education that are informed by western culture and practices; encouraging teachers to better understand the importance of a pedagogical approach that represents the many different ways of understanding the world and science.
- Bring awareness to local cultures and the hardships they face due to oppressing forces, focusing on how that relates to ecological problems and resource scarcity- specifically relating to coast salish peoples.
- Assist teachers in learning about the concept of traditional ecological knowledge and the principles of indigenous science education so that they can understand the

importance of developing and maintaining an intersectional/inclusive approach to education.

- Deepen teacher understanding of socio-ecological interconnectivity, emphasizing that neither social nor environmental issues can be solved without looking at both.

Expectations:

- Teachers will understand the importance of differentiating between minority groups when talking about issues of social justice, ensuring that the different experiences of ethnic minorities are properly respected and understood.
- Teachers will integrate the complexities of settler colonialism's structure- how it is built on and continues to require the subjugation of individuals/groups of people, and how it has always depended on environmental degradation within their course.

Rough outline of lessons:

Issues surrounding the social construction of nature-

Informed by ideas presented in: *Environment and Society* chapter 8

Robbins, P., Hintz, J., & Moore, S. A. (2014). *Environment and society: A critical introduction*. John Wiley & Sons, Inc.

Goals and objectives:

- Evaluate teacher understanding of social constructivism/ the concept of pristine nature
 - Examine why the idea of pristine nature is inaccurate and destructive.
 - What is nature? What nature is important to protect and why?
 - How has this concept contributed to the erasure of indigenous histories?
- Examine relationship between environmental knowledge and environmental power
 - Who has created the dominant narrative? How has that created a divide in power when it comes to navigating environmental issues?

Creating culturally diverse and inclusive curriculum

Readings: *Braiding Indigenous Science with Western Science*

Snively, G., & Williams, W. L. (2016). *Knowing home: Braiding indigenous science with western science*. University of Victoria.

"Indian Education for all, decolonizing indigenous education in public school"

Hopkins, J. P. (2020). *Indian education for all: Decolonizing Indigenous Education in public schools*. Teachers College Press, Teachers College, Columbia University.

Goals and Objectives:

- Participants will understand the importance of learning about and having conversations with people who have different experiences and cultural values.
 - This will involve breaking through the boundaries created by the oppressive history and current behaviors of settlers by working diligently to learn about the accurate histories of marginalized groups. It will be important to put effort into engaging in conversations directly with these groups in order to resolve misunderstandings and truly learn about the most ethical approach for integrating their histories and experiences into the curriculum.
 - Settler participants in conversations with indigenous knowledge keepers need to maintain the understanding that issues surrounding colonization are not solely in the past and that they are still greatly impacting tribal communities. This will require significant work on the white participants' part, to learn about the truth of indigenous history as well as how colonial systems of oppression are still in effect.
- Participants will understand the importance of building trust with marginalized communities in order to build partnerships with them. These partnerships and active involvement with various groups will allow educators to find tools and knowledge to ensure a safe and accurate re-teaching of history and current events.

After writing this, I took notes from my meeting with Jennifer that said:

- Include content statements- look at metagoal and then say what understanding is, whatever it is that I want them to have fully conceptualized- what you will assess for, knowledge of the content statements.
- Include skills how they will be able to integrate it into their curriculum in a way that is meaningful to them
- Transform goals into what you want teachers to be able to do
- Find a way to have teachers reflect on how they can incorporate this into their syllabus or course design for reflection
- Include an activity- perhaps about connection people have with nature, a memory from childhood.
- Restructure objectives around these types of learning objectives
 - Cognitive: having to do with knowledge and mental skills.
 - Psychomotor: having to do with physical motor skills.
 - Affective: having to do with feelings and attitudes.
 - Interpersonal/Social: having to do with interactions with others and social skills.

Draft 2:

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(Restructured from spring block curriculum, considering the proposed land acknowledgements by Lummi and WSÁNEĆ websites for purpose of this experience)

Incorporating Indigenous Ways of Knowing into Education

Goals and Objectives:

Teachers can:

- Explain how social justice must be active and a lived experience
- Explain why it is important to foster a teaching environment that encourages their students to develop a circular worldview and how such an environment would promote social and environmental responsibility.
- Explain why it is important to integrate the principles of indigenous knowledge into their social-justice curriculum.

Principles of Indigenous Knowledge:

- People and places are deeply connected, healthy relationships between the two must be maintained for communities to survive.
- Community and communal survival are extremely important, communities that care for the health and safety of people promote better health and survival for all.
- Knowledge is applied for the purpose of survival.
- Knowledge is lived and active; due to that the behaviors of everyone(their process of living), demonstrates what they know.
- A holistic and circular worldview that connects all people to everything in the world, past and present, without allowing for a separation of body and mind, is a critical element of knowledge production that ensures the responsible use of knowledge.
 - When everything is connected, one understands their impact on the world and will act in a way that ensures the maintenance of balance.
- Reciprocity is an important element for societal development.
 - Communities actively support individuals, while individual people act with the health and needs of the community in mind.

Overall Goals and Objectives

- **<https://www.celt.iastate.edu/instructional-strategies/effective-teaching-practices/revised-blooms-taxonomy/>**

Ideas gathered from:

-Braiding Indigenous Science with Western Science

Snively, G., & Williams, W. L. (2016). Knowing home: Braiding indigenous science with western science. University of Victoria.

- "Indian Education for all, decolonizing indigenous education in public school"

Hopkins, J. P. (2020). Indian education for all: Decolonizing Indigenous Education in public schools. Teachers College Press, Teachers College, Columbia University.

-The intersectional environmentalist

THOMAS, L. E. A. H. (2023). Intersectional environmentalist: How to dismantle systems of oppression to protect people + planet. SOUVENIR PRESS LTD.

-“Lummi identity and white racism”

Michael Marker (2000) Lummi identity and white racism: When location is a real place, International Journal of Qualitative Studies in Education, 13:4, 401-414, DOI:10.1080/095183900413359

-”Decolonization is not a metaphor”

Tuck, E. (2012, August 9). Decolonization is not a metaphor. Tuck, E. & Yang, K.W. (2012). Decolonization is not a metaphor. Decolonization: Indigeneity, Education and Society, 1(1), 1-40. Retrieved December 14, 2022, from https://www.academia.edu/2721597/Decolonization_is_not_a_metaphor

By the end of the in-service training, teachers will be able to:

- *Understand the complexities of historical and contemporary issues surrounding eco-social justice and be able to explain the importance of integrating these concepts into their justice curriculum.
- *Explain the importance of a pedagogical approach that represents the many different ways of understanding the world and science, and how it can create a more culturally inclusive environment for education. Incorporate indigenous ways of knowing- concepts of interconnectivity, reciprocity, circular way of knowing about things that looks at the ways capitalism maintains the status quo.

-
- *Describe the meaning of cultural safety and explain why it is critical to maintain culturally safe practices when teaching.
 - *Describe the connections between ecological and social issues and how neither social nor environmental issues can be solved without targeting both.
 - *Define Traditional Ecological Knowledge (TEK) and explain the principles and importance of Indigenous science education.
 - *Describe how they plan on approaching student mis-understandings and potential retaliation to material that could be informed by their preconceived notions relating to these concepts.
 - Evaluate their own privilege and positionality, and how that relates to their understanding of issues surrounding social justice.

- Define intersectional environmentalism, and explain how the ideas behind it can be used to create a holistic social justice curriculum.
- Explain how western culture has created a standard for education in America that is culturally exclusive and unethical.
- Recognize local cultural groups and be able to explain the various ways they are impacted by deeply-rooted systems of oppression.
- Describe the complexities of settler colonialism's structure- how it is built on and continues to require the subjugation of individuals/groups of people, and how it has always depended on environmental degradation.
- Explain how various marginalized groups have been systematically oppressed, demonstrating that they understand the differing experiences of each group.
- Explain why it is important to incorporate indigenous ways of knowing into their curriculum when attempting to holistically approach topics of social justice.
- Explain the importance of differentiating between minority groups when talking about issues of social justice, and why the different experiences of ethnic minorities must be properly respected and understood.
- Provide examples of various ways that they plan on utilizing their new knowledge in writing their curriculum.
- Explain how they plan on incorporating indigenous knowledge into their curriculum, and how it will help them meet their determined teaching goals for the year.
- Explain their plan for teaching these complex topics to their students, including how they intend to maintain cultural safety and make this information digestible for their highschool students.
- Explain why they think it is important to be teaching this material to their students, and what they believe their students will be gaining from these teachings.
- Design learning activities related to these concepts that makes room for different levels of student understanding and engages students in the material.

Pre-Evaluation and Preparation

Goals and Objectives:

- Evaluate teacher understanding of topics included in training, looking for prior misconceptions and biases in order to begin restructuring ways of thinking surrounding these topics.

Materials, Resources and Advance Preparation:

Explorations teachers:

- Complete the questionnaire provided by (__/__/__)
- Complete required readings and responses by (__/__/__)
 - Readings: (TBD)

Facilitator:

- Send out questionnaire and readings, providing adequate time for participants to complete assignments
- Evaluate reading and questionnaire responses in order to tailor the training to current understandings of topics.
- Provide teachers with optional readings/resources to look over to extend understanding.
- Provide teachers with the completed curriculum to overview before training.

Pre-Evaluation Questions:

1. How would you define nature?
2. What do you view as the reason for environmental activism?
3. What do you think society's focus should be on as we work to combat ecological decline?
4. How would you define justice? Environmental justice?
5. Do you know what intersectionality is? If so, please define it.
6. Why do you think it is important to integrate topics of justice into your curriculum for next year?
7. Do you think it is important to focus on social issues when fighting against environmental degradation?
8. Do you see a correlation between environmental and social issues? Explain.
9. What do you think the most important issues are within environmental justice?
10. What groups in society do you think are most impacted by environmental degradation? How is each specified group impacted?
11. Do you think contemporary systems are still impacted by the structures of colonialism? Explain.
12. What social groups do you think were most impacted by settler-colonialism? What groups are impacted now?
13. Who benefits from environmental destruction?
14. How would you define decolonization?
15. Do you think decolonization attempts are important? Why?
16. What is your understanding of the term 'cultural safety'?
17. Do you see value in incorporating Indigenous ways of knowing into your curriculum? Why or
18. What do you think about the statement, "A healthy community is both the purpose and litmus test of knowledge"? (McKinley, Brayboy & McCarty, 2010)
19. What do you hope to learn more about in this training?

Social Justice Pedagogy

Goals and Objectives:

Teachers can:

- Explain their understanding of what social justice is.
- Explain what a social justice pedagogy is and what it should look like.
- Detail how they plan on engaging with topics of social justice in their curriculum.

Definitions:

- **Social Justice**- “A philosophy, an approach and actions that embody teaching all people with fairness, respect, dignity and generosity.” (Neito and Bode, 2008)
- **Social Justice Pedagogy**- “The process of engaging in and creating a social-educational system that allows us to move towards equity and fairness for all.” (McKinley, Brayboy and McCarty, 2010)
-

Intersectional Environmentalism

Goals and Objectives:

Teachers can:

- Define and explain the tenets of intersectional environmentalism.
- Provide examples of how they will use the ideas provided by the intersectional environmentalism framework to write their curriculum.

Issues Surrounding Social Construction

Goals and Objectives:

Teachers can:

- Explain what a social construct is and provide some examples of things that have been socially constructed.
- Explain how the concept of nature has been socially constructed
- Explain the issues related to the idea of ‘pristine nature’
- Describe how this concept has created the erasure of histories and people
- Analyze the relationship between environmental knowledge and environmental power
- Explain why it might be important to integrate these concepts into their curriculum

Definitions:

- **Social Construct**- “An idea pertaining to interpersonal relationships and societal norms that has been created and accepted by members of a society... beliefs that members of a society hold and assign meaning and value to.” (Leah Thomas, 2022)

Activity:

Ask group:

- What is one key memory you have in nature?
- What elements from that memory made you think of it as an experience you had in nature?

- What does the word 'nature' mean to you?
- How did you come to look at it in that way?
-

Cultural Safety

Goals and Objectives:

Teachers can:

Environmental Injustice

Goals and Objectives:

Teachers can:

- Explain the various ways that different marginalized groups face environmental injustice and hazards.
- Explain how certain groups will continue to be disproportionately affected by environmental decline.
- Explain how social justice curriculum can be curated to create a future generation of students that have the skills and drive to combat systems of inequality.

Incorporating Indigenous Ways of Knowing into Education

Goals and Objectives:

Teachers can:

- Explain how social justice must be active and a lived experience
- Explain why it is important to foster a teaching environment that encourages their students to develop a circular worldview and how such an environment would promote social and environmental responsibility.
- Explain why it is important to integrate the principles of indigenous knowledge into their social-justice curriculum.

Principles of Indigenous Knowledge:

- People and places are deeply connected, healthy relationships between the two must be maintained for communities to survive.
- Community and communal survival are extremely important, communities that care for the health and safety of people promote better health and survival for all.
- Knowledge is applied for the purpose of survival.
- Knowledge is lived and active; due to that the behaviors of everyone(their process of living), demonstrates what they know.
- A holistic and circular worldview that connects all people to everything in the world,

past and present, without allowing for a separation of body and mind, is a critical element of knowledge production that ensures the responsible use of knowledge.

- When everything is connected, one understands their impact on the world and will act in a way that ensures the maintenance of balance.
- Reciprocity is an important element for societal development.
 - Communities actively support individuals, while individual people act with the health and needs of the community in mind.

After this draft we decided the next steps would be to narrow the scope of the curriculum and refine the objectives and content statements. I also was told to try to find a way to create an activity or series of activities that would help teach these goals versus just explaining the information I wanted to present.

During this stage of curriculum development, Jennifer was pushing me to find a way to make the workshop experiential. She wanted me to see if we could meet with a local indigenous group to get their perspective first hand. I reached out to a few indigenous organizations, including: White Swan Environmental, Children of the Setting Sun, and the Lummi Tribal College. I also tried to contact other justice organizations such as: the Whatcom Peace and Justice Center, Community to Community, RE Sources for Sustainable Communities, Whatcom Land Trust, Wild Whatcom and Sustainable Connections. I had a hard time getting in contact with any agency that had the time and ability to work with us. Jennifer had no funding to offer this project and due to my inability to offer anything in return for peoples services, nobody seemed interested in participating.

Draft 3:

Land Acknowledgement

We recognize all of the tribal nations, regardless of federal status and acknowledge that the federal government cannot regulate indigeneity and home. As educators, we have the responsibility to address the importance of recognizing the relationships that the First Nations peoples have always had and will continue to have to the land that we inhabit.

We acknowledge the indigenous groups within the greater Salish Sea and Puget Sound area, paying specific consideration to the Lhaq'temish (Lummi) tribe, the First Peoples of the land we reside on and where Explorations Academy is located. *"We, Explorations Academy, acknowledge we are residing on the traditional, ancestral and unceded territory of the Lummi People. The Lummi People are the original inhabitants of Washington's northernmost coast and southern British Columbia. They lived in villages throughout this territory and continue to have an ongoing relationship with these areas. Since Time Immemorial they have celebrated life on their land, waterways and on the traditional, ancestral and unceded lands of their People to perpetuate their way of life."* As we use the rightful land of the Lummi Tribe, we recognize the Lummi people of the past and present, honoring with gratitude the sacred land and the tribes that have been stewards of it since time immemorial.

The area that surrounds us, and what we now know as the San Juan Islands, are the ancestral homes of the Lhaq'temish (Lummi), Klallam, Samish, W̱SÁNEĆ and Stz'uminus Nations. It is our responsibility to recognize and understand the histories of these nations. We do this in reconciliation and as an attempt to express our gratitude and appreciation to the land and the people who inhabited it long before our colonial ancestors stole it from them.

The first nations of the Central Coastal Salish Tribes speak the primary languages of Klallam, Lummi, Saanich, Samish, Semiahmoo, Songhee, and Sooke. The people of the Central Coastal Salish utilize the resources of the land to share knowledge and practice. With colonial settlement the nations that use these lands were displaced with the [Cession 347](#), the [Point Elliott Treaty](#), and the [Point no Point Treaty](#). We also would like to recognize that despite displacement the first nations of the central coastal area continue to live and thrive. We recognize that these nations' stewardship of the land since time immemorial is the reason we are able to utilize the space for enjoyment, education and stewardship.

As educators whose curriculum and praxis question both historical and present dominant narratives, we must strive to learn and understand what we do not yet know as we attempt to be as holistic in our approaches as possible. However, we recognize that these words are not reparations and do not erase the past.

We also must recognize that it is not the jobs of the First Nations peoples to educate us on these matters. We all still have a lot of work to do on our paths to educate ourselves on these topics. In order to continue on this process, and in order to teach about these complex topics accurately and safely, we will actively seek to learn about the history, traditional practices and ways of knowing of the people of this land. This training program has been

created to serve to assist us all in our journey to learn about the coast-salish peoples and the injustices imposed on them and other marginalized groups that have been impacted by settler colonialism.

Please join me in a moment of silence as we honor the ancestors of those whose land we inhabit, and acknowledge the past, present and future of Lummi people as the original inhabitants of this land.

(Restructured from spring block curriculum, considering the proposed land acknowledgements by Lummi and W̱SÁNEĆ websites for purpose of this experience)

Overall Goals and Objectives

By the end of the in-service training, teachers will be able to:

- Understand the complexities of historical and contemporary issues surrounding eco-social justice and be able to explain the importance of integrating these concepts into their justice curriculum.
- Explain the importance of a pedagogical approach that represents the many different ways of understanding the world and science, and how it can create a more culturally inclusive environment for education.
- Design a curriculum that ties together topics included throughout the training, such as: indigenous ways of knowing, the colonial-settler system's historic and contemporary requirement of social injustices as well as environmental degradation, and the ways different groups in society experience oppression.

Materials, Resources and Advance Preparation

Materials:

- Enough printed copies of pages 149-153 of Nick Claxton's "To Fish as Formerly: A Resurgent Journey back to the Saanich Reef Net Fishery"

Claxton, N. X. (2015, August 31). *To fish as formerly: A resurgent journey back to the Saanich Reef Net Fishery*. UVicSpace Home. Retrieved December 15, 2022, from <https://dspace.library.uvic.ca/handle/1828/6614>

Advance Preparation:

- Read: "Allegiance to Gratitude" in *Braiding Sweetgrass* by Robin Wall Kimmerer

Kimmerer, R. W. (2022). Allegiance to Gratitude. In *Braiding Sweetgrass*. essay, Langara College.

and answer some questions to bring to the training:

- What stood out to you in the reading?
- Did you see any underlying messages in the reading? If so, what did you

- notice?
- What did it make you think about?
- How did it make you feel?
- Develop a question related to “Allegiance to Gratitude” that will be used in group discussion. Ideally the question will:
 - be something you don't know the answer, and/or
 - contain a point you would like to hear other's perspective on, and/or
 - not be a yes or no question.
- Read: “From Safe Spaces to Brave Spaces: A New Way to Define Dialogue Around Diversity and Social Justice” by Brian Ario and Kristi Clemens.
- *From safe spaces to brave spaces - saint anselm college*. (n.d.). Retrieved December 15, 2022, from <https://www.anselm.edu/sites/default/files/Documents/Center%20for%20Teaching%20Excellence/From%20Safe%20Spaces%20to%20Brave%20Spaces.pdf>

Introductions and Ground Rules (~15 minutes)

- Do introductions and (maybe) go over land acknowledgement (~5 minutes).
- Explain my hopes/goals for the training as well as my positionality and experience with the subject matter (~5 minutes).
- Explain rationale and plan for the training, what I want the understanding to be.
- Go over the concept of brave spaces, have a discussion about what people would like the ground rules for the training to be and write them down (~5 minutes).

Engagement Activities (~45 minutes)

- Ask group to each read pages 149-153 of Nick Claxton’s “To Fish as Formerly: A Resurgent Journey back to the Saanich Reef Net Fishery” the W̱SÁNEĆ origin story of the reef net. (~5 minutes)
 - Explain that while this is a story told by a member of the W̱SÁNEĆ tribe, the Lummi people believe in the same origin story and all of the tribes on the Salish Straights utilized this reef netting practice.
- Ask group to take a moment after the reading to answer these questions (~5 minutes):
 - What stood out to you in the reading?
 - Did you see any underlying messages in the reading? If so, what did you notice?
 - What did it make you think about?
 - How did it make you feel?
- Have a group discussion about the reading (~10 minutes)- ask group members to share how they answered these questions.
- Ask the group to pull out their answers and the question they formulated from “Allegiance to Gratitude.”

- Ask if they recognize any similarities between their answers from the two readings. Have a discussion about underlying messages and connections that can be drawn (~5 minutes).
- Ask the group to each share the questions they generated, and ask participants to engage with/answer each other's questions (~10 minutes).
- Work with everyone to generate a broader group question based on the underlying themes in these readings about: how the messages presented relate to the world today as well as change they would like to see in the world (~5 minutes).

Exploration Activities

Oil Refinery
 Natural Spot
 Indigenous Impact and other marginalized groups (parks department? How are they thinking about land justice)

Jennifer's feedback after this draft encouraged me to work on re-wording the overall goals and objectives and add that a goal is to be able to see how teachers will be able to integrate these ideas into their curriculum for the following year. She wanted me to facilitate a sort of get to know you activity at the beginning. I also was tasked with finding a way to frame the experience during the introduction and ground rules section, so the teachers would have an idea of what we would be doing and why. She also encouraged me to emphasize the importance of a kincentric worldview, which I had included as a topic for my teachings, as a thematic element for the whole workshop. She asked me to elaborate more on why I believe we should be looking at topics in the way that I am encouraging them to, as well explain better what we are doing and why.

Because at this time I was still unsure as to how to make this experiential, Jennifer asked me to reach out to the oil refinery to see if they would meet with us in person. She wanted me to see if they would give us a tour of the facility and answer some questions about their perspectives and actions they are taking to protect local environments and communities. She also asked me to figure out how I was planning on evaluating their progress at the end of the workshop.

Draft 4:

Land Acknowledgement

We recognize all of the tribal nations, regardless of federal status and acknowledge that the federal government cannot regulate indigeneity and home. As educators, we have the responsibility to address the importance of recognizing the relationships that the First Nations peoples have always had and will continue to have to the land that we inhabit.

We acknowledge the indigenous groups within the greater Salish Sea and Puget Sound area, paying specific consideration to the Lhaq'temish (Lummi) tribe, the First Peoples of the land we reside on and where Explorations Academy is located. *"We, Explorations Academy, acknowledge we are residing on the traditional, ancestral and unceded territory of the Lummi People. The Lummi People are the original inhabitants of Washington's northernmost coast and southern British Columbia. They lived in villages throughout this territory and continue to have an ongoing relationship with these areas. Since Time Immemorial they have celebrated life on their land, waterways and on the traditional, ancestral and unceded lands of their People to perpetuate their way of life."* As we use the rightful land of the Lummi Tribe, we recognize the Lummi people of the past and present, honoring with gratitude the sacred land and the tribes that have been stewards of it since time immemorial.

The area that surrounds us, and what we now know as the San Juan Islands, are the ancestral homes of the Lhaq'temish (Lummi), Klallam, Samish, W̱SÁNEĆ and Stz'uminus Nations. It is our responsibility to recognize and understand the histories of these nations. We do this in reconciliation and as an attempt to express our gratitude and appreciation to the land and the people who inhabited it long before our colonial ancestors stole it from them.

The first nations of the Central Coastal Salish Tribes speak the primary languages of Klallam, Lummi, Saanich, Samish, Semiahmoo, Songhee, and Sooke. The people of the Central Coastal Salish utilize the resources of the land to share knowledge and practice. With colonial settlement the nations that use these lands were displaced with the [Cession 347](#), the [Point Elliott Treaty](#), and the [Point no Point Treaty](#). We also would like to recognize that despite displacement the first nations of the central coastal area continue to live and thrive. We recognize that these nations' stewardship of the land since time immemorial is the reason we are able to utilize the space for enjoyment, education and stewardship.

As educators whose curriculum and praxis question both historical and present dominant narratives, we must strive to learn and understand what we do not yet know as we attempt to be as holistic in our approaches as possible. However, we recognize that these words are not reparations and do not erase the past.

We also must recognize that it is not the jobs of the First Nations peoples to educate us on these matters. We all still have a lot of work to do on our paths to educate ourselves on these topics. In order to continue on this process, and in order to teach about these complex topics accurately and safely, we will actively seek to learn about the history, traditional practices and ways of knowing of the people of this land. This training program has been

created to serve to assist us all in our journey to learn about the coast-salish peoples and the injustices imposed on them and other marginalized groups that have been impacted by settler colonialism.

Please join me in a moment of silence as we honor the ancestors of those whose land we inhabit, and acknowledge the past, present and future of Lummi people as the original inhabitants of this land.

(Restructured from spring block curriculum, considering the proposed land acknowledgements by Lummi and WSÁNEĆ websites for purpose of this experience)

Overall Goals and Objectives

By the end of the in-service training, teachers will be able to:

- Design a curriculum that ties together topics included throughout the training, such as: indigenous ways of knowing, the colonial-settler system's historic and contemporary requirement of social injustices as well as environmental degradation, and the ways different groups in society experience oppression.
- Design a curriculum that utilizes a pedagogical approach that fosters cultural inclusivity by representing the many different ways of understanding the world and science.
- Incorporate the values associated with a kincentric worldview into their curriculum, while paying proper respect and credit to the indigenous peoples whose perspectives have informed the teachings provided during the inservice training.

Materials, Resources and Advance Preparation

Materials:

- Enough printed copies of pages 149-153 of Nick Claxton's "To Fish as Formerly: A Resurgent Journey back to the Saanich Reef Net Fishery"

Claxton, N. X. (2015, August 31). *To fish as formerly: A resurgent journey back to the Saanich Reef Net Fishery*. UVicSpace Home. Retrieved December 15, 2022, from <https://dspace.library.uvic.ca/handle/1828/6614>

Advance Preparation:

- Read: "Allegiance to Gratitude" in *Braiding Sweetgrass* by Robin Wall Kimmerer

Kimmerer, R. W. (2022). Allegiance to Gratitude. In *Braiding Sweetgrass*. essay, Langara College.

and answer some questions to bring to the training:

- What stood out to you in the reading?

- Did you see any underlying messages in the reading? If so, what did you notice?
- What did it make you think about?
- How did it make you feel?
- Develop a question related to “Allegiance to Gratitude” that will be used in group discussion. Ideally the question will:
 - be something you don't know the answer
 - contain a point you would like to hear other's perspective on
 - not be a yes or no question.
- Read: “From Safe Spaces to Brave Spaces: A New Way to Define Dialogue Around Diversity and Social Justice” by Brian Ario and Kristi Clemens.

From safe spaces to brave spaces - saint anselm college. (n.d.). Retrieved December 15, 2022, from <https://www.anselm.edu/sites/default/files/Documents/Center%20for%20Teaching%20Excellence/From%20Safe%20Spaces%20to%20Brave%20Spaces.pdf>

- Take notes on each of the offered alternatives to common ‘safe space’ ground rules and write down whether or not you see value in the proposed new approaches.

Introductions and Ground Rules (~20 minutes)

- Do introductions and (maybe) go over land acknowledgement (~5 minutes).
- Explain my hopes/goals for the training as well as my positionality and experience with the subject matter-detailed below(~5 minutes).
- Explain rationale and plan for the training, what I want the understanding to be. Provide a framing for the experience and explain why we will be doing what we are doing- detailed below (~5 minutes).
- Go over the concept of brave spaces, have a discussion about what people would like the ground rules for the training to be and write them down (~5 minutes).

My Perspectives and Goals for Inservice Training

- With this inservice training, my goal is to provide you all with a eco-social justice framework that will help you create a socially inclusive curriculum that represents and respects the various ways of understanding the world and science.
- I maintain the perspective that in many ways, traditional education has and continues to be a source of oppression. It has been informed by settler-colonialism’s structure and related systems of injustice that continuously enforces the cultural assimilation and erasure of some members in society. I believe that when focusing on justice in education, it is

important to integrate not only the study of what injustice has and continues to look like, but also the cultural values and perspectives of all the related groups within society. A pedagogical approach that does not center other ways of knowing, ultimately perpetuates issues surrounding the over-valuation of western educational practices. Unless educators are actively incorporating alternative ways of knowing into their teachings, they are inadvertently contributing to the erasure of people and their cultural values/ practices.

- I believe it is important to teach about indigenous knowledge with the goal of creating a community that embraces their worldview. This needs to be done in a way that avoids appropriation by providing them proper credit for their thoughts while also encouraging people to adopt their ways of thinking. While I will be going further into depth about the specific principles of indigenous knowledge later, the reason why it is important for us as educators to include these concepts in our teachings is because the holistic and circular worldview that indigenous people hold, is one that has shown to effectively teach people about their impact on the world. This provided understanding ultimately informs responsible behaviors of individuals whose actions reflect how they value all life on earth.

Framing and Plan for Inservice Training

- The general theme for the workshop is interconnectivity. As we go through the day I will be focusing on some of the ways in which environmental and social issues are linked within our general area.
- We will also be focusing on the values associated with a 'kincentric worldview,' a perspective of the world that is maintained by local indigenous groups. Otherwise known as 'kincentric ecology,' the term explains how indigenous people perceive themselves to be directly related to the environment. Meaning that they view all forces of life to be family, related to them by blood.
- Throughout the day we will be talking about the principles of indigenous knowledge, by including these concepts I hope to serve as an example for ways that you can incorporate alternative/indigenous ways of knowing into your teachings in order to create a culturally inclusive and safe curriculum.
- Each location we will be visiting today are representations of how seemingly separated practices or phenomena are inextricably connected. We are going to be working to tie together what we have learned from our experience in each place, to better understand the obscured relationships between the environment and society.

Engagement Activities (~45 minutes)

- Ask group to each read pages 149-153 of Nick Claxton's "To Fish as Formerly: A Resurgent Journey back to the Saanich Reef Net Fishery" the W̱SÁNEĆ origin story of the reef net. (~5 minutes)
 - Explain that while this is a story told by a member of the W̱SÁNEĆ tribe, the Lummi people believe in the same origin story and all of the tribes on the Salish Straights utilized this reef netting practice.
 - Ask the group to pay particular attention to the last paragraph, specifically to the concept of a 'kincentric worldview.'
- Ask group to take a moment after the reading to answer these questions (~5 minutes):
 - What stood out to you in the reading?
 - Did you see any underlying messages in the reading? If so, what did you notice?
 - What did it make you think about?
 - Do you think utilizing the lens of a kincentric worldview is valuable in teaching about justice, why?
- Have a group discussion about the reading (~10 minutes)- ask group members to share how they answered these questions.
- Ask the group to pull out their answers and the question they formulated from "Allegiance to Gratitude."
 - Have a discussion about underlying messages and connections that can be drawn (~5 minutes).
- Ask the group to each share the questions they generated, and ask participants to engage with/answer each other's questions (~10 minutes).
- Work with everyone to generate a broader group question based on the underlying themes in these readings about: how the messages presented relate to the world today as well as change they would like to see in the world (~5 minutes).

Exploration Activities

Cherry Point Aquatic Reserve (Point Whitehorn Park?)-

- **Xwe'chi'eXen-** "The place of the mink"
 - A sacred historical village site that was home to >3,500 Lummi ancestors
 - Significant archaeological site
 -
- Once was spawning ground for half of the Puget Sounds herring population
- Numbers of spawning herring have decreased by 92% since 1973-2012
- Herring larvae are an important food source for young salmon and the older herring are needed by adult salmon.
- Herring are considered a "cultural keystone species" because indigenous practices and traditions focus on their harvest
 - Tribal fishers were once dependant on fishing for herring when other sources of income were limited
- Cherry Point was a location for the traditional reef net fishing for salmon

View point for Phillips 66 or BP from tidelands-

- Conversation around the 21,000 gallon oil spill in 1972, and environmental/social impacts of the oil refineries in this area.

Location (undetermined) on the Nooksack-

Stommish(?)

Oil Refinery

Natural Spot

Indigenous Impact and other marginalized groups (parks department? How are they thinking about land justice)

This is the last draft that I created for the training before I stopped working on the project. During this meeting with Jennifer, it was a week before I was supposed to facilitate the workshop. We were at Explorations Academy, and I met all of the teachers I would be working with for the first time. On this day, I really needed assistance in planning the workshop, but Jennifer was unable to sit down for more than ten minutes to assist me. During those ten minutes she told me it was unreasonable for me to expect her teachers to do the short readings I was requesting that they do before the workshop. Her inability to make time to support me in my efforts, combined with the fact that much of my curriculum had been created around the readings, made me realize that this project was no longer something I could work on.

Self-evaluation and reflection:

This internship both succeeded and failed to meet my goals and expectations. I was very optimistic about it in the beginning, and was hoping to receive adequate support and ultimately knowledge from my internship supervisor, but this did not happen to the extent I would have liked. I do feel like I learned a lot about myself and my needs from a supervisor or boss through learning about what does not work for me. I believe that this school as a whole is a place I feel very connected to, and the type of education they are practicing is something I would love to be a part of. I also believe that I got along well with the teachers and students there, so the school as a whole was not the wrong place for me. Perhaps the timing was off, and Jennifer had too much on her plate to support me more in the ways I needed it, or maybe the two of us aren't the perfect match. Either way I learned a lot from this experience.

I think a wide variety of students would enjoy this internship, it would just need to be structured in a much better way, with a clearer understanding of what the intern role would be. If another student were to intern with Explorations, I recommend that it be during the school year so that they could gain more through the experience of working with the students and other staff. I do see this school as being an excellent place for potential educators, especially environmental education students, to intern.

Looking back at my learning objectives for the internship, I do feel like I learned a lot about what I wanted to learn, even though we didn't finish the initial project. While I didn't end up teaching the curriculum I was creating, I did get to create part of a workshop that I was able to infuse my passion into. As opposed to experiencing the consequences of not meeting expectations in a supportive environment, I was able to experience the difficulties that come with not being properly supported, and how that can make it very difficult to try to meet expectations. Although I stopped working on the project, I was able to learn from the experience of communicating the issues I was having to my program supervisor, and recognize that I should have asked for more help, or even an alteration to internship requirements, much sooner than I did.

I certainly learned about the impacts that cost constraints can have on working on projects like the one I did, and the difficulties that come with navigating funding issues. I also was able to experience how difficult timing complications can be to navigate and how insufficient communication can be detrimental to the outcome of an important project such as this one. I see my choice to stop the summer project, and return in the fall as being evidence of my growing ability to self-evaluate and see where I am out of my element, and where my strengths would be better put to use. While I was succeeding in being self-directed, I failed to request assistance or an extension while trying to finish the workshop. If I had done that better it is possible that we would not have had to stop working on the project, and we could have potentially worked on making the goals more achievable.

My coursework in the environmental education/ eco-social justice fields, in combination with my experiences at Explorations Academy has, in many ways, provided me with a better understanding of the logistics and requirements of applying and gaining knowledge. My background in writing curriculum, as well as engaging with and teaching about topics surrounding eco-social justice, helped me get through the majority of curating the in-service workshop. The experience showed me that there is a lot more that plays into writing such a unique curriculum than I initially thought. It also showed me that the writing curriculum for adult learners is very different from what I have a background in doing. I learned that my ideas surrounding what makes learning experiential, may not always align with the needs of a certain learning group, yet can be built upon to match the needs of the group with adequate time, resources, and support. My time at the school has shown me that while I have knowledge on writing curriculum, being a part of the classroom like I was able to, is what I want to do with my education in the future.

I developed more of this understanding through working with the school during fall quarter. As I spent time in the middle school classroom, I was able to observe the teacher. As I experienced his learning style, I reflected on what I knew about teaching from my course work, and got to see real life examples of what that looks like in practice. My studies and history with education are what inspire me to become an educator of this sort. My excitement to be a part of this classroom showed me that while I still have things to learn about applying my knowledge, passion for this work that both the middle school teacher and I maintain, is an important element of what makes a good teacher.

Through working on administrative work, and helping out around the school. I was able to see that there is much more to running a school than I had thought. As I assisted with things, I got to learn how to do the type of work that makes such a wonderful school function. I also gained insight on what it means to work for a school, and that there is much more to it than just teaching. I was able to see my constant learning in order to educate reflected in the continuation of learning that I saw in the teachers, as they ensured they had enough background knowledge to engage properly in the curriculum they were presenting. I also learned that struggles to manage time, and work with other educators and students, don't stop once you secure a role as an educator. Seeing their work to constantly grow and learn, showed me that there will always be obstacles, and that a drive to persevere through the challenges is an important trait to maintain in the education field.

Despite the setbacks, I am grateful for the experiences I had with Explorations Academy. While it wasn't the perfect internship, I learned a lot about who I am as an educator and where I need to continue to grow in order to continue on my journey. I was also reminded about why I am so passionate about this work, and how it is worth the struggles that come with pursuing my career goals. I see this experience as having been a good way to tie together everything I have learned during my time at Western, and it has left me excited to continue my education in order to fully invest myself in the fields that I have become so passionate about. I am grateful for what I have learned, and I am excited to take that learning into the next chapters of my life.

December 13, 2022

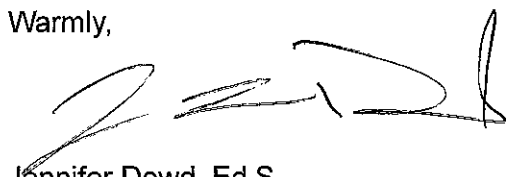
To Whom it May Concern,

As the Head of School at Explorations Academy, I have overseen Olivia Floersch throughout the course of her internship. When she began working with the school, Olivia was working mostly remotely on inservice curriculum so that she could share her knowledge about local issues related to eco-social justice with the teachers of Explorations Academy. I saw her develop a better understanding of the complexities of writing lessons and activities for adult learners and how lessons for adults must look different than lessons she had experience writing for younger age groups. While she was making good progress on learning what she needed to properly share this content with the teachers, it was clear that by the end of working on this project she realized that teaching adults is not where she wants to devote her efforts. She decided that this project didn't align with her educational goals for the internship so we stopped working on it and reconvened during the school year to figure out what would work best for everyone. Olivia demonstrated the ability to lean into difficult conversations, give and receive feedback, and resilience to course correct as needed.

Since re-starting the internship, Olivia has been in person at the school gaining hands-on experience in a classroom setting. I have seen her passion to work with a younger audience grow and her excitement to teach in learning environments similar to ones we foster here at Explorations has shown through. As she has observed and helped out in our middle school classroom, she has grown much more confident in her teaching abilities as she has gotten to know the students and the teacher. She has been able to witness the teaching styles of many of our teachers, and has gained a better understanding of how to teach in a classroom environment, and how that differs from her experience teaching lessons independent of a larger curriculum. I have seen her excitement to teach grow as she has worked with and developed relationships with our students. It is also evident that she now has a better understanding of how to pay attention to student needs and what it means to foster a healthy learning environment.

Olivia has also helped with some administrative work outside the classroom. As she has done this I have seen her become more aware of what it takes to make a school function. As she has gotten to participate in some of the background work that often goes unseen, she has been able to develop a better understanding of the complexities of keeping this type of school running properly and her ability to support that has grown. In the administrative tasks she took lead on, she demonstrated a high level ability to pay attention to details and see a task through to completion.

Warmly,



Jennifer Dowd, Ed.S.

Executive Director/ Head of School

Explorations Academy

Jennifer@explorationsacademy.org