

Climate Change in the Salish Sea Archipelago

Curriculum Framework

The following is the curriculum framework developed by a team from the working group that included Deb Morrison, Maeve Lydon, Elder Belinda Claxton (SELILIYE), Ginny Broadhurst, Lillian Underwood, and Tye Swallow. The draft framework was presented to a workshop with WSÁNEĆ and Gulf Island community leaders for review at the October 9-10 Curriculum Review Symposium and the feedback from the workshop was incorporated in this framework.

Included is the original curriculum framework. The actual schedule that was developed from this framework and delivered Feb 16 to 22, 2020 is included at the end of this document.

The Salish Sea is one of the world's largest and biologically rich seas. Its name pays tribute to the Coast Salish people who were the first human inhabitants of this region. Protection of the ecological health of the Salish Sea is an issue of considerable concern to the more than eight million people who inhabit its shores and Islands and to many more beyond the region who value this unique ecosystem. The Salish Sea is an international ecosystem that is governed by laws and treaties of the United States, Canada, the Province of British Columbia, the state of Washington, many municipalities and over 60 Tribes and First Nations.



There is growing recognition that the original people, who were stewards of this vast basin for thousands of years, have the wisdom and knowledge to play a pivotal role in designing sustainable solutions to the current environmental challenges facing the Salish Sea. This is traditional homeland which is now shared with a diverse community.

The Southern Gulf Islands in British Columbia, and the San Juan Islands, in Washington State together lie at the heart of the Salish Sea. The separation of these interconnected Islands by the international boundary serves as one of many challenges to the collaboration and cross boundary cooperation that is urgently needed for the protection and restoration of the Salish Sea. Other challenges include the use of the waters as an international shipping channel by commercial vessels heading for major ports such as Vancouver, BC and Seattle, WA - an example of the high stakes economic activity that often pits jobs against environmental protection. These international waters are home to several endangered species including Southern Resident Killer Whales and their prey, Chinook salmon.

The lack of regional cross-border decision-making has made it increasingly challenging to manage the inter-islands bioregion that stretches across two nations and encompasses numerous government entities— local, state, tribal and federal. However, power dynamics between governments and within any given population are not uniform resulting in inequities that place particular peoples in this region at greater risk to be impacted by environmental degradation.

Course Description - In this course, participants will explore the history of changing lands and waters in the Southern Gulf Islands, San Juan Islands, and surrounding Salish Sea to understand challenges of climate change impacts on the region. This offering will also explore strategies and programs that can support community resilience, reconciliation with Indigenous peoples, and inter-island coordination and cooperation, both locally and internationally.

Throughout this learning experience, we will explicitly engage indigenous-based climate science work and knowledge with other climate science research and activity to deepen participants' learning. We will also explore how to foster US-Canadian-Indigenous cross-national communication and collaboration to foster a holistic approach to the protection and restoration of the ecological integrity of the Salish Sea and its islands. Finally, we will explore solutions and opportunities for hope, to foster collaborative efforts on sustainable living in the Salish Sea.

Specifically, in this offering we will take an historical, place-based approach, beginning with how First Nations lived sustainably within this archipelago in the 5,000 plus years before colonization. This approach will be grounded in the 13 Moon Calendar created by the W̱SÁNEĆ nation as a guide for sustainable living in this region. We will then explore cross border strategies and programs that can support community resilience and inter-island cooperation in this time of rapidly changing lands and waters. Roles that communities and community organizations can play in taking climate action will be part of this conversation. This course will promote ongoing engagement with and support of existing environmental programs and encourage course participants to identify existing or new climate action projects and priorities that they can design and/or contribute to going forward.

At the end of the course participants will be able to:

- Explain important changes that have occurred over time in the culture/environment of the Salish Sea.
- Model the current ecological components of the Salish Sea region
- Identify how possible actions may provide for climate change mitigation, adaptation, and resilience of the Salish Sea and its residents

This course will tie to these broader goals of the TETÁCES Climate Action Project:

- Deliver 3 five-day (30 hour) intensive educational programs that combine current climate science with Traditional Knowledge of the W̱SÁNEĆ people to inform decision-making at the community level.
- Provide an Indigenous perspective on W̱SÁNEĆ cultural history and its application to current climate change challenges while respecting and protecting indigenous intellectual property.
- Support capacity of local Indigenous leadership and communities to become meaningfully engaged in climate action initiatives and contribute to climate change solutions through an ongoing action working group with W̱SÁNEĆ representation.
- Promote inter-island dialogue to develop efficient collective climate change actions through shared expertise and common resources.
- Develop cross border communication and collaboration with San Juan Island communities who face similar climate change impacts in the vulnerable Salish Sea.
- Collaborate with education/community/institutional organizations in Canada, US and Tribal nations.

This course is intended for all those interested in the long-term health of the Salish Sea region, both adults and youth. Specifically, this course is geared to community members, educators, business people, those working in environmental management, and high school or university students seeking place-based learning within the Salish Sea.

Development and Facilitation

The working group for this course development includes: Deb Morrison, Belinda Claxton (SELILIYE), Maeve Lydon, Lillian Underwood, Ginny Broadhurst, and Tye Swallow. Paul Petrie is providing volunteer administrative support for the course working group. Final curriculum development will take place October, 2019 to January, 2020. The course will be held February 16-22, 2020, on Pender Island. In addition to tribal and local government involvement in the course facilitation, we will draw on expertise from a number of higher education institutions operating across the Salish Sea to provide course facilitation on specific topics of interest. Collectively, these organizations will contribute knowledge and practice-based expertise as needed to promote informed and responsible stewardship and restoration of the Salish Sea. The course will also draw upon activities occurring in the regions.

Timing and Outline

This course will be organized around the driving questions listed below that integrate indigenous and non-indigenous understandings of history in the place of the Salish Sea. These questions are:

- What is sustainability?
- How has the Salish Sea changed over time?
- How do we know changes are occurring?
- What are the social, economic, and political reasons for changes in the Salish Sea?
- What solutions are possible to mitigate changes and/or adapt to changing environment?
- What are the priority actions will you take to improve the resilience of the Salish Sea to climate change impacts?

Each day of the course will be organized around a theme:

Sunday – Welcoming and Acknowledgement of Place

Monday – Lens Sustainability, Healing, Truth, and Reconciliation

- What is sustainability? How has the Salish Sea changed over time?

Tuesday – Changing Lands

- What is sustainability? How has the Salish Sea changed over time?
- How do we know changes are occurring?
- What are the social, economic, and political reasons for changes in the Salish Sea?

Wednesday – Changing Seas

- What is sustainability? How has the Salish Sea changed over time?
- How do we know changes are occurring?
- What are the social, economic, and political reasons for changes in the Salish Sea?

Thursday – Solutions and Action

- What solutions and new strategies are needed and possible to mitigate changes and/or adapt to changing environment?
- How do we collaborate more and creatively – effectively engage more community members in our work?
- What actions will you take to improve the resilience of the Salish Sea to climate change impacts?

Friday – Sharing, Debrief, and Reflection

- What solutions and actions can we share with each other?
- What new learning have we made across the course?
- What are the next steps forward from this course?

Appendix 1

TETÁĆES is the WSÁNEĆ name for island, or islands. Roughly translated, it means relatives of the deep, which refers to the story of how the islands got to be. It is said that long ago XÁLS (the creator) came to WSÁNEĆ to change many things about the world. He came to the territory aboard a canoe at the area known to WSÁNEĆ as TIXEN – the Cordova Spit at Saanichton Bay. XÁLS came ashore. He then walked toward the westside of the point, where he cast a black stone into the horizon, followed by another black stone, which became LÁUWELNEW (John Dean park, Mt. Newton). XÁLS had with him a basket, that he loaded with more black stones and then walked toward LÁUWELNEW. Several people had witnessed the sacred spectacle and in their curiosity followed XÁLS to the mountain. Atop the mountain XÁLS proceeded to cast more black stones, which then made the mountains. When he ran out of stones he turned toward the people who had followed him to the mountain and began to grab people who were of the greatest virtue. He cast them out into the ocean and told each of them, “QEN,T TFEN SCÁLEĆE” (look after your relatives). They then rooted themselves deep into the ocean, becoming the islands. He was done casting people to the water and turned to those who had remained with him on the mountain and told them, “I, QEN,T SE SW TFEN SCÁLEĆE” (And you will look after your relatives)”, and gestured to the TETÁĆES.

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Sunday Feb16	Monday Feb 17	Tuesday Feb 18	Wednesday Feb 19	Thursday Feb 20	Friday Feb 21
	Water Cleanse 7:30 Breakfast 8:00	Breakfast 8:00	Breakfast 8:00	Breakfast 8:00	Breakfast 8:00
	<p>9:00 Morning Session Poets Cove <i>Lens Sustainability, Healing, Truth and Reconcili-Action</i> Overview Walking in Surrounding area - 13 Moon Calendar Our Journey - Gifts</p> <p>SELILIYE - ᑭᑭᑦᑕᑦ Maeve Lydon- Living Lab Kevin Paul - ᑭᑭᑦᑕᑦ Nick Stanger- Western Washington U</p>	<p>9:00 Morning Session Medicine Beach National Park Reserve - Roe Lake area</p> <p><i>Changing Lands</i></p> <p>SELILIYE - ᑭᑭᑦᑕᑦ Graham Boffey, Dean Mills, Pat Holborn - Pender Island Conservation Association Sasha Kvakic - National Parks Kevin Paul - ᑭᑭᑦᑕᑦ</p>	<p>9:00 Morning Session Brooks Point</p> <p><i>Changing Seas</i></p> <p>Earl Claxton Jr. - ᑭᑭᑦᑕᑦ Margot Venton - Ecojustice Troy Olsen & Shirley Williams - White Swan Environmental</p>	<p>9:00 Morning Session Poets Cove - Walking on QENEN, IW - Hay Point</p> <p><i>Local Solutions and Actions - National and Global Perspectives</i> <i>Panel on Indigenous Resurgence-Priorities</i> Shauna Johnson – ᑭᑭᑦᑕᑦ Leadership Council Swinomish Department Environment Protection Lorenzo Magzul (Mayan) Local/Global Food System Climate Change</p> <p><i>Panel Climate Resilience Efforts in the Islands</i> Shauna Doll – Raincoast Conservation Robb Zuk - Solar Initiatives in the Southern Gulf Islands Lisa Wilcox/ Clare Fraser - Islands Trust</p>	<p>9:00 Morning Session Poets Cove</p> <p><i>Sharing, Debrief, and Reflection</i></p>

	Lunch 12:30 – 1:30	Lunch 12:30 – 1:30	Lunch 12:00 – 1:00 Salmon Barbecue	Lunch 12:30 – 1:30	Lunch 12:00 – 1:00
2:20 Swartz Ferry to Otter Bay Pender Island 5 PM Welcoming: Poets Cove/Sea Glass Room Site Cleansing - Cedar Brushing SELILIYE, Deb, Maeve	1:30 – 4:30 Afternoon Session Poets Cove Kairos Blanket Exercise Discussion of History in Place Lillian Underwood - W̱SÁNEĆ Nick Stanger - Western Washington University Group Time	1:30 – 4:30 Afternoon Session Poets Cove Changing Lands John Price - Historian Tye Swallow - W̱SÁNEĆ School Board Group Time	1:00 Afternoon Session QENEN, IW - Hay Point Changing Seas Earl Claxton Jr. - W̱SÁNEĆ Tye Swallow - W̱SÁNEĆ School Board Shauna Johnson - W̱SÁNEĆ Group Time	1:30 – 4:30 Afternoon Session Poets Cove Solutions and Action in a Reconcili-Action frame Synthesis from morning. Group Workshops in areas of interest. Group Time	1:00 Departure to Otter Bay, Pender Island for Ferry
Dinner 6:00 Poets Cove	Dinner 6:00 Poets Cove	Dinner 6:00 Poets Cove Film Night 7:30	Dinner 6:00 Poets Cove	Dinner 6:00 Poets Cove Evening Circle 7:30	