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| Chapter 8. Be a Salish Sea HeroSalish Sea HeroesSalish Sea Hero:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_A drawing of a fish  Description automatically generated |
| SEASHORE STEWARSHIP PLEDGEI, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, do hereby solemnly pledge to be a good steward of the marine environment. This means that I will: 1. Listen to the instructors both in the classroom and in the field
2. Walk on the shore and docks with care to avoid hurting myself, others, and the sea/river life
3. Treat all life forms with care and respect
4. Use only wet hands to touch gently animals that I find
5. Leave creatures attached to rocks and docks because attempting to remove them can hurt them
6. Not hold any marine life out of the water for more than one minute
7. Leave no boulder overturned; I will carefully replace all rocks that I look under and I will only turn over rocks that are smaller than my head.
8. Return all organisms to their homes or where I found them

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CH. 8 be a salish sea hero – inspired thoughtsWhat did this Explore chapter bring to mind? Use this space to free-write and/or draw your thoughts, ideas, imaginings, and questions. Could you be a Salish Sea Hero? |
| VOCABULARYHighlight or circle unfamiliar words in this list. Return to write or draw in their meanings as you learn them through use.

|  |  |
| --- | --- |
| Vocabulary word | Definition |
| InspirationHopeElected officialsJunior SeaDoctorEcological RestorationSalish Sea Hero |  |

***A close up of a sign  Description automatically generatedHope!*** Salish Sea Wild Film FestEnjoy the popcorn. Write and/or draw your thoughts here..\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_What was your favorite film and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Your Nature Detective explorations have uncovered clues to helping the Southern Resident Killer Whales and all wildlife in the Salish Sea, including us! Do you think you could be Salish Sea Heroes? Do you wonder what habitat you could help heal?Shape  Description automatically generated with low confidenceWrite our Essential Goal Here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Review it!* Get CERIAs ReviewWhat to do: Find your “Applications” box from the Get CERIAs pages in each of your Explore the Salish Sea journals. List the 3 recommendations you consider the most important for wildlife and human health in your community and provide the evidence that led you to suggest that action. Consider feasibility of the action (do you have the resources to carry it out?).

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| Investigation1.2.3. | Recommendation Evidence ReasoningRecommendation Evidence ReasoningRecommendation Evidence Reasoning |

*Team Talk!* Share your choices with your Explore Team. Narrow your choices down to the most important one with your team. Share your choice with your class.**Explore team choice:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ORGANIZE YOUR ***RESTORE*** TEAMTeam role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Team 1: Historic Geographers p.8Investigate Historic Conditions* Understand how your land has changed
* Compare pre-disturbance maps with current maps
* Consult with the local tribe or First Nation on history and improvement ideas for the site
 | Team 2 Cartographers p.9Map your site* Include structures and existing plants
* Map where the water flows (hydrology)
* Map locations of invasive species and/or where you will plant
* Assess and Map stressors (problems for wildlife/water quality)

  |
| All Teams, All Hands, including Community Partners! p.9 Develop Your Ecosystem Improvement Plan – * Develop a Task List and Schedule
* Determine Restoration Materials and Equipment Needs and sources for ea.

Make a Final Budget $ | Team 3: Project PlannerDevelop Ecosystem Improvement Goals and Objectives * Develop a Project Management
* Plan (who will and how to make things move)
 |
| Team 4: Project Managers p.12Maintain Good Records - * Decide What Will Be Recorded
* Track steps in the How Science

works project tracking tool* Ensure other Teams are

completing their tasks on time | Team 5: Public Relations Managers p14Share the Restoration Process – * Work with Community Experts to ensure neighbors and site users feel comfortable with project plans.

Develop a Plan for Sharing Your Experiences with the community* Gather photos, diagrams, maps,

and/or slides from other Teams* Finalize the slideshow, poster, website, song, play, art installation, or other way of communicating how you Explored the Salish Sea.
 |

**What ecosystem will we help restore?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Step 1. Investigate Historic Conditions – Historical Geographers and Community Partners*** + Understand how the land has changed over time
	+ Compare historical (pre-disturbance) maps with current maps
	+ Share your research with the Cartographers
	+ Consult with local tribal or First Nation natural resources and cultural departments on the history and improvement ideas for the site – they have known this area for hundreds of generations and likely have advice

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| Historical Site Map Sketch | Present Day Site Map Sketch |

Realistic habitat components we can improve (If this is a community education project, which habitat components will the project encourage others to improve?):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Step 2. Map your site in detail - Cartographers**• Get historical perspective from the Geographers to picture the goal.• Include structures, beach type (sand, gravel, rip rap, etc) and existing plants• Map where the water flows (hydrology)• Map locations of invasive species and/or where you will plant native plants• Assess and Map Stressors (problems for wildlife and water quality)You may use an online mapping tool, such as ArcMap or MapHub to make a web map, or a combination of Google Earth or Google Maps and PowerPoint or Photoshop or another design program to achieve the steps above. Of course, a hand-drawn map is just as good and sometimes better. Use this space for a first draft.**Site** **Map Sketch**Map notes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Step 3. Develop Ecosystem Improvement Goals and Objectives – Project Planners and Community Partners**

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| Goal (measurable outcome) | Objectives (Tasks needed to achieve each goal) | Responsible Team | Date due |

**Step 4. Develop Your Ecosystem Improvement Plan – Project Managers*** Develop a Project Management Plan as a road map for how the project will be carried out, monitored, and controlled, and how you will measure its success.

 * Write the plan here or start a management map with project management program or app, such as <https://coggle.it/>
* Determine materials and Equipment Needs and sources and their costs.
* Create a budget and timeline

**Budget** Source of funding\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Materials** | **Source** | **Cost** | **Quantity** | **Total** |
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Timeline:task[\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[date[\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ |

**Step 5. Maintain Good Records - Project Managers**

• Decide What Will Be Recorded

• Ensure other Teams are completing their tasks on time

• Track steps in the How Science Works project tracking tool

|  |
| --- |
| What we will record to track progress |
| How we will encourage teams to complete tasks on time |



This online tool allows you to track the steps of your research and Salish Sea Heroes projects, add your photos, graphs, and diagrams, and export to a PowerPoint slideshow! <https://undsci.berkeley.edu/interactive>

**Step 6. Review the final Project Plan in a class forum with your community partners – Project Managers will lead the discussion**

QUESTIONS FOR COMMUNITY PARTNERS:

NOTES:

** Step 7: Complete the project! – All teams, Community Partners**

Gather materials and follow the project plan. Document the work with photos.

**Have fun!**

**Step 8:** COMMUNICATE!

How will you share your work with others who can help make a difference in healing the sea? Some options include:

* A symposium open to the community – invite community partners
* A display at your school
* An art installation at your local museum of art, at your project site, or on your school grounds
* A short film
* A social media page
* A letter to your Legislators – find contact info here: <https://www.seadocsociety.org/taskforce>

**OPTIONS** Here are a few ways to summarize your research and Salish Sea Heroes project for sharing with your community.

**Option 1**: Create a **slideshow presentation** Time frame: 15 min

Audience: (who will this be presented to?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who will create each section? See below for a general order of slides.

Group member Task/slide number

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| **Slide 1. Background slide/photo**Introduce your audience to your topic, why it is important, and the purpose of your study and resulting project. |
| **Slide 2. Question/Hypothesis slide/photo/diagram** (from the research that led to your Salish Sea Heroes project):  Our question wasWe predicted that ifthenbecause  |
| Slide 3. Methods slideKeep this brief! Summarize your research procedure, including how you collected data and how you gathered traditional knowledge. |

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| Slide 4. Results slide/s and photosList what tables, graphs, diagrams, and/or photos you will include in this slide |

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| **Slide 5. Discussion slide/s and photos**Use information from your Get CERIAs form:ClaimEvidenceReasoningImplications – what did our research results mean in the world?Applications - What did we do to improve the ecosystem for the health and safety of people and wildlife?How could decision-makers apply this knowledge to important choices for this ecosystem? |

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| **Slide 6. References cited slide**List all sources of information that helped you understand and describe your topic and results. See how to format your References Cited items here:<https://www.scientificstyleandformat.org/Tools/SSF-Citation-Quick-Guide.html> Example of a scientific article:Read, Jennifer, Tricia Wevill, Tim Fletcher, and Ana Deletic. 2008. Variation among plant species in pollutant removal from stormwater in biofiltration systems. Water Research 42(4-5): 893-902.Example of a web page: Title of Homepage. Date of publication. Edition. Place of publication: publisher; [date updated; date accessed]. Notes.If no date of publication can be determined, use a copyright date (if available), preceded by “c”. Include the URL in the notes:APSnet: plant pathology online. c1994–2005. St Paul (MN): American Phytopathological Association; [accessed 2005 Jun 20]. <http://www.apsnet.org/>.WRITE YOUR REFERENCES CITED HERE: |
| **Slide 7. Acknowledgements slide with photos**Thank all those who supported your work with their money, blood, sweat, tears, cheer, food, interviews, transportation, etc. Then bow at their feet for their generosity and patience. |

**Option 2:** **Letter to your community leaders or State Legislators**:

* Keep letter brief and concise
* Thank the legislator for her/his hard work on \_\_\_\_\_\_\_\_\_\_\_\_\_ issue/s
* Introduce issue at hand
* Describe/interpret your research to a non-scientific audience
* Recommend 3 actions to take based on your findings
* Mail hard copy. Kids have clout. This is powerful stuff!
* Link to find your Legislators: <https://www.seadocsociety.org/taskforce>

Our 3 main points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Option 3:** **Poster display** (in your school, public library, community hall, science night, etc.)

* Clear title, legible from 20 ft away
* 40% blank space (let your poster breathe)
* At least 20 pt. font
* Poster text should be legible from 6 ft away, readable in 6 minutes, after eating 6 candy bars (but don’t do that)
* Brief intro and methods
* Results shown in clear figures (graphs), photos, diagrams
* Clear take-home messages

|  |  |  |
| --- | --- | --- |
|  | Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

NOTES

These stamps certify achievement of the following:

**Salish Sea Hero!**

Environmental Engineer or Community Educator

Project Planner

Citizen Scientist

Congratulations on helping to improve the health of wildlife, people, and our community for yourself and future generations! Share your project with SeaDoc Society and you may be featured as Salish Sea Heroes on Junior SeaDoctors online club.