



MARINE TRAILS CODE OF CONDUCT

Educational Activities

BC Marine Trails Code of Conduct: Guide for Outdoor Education

Grade Level: 8-12 (Primarily Outdoor Ed 11-12)

Duration: Varies per activity (20 min - 2 hours)

Group Size: Flexible

BIG IDEAS (Curriculum-Aligned)

- The Code encourages students to recognize their impact on marine ecosystems, culturally significant sites, and local wildlife, enhancing personal responsibility and environmental stewardship.
- Through group-based activities, students practice decision-making, ethical recreation, and conservation principles, aligning with curriculum objectives on teamwork and leadership.
- The Code integrates principles of First Nations land stewardship, sustainable waste management, and wildlife protection, helping students understand their role in place-based conservation and reconciliation efforts.

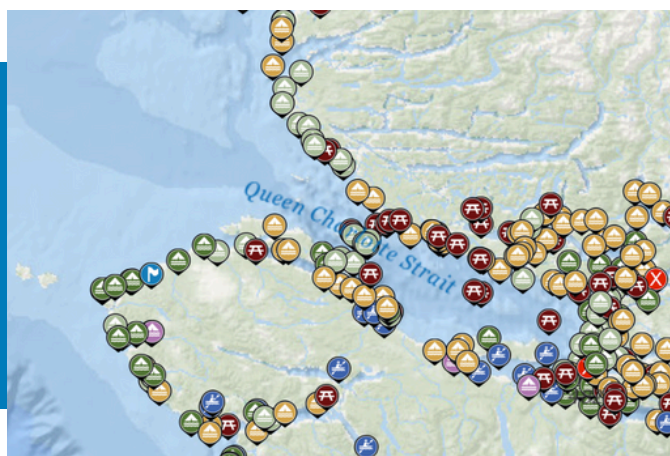
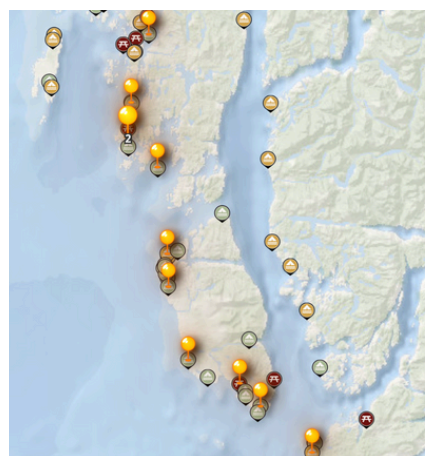


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Activities are independent and can be completed in any order

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First Nations Information

Ahousaht - In welcoming you to ʔaḥuusʔaḥ hahuuḥii, we want to continue our ancestral responsibility to steward and monitor the lands and waters that support our people. To do this, the Ahousaht Nation requests a 15\$/Person/Day fee for recreating within their territory. You can pay via their website. The Ahousaht Guardians are out patrolling the territory in the yellow Ahous Guardian boat. The Guardians are also available for help in emergencies and can be contacted on VHF channel 68. Alecko - thank you - for supporting our stewardship initiatives.

BC Marine Trails map exploration

Toolkit building and First Nations Territory discussion



Variable depending on quantity of information from local Nations. Up to 60 minutes.

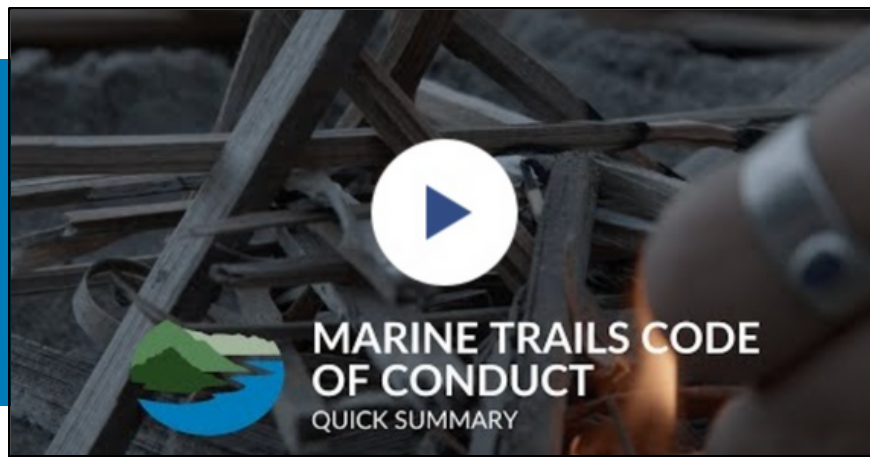
Objective: Learn how to use the BC Marine Trails map for First Nations' directives when planning a coastal trip.

Instructions:

1. Choose a location on the BC Coast, maybe one that your class will be visiting on an upcoming trip.
2. Explore sites that you may be visiting, or are of interest to the class on the [BC Marine Trails map](#). Scroll to the *First Nations Information* section in site information and ask the question: What considerations should we have when visiting this area? Are there Nation specific guidelines? Do we need to register our visit? Are there stewardship fees?
3. Visit the relevant Nation(s) website(s), if listed, and explore their resources and guidelines. Keep in mind, not all Nations have this available, and certain sites may not have information listed or linked as a result.

Curriculum Connection:

- ✓ Recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship.
- ✓ Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.



Video watching & LNT comparison

Group video analysis in comparison to Leave No Trace



Video watching: 20 minutes | Discussion: 30-40 minutes

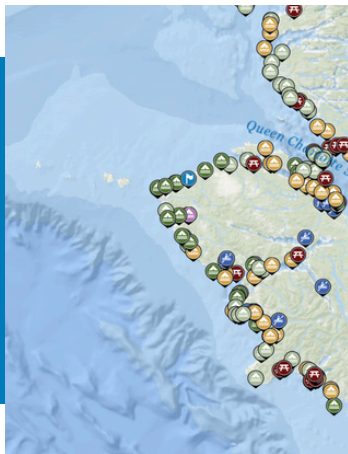
Objective: Learn the concepts behind the Marine Trails Code of Conduct, and compare them to *Leave No Trace Principles*.

Instructions:

1. Watch each of [the short videos](#) covering the tenets of the Code. After each video (*less than 1.5 minutes each*), pause to ask: “What piece of *Leave No Trace Principles* is this most similar to? Why do you think there are differences specific to the BC Coast? How can we use this to shape our behaviours on the coast vs. hiking in the alpine?”.
2. After completing all seven videos, discuss how we may approach a coastal trip differently from one inland, or in the mountains. How has this changed our perceptions of having one designated practice vs. adapting to our environment?

Curriculum Connection:

- ✓ Plan and implement ways to reduce potential impacts of outdoor activities on the local environment.
- ✓ Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.



Coastal trip planning

Planning for future expeditions



One class for planning

One class for presentation

Objective: Use BC Marine Trails resources (map, Code of Conduct) to plan a safe, sustainable trip along the BC coast.

Instructions:

1. Students choose, or are assigned a popular paddling area (eg. Sea to Sky Marine Trail, Gulf Island Marine Trail, Nootka Island, Clayoquot Sound, etc.). Choose a length of trip for this scenario (ideally 3+ days), and a theoretical group size. **See next page for helpful planning stats.**
2. Students research the area using the BC Marine Trails map.
3. Students develop a trip plan, including environmental and First Nations Territory considerations.
 - a. What sites do you plan to visit? Are they a safe distance apart?
 - b. Can these sites handle a group of this size?
 - c. What facilities do these sites have? If no toilets are available, what approach is most appropriate for these sites?
 - d. What Nations' Territories will you be passing through? What guidelines are available from these Nation(s)?

Curriculum Connection:

- ✓ Risk management, decision-making, and safety.
- ✓ Plan and implement ways to reduce potential impacts of outdoor activities on the local environment.
- ✓ Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.

Coastal trip planning – helpful stats

Average sea kayaking speeds

- Experienced expedition paddlers: 3 nautical miles / hour
- Intermediate paddlers: 2 nautical miles / hour
- Guided group / beginner paddlers: 1-2 nautical miles / hour

Daily distance considerations

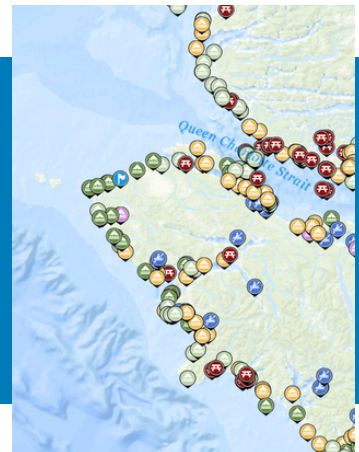
- Experienced expedition paddlers: 20+ nautical miles
- Intermediate paddlers: 8-12 nautical miles
- Guided group / beginner paddlers: 4-8 nautical miles

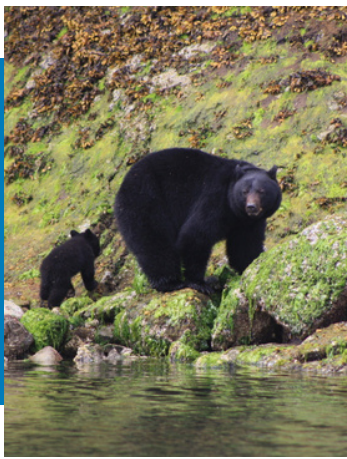
How far is a nautical mile?

- One nautical mile (Nm) is equal to 1.852 kilometres.

Other considerations

- Depending on time of year, weather forecast, and location, allow for 1-2 weather days per week where you may not be able to move camp!
- Wind and swell can help OR hinder progress. What are prevailing wind directions in the region? Will they slow down paddlers or help them?
- Winds are almost always lightest in the morning.





Coastal ethics challenge

Scenario-based problem solving



30-60 minutes, depending on quantity of scenarios

Objective: Apply Marine Trails Code of Conduct principles to real-life outdoor recreation challenges and analyze potential impacts.

Instructions:

1. Students receive scenario cards, such as:
 - A paddler unknowingly camps on a midden.
 - A group improperly disposes of human waste near a shellfish harvesting area.
 - A camper builds a fire in the wrong location, damaging vegetation.
 - A paddler gets too close to marine wildlife, disturbing their behaviour.
 - A group of ten arrives to a site and sets up camp — each 100 m away from one another.
2. Groups analyze the scenario, identify relevant tenets of the Code, and propose solutions that align with best practices.
3. Groups present their solutions, followed by a class discussion on alternative approaches.

Curriculum Connection:

- ✓ Plan and implement ways to reduce potential impacts of outdoor activities on the local environment.
- ✓ Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.

Coastal impact assessment

Field-based decision making activity



Situationally dependent:
implemented in the field

Objective: Develop hands-on decision-making skills for minimizing human impact at coastal campsites during paddling or hiking trips.

Instructions:

1. Upon arriving at camp, students assess the site based on key low-impact recreation principles.
2. In small groups, students work through the following real-world tasks:
 - a. Selecting a campsite: Identify the lowest-impact location for tents.
 - b. Human waste disposal: If no toilet is available, discuss and decide on the best disposal method based on environmental conditions. If there is a toilet available, ask students what approach would be best in its absence.
 - c. Fire assessment: Determine whether a low-impact fire is appropriate for the site. If allowed, choose a responsible fire location (below the tide line, using existing fire rings, or deciding against a fire if necessary).
 - d. Wildlife safety: Identify potential wildlife attractants and proper food storage solutions. Does the site have a bear cache? What will you do if not?
3. Each group presents their decisions to the class, explaining the reasoning behind their choices.
4. Instructor leads a reflection discussion based on the Code, implementing a plan for the class at this site.
5. Once camp is set, the group collects information to submit a [Site Condition Report](#).

Curriculum Connection:

- ✓ Risk management, decision-making, and safety.
- ✓ Plan and implement ways to reduce potential impacts of outdoor activities on the local environment.
- ✓ Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.

Deep dive & LNT comparison

Group research & presentation



Group research: 30 minutes

Presentation: 5 minutes/ group

Objective: Explore key tenets of the Code and compare them to general land-based outdoor ethics (*Leave No Trace*)

Instructions:

1. Assign groups to research each tenet:

- First Nations Respect
- Campfires
- Human Waste Management
- Grey Water
- Wildlife
- Site Footprint
- Natural State

2. Groups research the importance of their tenet, how it applies specifically to coastal environments, and comparison to land-based outdoor recreation best practices (e.g., *Leave No Trace*).

3. Presentation format options: slideshow, poster, or skit.

4. Class discussion follows, encouraging cross-group learning.

Curriculum Connection:

- ✓ Plan and implement ways to reduce potential impacts of outdoor activities on the local environment.
- ✓ Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.



Stewardship debate: land management

Role-Playing & Debate



One class of prep

One class of debate

Objective: Evaluate environmental, cultural, and economic perspectives in outdoor recreation.

Instructions:

1. Assign students roles:

- First Nations Guardian
- Conservation Biologist
- Recreational Paddler
- Eco-Tourism Business Owner
- Government Land Manager

2. Present a debate topic, for example: Should visitors to the coast pay an ecosystem stewardship fee?

3. Teams develop arguments based on economic, ecological, and cultural considerations.

4. Reflection discussion: How do different perspectives influence recreation policies?

Curriculum Connection:

✓ Recognition and use of First Peoples territories; use of public land, private land, parks; land stewardship.



CAMPFIRES – QUESTIONS

- 1 Pick all that apply: negative impacts from improper fire practices
- a. A small fire in the intertidal zone is naturally removed and cleaned by the tidal flush.
 - b. Axe cuts, bare trees in the upland from wood foraging, lack of woody debris.
 - c. Burial cairns, clam garden boulders and other cultural features are scarred by fire heat.
 - d. An unattended fire in the upland jumps to nearby vegetation, starting a wildfire.

Booklet analysis & quiz

Take home readings and informal assessment



20 minutes per reading and quiz

Objective: Learn the concepts behind the Marine Trails Code of Conduct, and why these practices are important, specifically to BC's coastal environments.

Instructions:

1. Assign students the five easy readings in the [Code of Conduct online classroom](#). Readings can be assigned weekly or monthly to spread out the content and continue the conversation.
2. After each reading, have an informal assessment in class using the Q&A documents found in the [Code of Conduct online classroom](#).
3. Discuss as a group questions that students may have, questions that were incorrectly answered in the quizzes, and how these principles differ from land-based practices.

Curriculum Connection:

- ✓ Plan and implement ways to reduce potential impacts of outdoor activities on the local environment.
- ✓ Demonstrate awareness of cultural and place-based sensitivities regarding the use of outdoor locations.

Helpful links & tools

While the above activities are great curriculum-aligned ways to get students involved with sustainable recreational practices, there are many ways to integrate the Marine Trails Code of Conduct in the classroom and beyond. Check out the resources linked below to make the most of the Code with your students.

[BC Marine Trails Code of Conduct \[Short Form\]](#)

[BC Marine Trails Code of Conduct \[Long Form\]](#)

[BC Marine Trails Code of Conduct Video Series](#)

[BC Marine Trails Code of Conduct classroom booklets](#)

[BC Marine Trails Code of Conduct classroom quizzes](#)

[BC Marine Trails coastal site map](#)

[Coastal Caretaker information booklet](#)

[Site Condition Reporting](#)

