WEST COAST NEST

KAKAWIN OF CLAYOQUOT SOUND EDUCATION KIT

Educator's Guidebook | Grades 8 - 12

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A Note to Educators

This interdisciplinary unit is grounded in themes connected to *Kakawin.* Kakawin is the Nuu-chah-nulth name for 'orca' or 'killer whale' and translates roughly into 'something sticking out of its back'. We use the words kakawin, orca, and whale interchangeably throughout this document. This unit was designed around a specific StoryMap *Kakawin of Clayoquot Sound*, that is part of a StoryMap collection developed by West Coast NEST and its various community partners in the Clayoquot Biosphere Region.

This StoryMap serves as the conceptual and cultural starting point for all learning ideas and activities within. Educators are encouraged to familiarize themselves with the StoryMap and use it as the key reference point to spark curiosity and inquiry.

While the unit naturally aligns with humanities and high school-aged learners (grade 8-12) it is designed to be flexible and adaptable across subject areas and grade levels. It supports learning and development of the Core Competencies such as personal and social identity, communication, and critical thinking.

Beyond learning about orca as a species, students are invited to reflect on orca social structures, matriarchal leadership, intergenerational knowledge, and connect lessons from this animal to aspects of their own identities, responsibilities, and relationships with the natural world.



Photo credit: Sophie Vanderbanck

A Note to Educators

Why Kakawin?

- Orca have intrinsic value and can teach us to reflect on aspects of the human experience such as:
  - Social structures and matriarchal leadership
  - Intergenerational memory and care
  - Human impacts on the environment
  - Community, responsibility, and belonging

Purpose

This unit uses kakawin (orca) as both a species of study and a springboard for understanding human behaviour, identity, and relationships. It is difficult to examine orca without also learning about themes in science, history, culture, and story.

The learning emphasizes:

- Relationship to place and community
- Intergenerational knowledge and matriarchal leadership
- Personal and social identities

Learning with Community & Local Knowledge

This unit is enriched when learning is relational and connected to a breadth of knowledge and expertise.

Whenever possible:

- Invite local experts, researchers, artists, and other community members
- Engage Indigenous knowledge holders and follow local protocols
- Model respectful listening, questioning, and reflection

Starting Point

Review the full StoryMap yourself

- Identify moments that evoke curiosity and interest
- Use it as a hook for the lessons
- Revisit it throughout the unit as students' understanding deepens

Technology & Multi-Modal Learning

Educators will need the ability to project or display digital resources, particularly the StoryMap.
Technology is used to:

- Support visual and narrative learners
- Access maps, images, and other resources
- Deepen inquiry through examining various evidence on orca

Learning should balance screen-based exploration with discussion, hands-on activities, and community-connected learning.

Overview

About the Lessons:

They do not follow a linear format. Each can be taught independently or as part of the unit.
Each lesson plan contains:

- A summary to provide a glimpse of learning activities and themes
- Learning targets show what students will be able to do by the end of the lesson
- Required materials and resources
- A step by step activity plan to suggest how to organize teaching and learning. This should be adapted to meet needs of learners and your teaching context



Photo credit: Sophie Vanderbanck

Overview

Family Trees

Students explore whale lineages and social structures and connect these ideas to human families. They identify different types of family from biological, chosen, cultural, or community, and create visual family trees or “family maps” highlighting relationships, influences, and place-based connections. The lesson emphasizes mapping skills, lineage awareness, and reflection on personal and cultural roots.

Whale Identification

Students rotate through stations featuring images or short video clips of different whales. At each station, they use a simple identification form to record identifying factors of the orca. Using these clues, students infer whether each whale is a Bigg’s (Transient) or Resident orca. The activity builds observation skills, reinforces key whale-ID features, and helps students understand ecotype differences through hands-on practice.

Mapping Movement

Students analyze a whale-movement map to understand how maps tell stories about journeys, habitats, and meaningful places. They then reflect on their own daily or life-based movement patterns and create a personal movement map inspired by ecological mapping. Through comparison and reflection, students explore how movement shapes both human and non-human lives, building empathy and recognizing connections between environmental and personal journeys.

Learning from Matriarchs

Across species and cultures, matriarchs hold knowledge, memory, and responsibility. By studying orca matriarchs through the StoryMap and then interviewing a human matriarch, students learn how leadership, caregiving, and intergenerational knowledge shape communities and affect survival.

Human Perspectives on Orca

Students explore how human perspectives on orcas have changed over time by analyzing cultural, scientific, and environmental influences. Using the StoryMap and additional sources, they create an annotated timeline highlighting key events, their causes, and impacts on orca understanding and conservation.

1 Lesson
Family Trees



LESSON SUMMARY

Students explore whale lineages and social structures and connect these ideas to human families. They identify different types of family from biological, chosen, cultural, or community, and create visual family trees or “family maps” highlighting relationships, influences, and place-based connections. The lesson emphasizes mapping skills, lineage awareness, and reflection on personal and cultural roots.

STUDENTS WILL BE ABLE TO:

- Understand how animals like whales and humans belong to lineages, social structures and place-based networks.
- Use mapping skills to express different ideas and information.
- Contemplate the idea of ‘family’ and understand how family units can take on various forms: biological, chosen family, cultural, community.
- Use a legend to help explain information on a map.

MATERIALS & RESOURCES

- ◯ StoryMap (human interactions, history, conservation)
- ◯ Teacher-provided overview (slides or notes)
- ◯ Paper, markers, or digital tools for family tree creation
- ◯ Whiteboard or chart paper



I can create a family map that can be read and understood by others.

Activities

1 Set the Stage

Show students parts of the StoryMap (ecosystems, whale patterns, movement maps). Focus on themes like:

- Whales move through generations along traditional migratory corridors
- Matriarchal lineages of whales
- Whale pods and family groups have distinct identities and histories
- Whales and pods have names and coding systems

Guiding Questions:

- How do orca depend on family groups?
- How do whales organize themselves? How does this compare to people?
- What is a typical family structure of a whale and what is a typical family structure of a human based on our community/birthplace?

You may wish to use a t-chart or venn-diagram on the board to highlight the differences and similarities between whales and people.

2 Family Tree Maps

If whales have lineages and place-based histories like the ones displayed in the StoryMap, humans do too. But they do not all look the same and that's okay. Family trees can represent: biological family, adoptive family, blended families, chosen/found families, cultural or community "kinship" networks, friendship, or any combination.

Use a character from pop culture to visualize a family tree. Ask students for examples. If there are no ideas, model from one of your own 'families', could be a friend or community group if biological family feels too sensitive.

Ask students to think-pair-share on what types of 'families' they have in their own lives.

3 Human Family Trees

Explain how scientists keep track of whale family trees, or ask students how they believe this is done based on what they have learned from the StoryMap. Review the family tree of 'Big Momma's Gang' in the StoryMap.

Ask how people keep track of their own family trees? Present visual examples of different family tree maps or draw an example on the board from your own life so students can start reflecting on symbols and legends.



Photo credit: Sophie Vanderbanck

Activities

4 Roots & Connections

Give students a reflection sheet or notebook page. Possible prompts:

Guiding Questions:

- Who are the important people in your life?
- Who raised you or supports you?
- Who are the people you consider “family,” even if not related?
- Where did their lives begin?
- Are there places your family comes from, moved through, or is connected to?
- Are there cultural or community histories you want represented?

Students do not need to share personal or sensitive information. They can represent:

- Chosen family only
- A small branch
- Only names they are comfortable with
- Symbolic connections instead of biological ones

5 Create a Family Tree

Review ways that we can express relationships and connections with a legend. Show different examples of standard map legends and family tree map legends. Family trees are a type of map!

Students now create a visual tree or “family map.” They may choose one format:

- Traditional Family Tree: Parents, grandparents, siblings, etc.
- Life-Story Tree: People who influenced them at different stages of life.
- Chosen Family Tree: Friends, mentors, guardians, community members.
- Cultural or Ancestry Tree: Heritage groups, homelands, migration paths.
- Roots & Branches Map: Roots = ancestors or inspirations, Branches = future goals, communities, values inherited

Elements to consider:

- A legend or key highlighting at least three different types of connections
- A title

6 Reflection

Have a class discussion or written reflection. Below are some possible questions to guide this:

Guiding Questions:

- What similarities exist between whale lineages and human family histories?
- What kinds of movements shaped your family?
- How does the environment influence family, identity, or belonging?
- Did this activity help you see your connections differently?
- If someone studied your family tree like scientists study whale lineages, what patterns would they notice?

Students can also share or present their family trees (depending on level of comfort.



Lesson 2
Whale Identification

LESSON SUMMARY

Students rotate through stations featuring images or short video clips of different whales. At each station, they use a simple identification form to record identifying factors of the orca. Using these clues, students infer whether each whale is a Bigg's (Transient) or Resident orca. The activity builds observation skills, reinforces key whale-ID features, and helps students understand ecotype differences through hands-on practice.

STUDENTS WILL BE ABLE TO:

- Identify visual features used in whale photo-ID (dorsal fin shape, saddle patch, scars, group size, behaviour clues).
- Distinguish Bigg's (Transient) and Resident killer whales based on ecological and anatomical traits.
- Practice observational skills and scientific reasoning while "matching" whales to ecotypes.
- Explain how researchers use photo-ID to track individuals and populations.

MATERIALS & RESOURCES

- ◯ Printed or digital station photos from the StoryMap collection + Bigg's/Transient orca resources online
- ◯ Identification form (template below)
- ◯ Clipboards pencils/pens
- ◯ Optional: whale-sound audio clips, video loops, ID catalog excerpts
- ◯ Large chart paper or whiteboard for debrief



I can identify orca species based on various types of evidence.

Activities

1 Overview of Orcas

Create 5-10 stations, each with:

- A photo or video clip of one whale or whale group
- A station number
- Optional ID clues (habitat, prey nearby, pod size, behaviour)
- Mix species and ecotypes (orca and/or other species)
- Include some “trickier” stations: low visibility, partial fin, backlit, far away, etc.

Provide a short overview of Bigg’s versus resident orcas. Show 2–3 examples and give students a chance to identify.

Bigg’s (Transient) Orcas

- Mammal-eaters
- Pointier dorsal fins
- Solid/closed saddle patch
- Small group size
- Silent/stealthy behaviour

Resident Orcas

- Fish-eaters (salmon)
- Rounded dorsal fins
- Open/varied saddle patch
- Larger social groups
- More vocal

2 Explain the Activity

Students will rotate through stations completing one identification form per station. Guide students with the following expectations/parameters:

- Observational detail
- Evidence-based identification (“I think this is a Resident orca because…”)
- Sketching what they see
- Reasonable guesses are okay, scientists work with imperfect photos too!

3 Station Rotation Activity

Groups rotate every 3–5 minutes. At each station, students fill out an ID form. Encourage students to sketch dorsal fin shape and saddle patch.

4 Whole Class Debrief

Create a table on the board with columns:

- Station #
- Key identifying features
- Transient / Resident / Other species
- Common mistakes or uncertainties

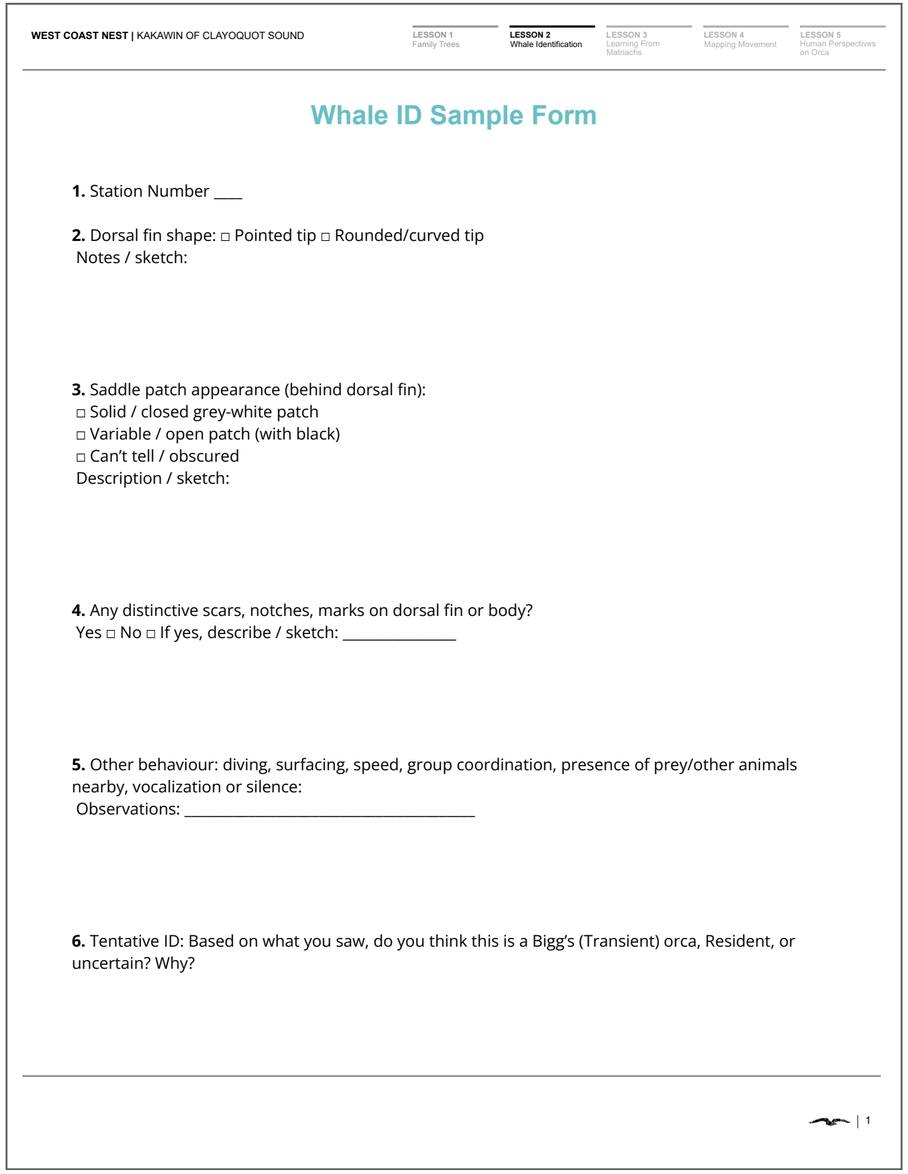
Have each group “claim” 1–2 stations and present what they concluded, using evidence from their forms.

Guiding Questions:

- Which features were easiest to identify? Hardest?
- What made some whales harder to classify?
- How do researchers handle uncertainty or low-quality images?
- Why is accurate whale ID important for conservation?

Whale ID Sample Form (adapt as needed)

Download sample form ⟶



WEST COAST NEST | KAKAWIN OF CLAYOQUOT SOUND

LESSON 1 Family Trees | LESSON 2 Whale Identification | LESSON 3 Learning From Matriachs | LESSON 4 Mapping Movement | LESSON 5 Human Perspectives on Orca

Whale ID Sample Form

1. Station Number ___

2. Dorsal fin shape: □ Pointed tip □ Rounded/curved tip
Notes / sketch:

3. Saddle patch appearance (behind dorsal fin):
□ Solid / closed grey-white patch
□ Variable / open patch (with black)
□ Can't tell / obscured
Description / sketch:

4. Any distinctive scars, notches, marks on dorsal fin or body?
Yes □ No □ If yes, describe / sketch: _____

5. Other behaviour: diving, surfacing, speed, group coordination, presence of prey/other animals nearby, vocalization or silence:
Observations: _____

6. Tentative ID: Based on what you saw, do you think this is a Bigg's (Transient) orca, Resident, or uncertain? Why?

Lesson 3
Learning From Matriarchs



Photo credit: Sophie Vanderbanck

LESSON SUMMARY

Across species and cultures, matriarchs hold knowledge, memory, and responsibility. By studying orca matriarchs through the StoryMap and then interviewing a human matriarch, students learn how leadership, caregiving, and intergenerational knowledge shape communities and affect survival.

STUDENTS WILL BE ABLE TO:

- Explain the role of matriarchs in orca and human society.
- Describe how knowledge is passed across generations in both killer whale pods and human communities.
- Develop and ask thoughtful interview questions that center respect, listening, and learning from Elders or matriarchs.
- Conduct an interview with a matriarch (community Elder, family leader, or knowledge holder) using ethical and culturally respectful practices.

MATERIALS & RESOURCES

- ◯ Projector or screen to display StoryMap visuals and maps
- ◯ Interview planning worksheet/templates
- ◯ Writing tools (pencils, pens) or digital devices (Chromebooks/tablets)
- ◯ Example interview questions (teacher-provided or co-created with students)



I can listen carefully and sythesize what I learn into written, visual and/or oral reflections.

Activities

1 Introduction

Explore the StoryMap. Students examine selected sections of the StoryMap focusing on:

- Whale pods and family structures
- Matriarch leadership (eldest females guiding pods)
- Movement patterns and traditional routes
- Survival knowledge (food, safety, navigation)

Explain how orcas have matriarchs that are knowledge holders — they remember feeding grounds, migration routes, and safe spaces, especially during times of scarcity. There are many awesome youtube videos and resources demonstrating mother-child interactions amongst whales. Find some and share with the class!

Guiding Questions:

- Who leads an orca pod?
- What knowledge might an older whale carry that younger whales don't?
- Why would survival depend on elders?

2 Bridging Human Matriarchs

Guiding Questions:

- What is a matriarch?
- Where do we see matriarchs in human families, cultures, or communities?
- What roles do matriarchs play (decision-making, caregiving, teaching, protecting culture)?

Introduce examples from popular culture, history or your own life. Showing versus telling is always helpful - can you provide real life examples students can relate to?

- Indigenous matriarchs as keepers of language, land knowledge, and family history
- Grandmothers, aunties, Elders, caregivers, and community leaders

Emphasize that a matriarch does not have to be a biological grandmother — she is someone others rely on for guidance, care, and wisdom.

Conduct a Think-pair-share or use another discussion or questioning tool based off the following question: who is a matriarch you know? What makes them so?



Photo credit: Sophie Vanderbanck

Activities

3 Preparing to Interview a Matriarch

Students identify someone they can interview, such as:

- A grandmother or auntie
- An Elder or Knowledge Keeper
- A caregiver, mentor, or community leader
- A chosen-family matriarch

Review some important points around interview expectations - such as: that they can be informal conversations, that comfort and consent are key, that students can choose someone they know. You may wish to co-develop parameters with the class in advance.

In order to scaffold this activity or assignment, you may wish to collaboratively interview a matriarch in front of the class. This would involve inviting in a female role-model, and practicing the interview in front of students and asking students to come up with 1-2 questions each.

Doing this will help students anticipate and understand an interview process before they go to conduct their own.

For their individual interviews, students should have 6-8 questions prepared in advance. You may wish to assign this as a separate activity or co-develop questions as a class.

Interview Question Design

As a class, co-create respectful interview questions inspired by whale matriarchs.
Some potential questions include:

- What responsibilities do you carry for others?
- How did you learn the knowledge you now share?
- What places are important to you, and why?
- How do you guide younger people?
- What challenges have you helped others through?
- How do you pass on stories, values, or teachings?
- What changes have you seen in your lifetime?
- What advice would you give future generations?

Activities

4 Conducting the Interview

Students conduct their interview outside of class. They can do this in-person, by phone or over video.

Review elements of ethics and respect:

- Asking permission before recording
- Allowing the interviewee to skip questions
- Thanking them properly (written or verbal)

5 Synthesizing Learning

Students create a reflection artifact on their interview with the format of their choice (written, audio recording, video etc) responding to the following questions:

Guiding Questions:

- What did you learn from this matriarch?
- What knowledge does she hold?
- How is her role similar to an orca matriarch?
- Why is this knowledge important to protect?

After assignments are complete, you may wish to do presentations or conduct a closing circle to reflect on lessons learned from the interviews.



Lesson 4
Mapping Movement

LESSON SUMMARY

Students analyze a whale-movement map to understand how maps tell stories about journeys, habitats, and meaningful places. They then reflect on their own daily or life-based movement patterns and create a personal movement map inspired by ecological mapping. Through comparison and reflection, students explore how movement shapes both human and non-human lives, building empathy and recognizing connections between environmental and personal journeys.

STUDENTS WILL BE ABLE TO:

- Analyze how whale-movement maps represent journeys, habitats, and meaningful places in the environment.
- Reflect on their own daily, seasonal, or life-journeys and the places that matter to them.
- Create a personal movement map inspired by ecological mapping practices.
- Understand mapping as a way of telling stories of species, ecosystems, and people.

MATERIALS & RESOURCES

- ◯ Whale movement map from the StoryMap
- ◯ Projector or screen
- ◯ Whiteboard/chart paper and markers
- ◯ Student notebooks or journals
- ◯ Art supplies for map creation (paper, markers, pencils)
- ◯ Optional: digital tools for map-making (Google MyMaps, drawing apps)
- ◯ Wall space or boards for gallery walk



I can reflect upon and express different aspects and patterns of my personal identity with maps.

Activities

1 Introduction

Write on the board and ask students “What can maps tell us?” Collect responses in a style that meets
the context of the group and the day (popcorn, think-pair-share, journal).

Project the whale movement map from the StoryMap and ask students:

Guiding Questions:

- What do you notice about orca movement in Clayoquot Sound?
- What kinds of places do they pass through? Why might these matter?
- What might this map reveal about the life of kakawin — routines, challenges, and needs?

Emphasize: Maps tell stories, not only about location but about lived experience.

2 Whale Movement

Have students work in pairs or small groups to examine the whale-movement more closely. Prompt them
to identify:

- Key places the whale returns to regularly
- Long-distance vs. short-distance movements
- Places where the whale slows down or stays longer
- Patterns across time (seasonal, daily, migratory)

Guiding Questions:

- If this map told the whale’s autobiography, what chapter titles might each place represent?
- (Example answers: “Feeding Grounds,” “Safe Cove,” “Migration Corridor,” “Hazard Zone”)

3 Human Movement

Explain that, just like whales, people also move through spaces, which
affects who they are. Ask students to identify some patterns, before you write them on the board:

- Daily movements (home → school → activities)
- Weekly or seasonal movements
- Cultural or family-based places
- Meaningful locations we return to for comfort, joy, or belonging

Activities

4 Personal Movement Map

Inspired by kakawin, students create a map of their own meaningful movements. Students can choose one approach

Maps must include:

- A legend (inspired by scientific maps)
- Symbols for important places
- A path or route showing how they move
- Optional: emotions or descriptors attached to each location
- Optional: “chapter titles” like the whale reflection

Map Options

Option 1: Daily Movement Map

- Home
- School
- Bus route or walking path
- Work, sports, hangout spots
- Places they stop or pass through

Option 2: Life Journey Map

- Where they were born
- Home(s) they’ve lived in
- Places they’ve travelled or spent important time
- Moves, transitions, milestones

Option 3: Belonging Map

- Places that feel like “safe coves,” “feeding grounds”
- or “resting places”
- Places they feel challenged
- Places connected to identity or community
- Seasonal or holiday movements



Photo credit: Sophie Vanderbanck

Lesson 5
Human Perspectives on Orca



Photo credit: Sophie Vanderbanck

LESSON SUMMARY

Students explore how human perspectives on orcas have changed over time by analyzing cultural, scientific, and environmental influences. Using the StoryMap and additional sources, they create an annotated timeline highlighting key events, their causes, and impacts on orca understanding and conservation.

STUDENTS WILL BE ABLE TO:

- Analyze how human perspectives toward orca have changed over time.
- Understand cultural, scientific, and environmental influences shaping those perspectives.
- Use evidence from the StoryMap and additional sources to construct an annotated timeline.
- Reflect on how public attitudes toward species can influence conservation and policy.

MATERIALS & RESOURCES

- ◯ StoryMap (human interactions, history, conservation)
- ◯ Teacher provided historical overview (slides or notes)
- ◯ Papers, markers, or digital tools for timeline creation
- ◯ Access to supplementary sources (images, videos, articles)



I can express how perspectives are influenced by various factors and can change over time.

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Activities

1 Opening Discussion

Ask students:

- What words come to mind when you think of orca?
- Where do these impressions come from? (media, culture, documentaries, personal experience?)

Highlight: Human perspectives of orca have changed dramatically over time.

2 Explore StoryMap

Allow students to read the StoryMap on their own taking note of anything that:

- Shows human involvement (positive or negative)
- Reflects cultural beliefs or scientific research
- Demonstrates change over time

3 Brief History

Teacher provides a short overview (slides or verbal) of major eras, for example:

- Indigenous stewardship and cultural respect for kakawin
- European colonial fear and demonization of orca (“killer whales”)
- Industrial period: whaling, culls, and orca as competitors for fish
- 1960s–1980s: capturing orca for aquariums, SeaWorld era
- 1990s–Present: protection, scientific research, and conservation advocacy

This contextual information gives students anchor points for their timelines and requires some
forward planning and research.

Activities

4 Annotated Timeline

Students will work individually or in pairs.
Possible timeline requirements:

- At least 8–10 key events related to human attitudes toward orca
- Annotations explaining:
  - What happened
  - Why it happened
  - How the event shaped human understanding or treatment of orca
- Evidence (from the StoryMap or additional sources)
- Visuals (maps, images, icons) if using a digital tool

5 Digital Showcase

Students display their timelines around the room or share via projector
Peers circulate or comment:

- What changes stand out the most?
- What forces shape human attitudes toward species?
- Where do we see signs of progress? Or ongoing issues?

This lesson can also be extended to allow for a full class annotated timeline - students would contribute 1-2 events to the group timeline.

6 Reflection

Ask students to write as a journal entry or begin a discussion following these prompts:

- How has human perspective influenced the fate of orca?
- What perspectives dominate today, and what perspectives are missing?

Possible events students may include:
(teacher-provided or student-discovered)

- Indigenous legends, naming practices, clan systems
- First European settler accounts of “killer whales”
- 1950s government culling programs
- 1964 capture of the first live orca for display
- The decline of Southern Resident orca
- Environmental legislation changes
- Public reaction to the documentary Blackfish
- 21st-century conservation campaigns

Glossary

Kakawin

Kakawin is a word in the Nuučaaʔuɬ (Nuu-chah-nulth) language. A possible translation is “something sticking out in the back.” This is an Indigenous word for the killer whale in reference to its dorsal fin.

Ecosystem

An ecosystem is a community of living things and their physical environment interacting together in a particular area.

Matriarch

A matriarch is the oldest and most experienced female in a family group who leads, guides, and helps care for younger members.

Biggs / Transient Orca

A Bigg's orca (also called a transient orca) is a type of killer whale that primarily hunts marine mammals such as seals, sea lions, porpoises, and other whales, rather than fish.

Resident Orca

A resident orca is a type of killer whale that lives in stable family groups and feeds mainly on fish, especially salmon.

Ecotype

A distinct population within a species that has unique behaviours, diets, and lifestyles adapted to its environment.

Pod

A social group of orcas that live, travel, and often hunt together.

Stewardship

The responsible care and protection of the environment, communities, and shared resources.

What is West Coast N.E.S.T.?

The West Coast N.E.S.T. (Nature. Education. Sustainability. Transformation.) is a regional initiative led by the Clayoquot Biosphere Trust that connects communities, organizations, businesses, and knowledge holders on the west coast of Vancouver Island.

Through education, collaboration, and capacity-building, the NEST creates meaningful learning opportunities, promotes the region's diverse educational programs, and supports a resilient and diversified local economy.

The NEST also facilitates place-based learning by connecting learners with local experts, creating educational resources, and hosting community events.

Learn more at westcoastnest.org.

Follow us on social media

IG: @westcoastnest | FB: @westcoastnest
YT: @westcoastnest8938 | LK: @westcoastnest

Follow our newsletter!

Looking for more place-based educational content?

The West Coast NEST connects visitors and residents with unique and impactful learning opportunities. Many of these come in the form of place-based, face-to-face, and hands-on activities, but the NEST also helps share the region's abundant knowledge with schools and learners from afar. You can explore local research and conservation work through our online collaborative resources such as our interview series and our StoryMaps collection.

For high school, university, and adult groups seeking immersive educational experiences, we also offer customized itinerary planning, on-site orientation, and ongoing support for each visit. Delivered by regional partners, each program can be tailored to include hands-on learning in areas such as Indigenous culture, ecology, sustainability, science, language, history, outdoor education, and the arts.

Contact info@westcoastnest.org to start planning.

Curriculum created by **Monique Comeau** based on Kakawin of Clayoquot Sound StoryMap by **Greg Potter, Sydney Dixon, Karyssa Arnett & Sophie Vanderbanck** of **Strawberry Isle Marine Research Society.**

SIMRS operations have been brought under Redd Fish Restoration Society (Redd Fish). The amalgamation of SIMRS into Redd Fish reflects a shared commitment to the well-being of our oceans, the preservation of fish habitats, and the care and stewardship of marine ecosystems

Have feedback?

We would love to hear from you! Reach out to info@westcoastnest.org to share feedback on our resources, suggest ideas for new learning materials, or ask questions. Your input helps us create tools that better support educators and learners.