

# Interpreter's Guide to Endangered Southern Resident Killer Whales

Interpretation is “a mission-based communication process that forges emotional and intellectual connections between the interests of the audience and meanings inherent in the resource.”

– National Association for Interpretation

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Photos on the cover and pages 4, 10 and 11 were taken from shore at Gulf Islands National Park Reserve and are credited to Miles Ritter. All other photos are from Parks Canada.



# Introduction

## Guide Purpose

The purpose of this guide is to help interpreters inspire our audiences to save Southern Resident Killer Whales from extinction.

I've based this guide on the principles of good interpretation. I also share tips from 14 years of experience with Southern Resident Killer Whale programs.

Although I use Parks Canada examples, the concepts can be applied to any organization.

This is a *guide* to interpretation, not a rule-book. And it's not full of whale facts. Be creative. Do your own research. Have fun!



*The author of this guide has been known to write songs about whales to share with Gulf Islands National Park Reserve visitors*

## Guide Organization

### Part 1: The Poetry Model

The first part of this guide uses the POETRY model as a framework. Each letter stands for a principle of effective interpretation:

- Purposeful
- Organized
- Enjoyable
- Thematic
- Relevant
- You

### Part 2: Dialogic Interpretation

In the second part, you'll find instructions on how to stimulate meaningful conversations in your Southern Resident Killer Whale programs.

### Part 3: Resources

The last part contains a list of Southern Resident Killer Whale resources.

## Some Good News

Most of your audience already feels a connection to these beautiful creatures and wants to save them. Extinct means gone forever. Endangered means it's not too late.



## What's in a name?

**KEL,LOLEMEĆEN** (Pronunciation: *Cul-thawl-ah-much-en*) I use the local WSÁNEĆ Peoples' name to remind my audience that Indigenous People have an on-going relationship with these animals that stretches back before newcomers arrived.

**Blackfish?** Older members of your audience may still call them blackfish. Changing names show our changing relationship to this species.

**Southern Resident Killer Whale?** In Canada, the name Southern Resident Killer Whale is used in most scientific and federal government sources. I use it in this guide.

**Southern Resident Orca?** Some people felt that the species was being unfairly tarnished with the name killer. They created a new name, orca, from the Latin name *Orcinus orca*. Orca either means a large sea creature, the shape of a pot-bellied cask or a whale from the underworld of the dead.

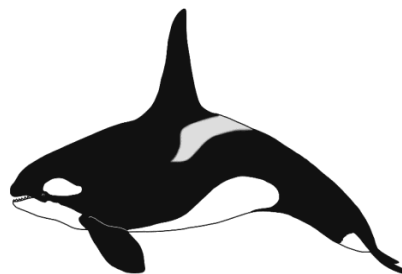
**Killer whale versus orca?** Check with your organization to see if they want you to use one or the other. If they don't, then use what's appropriate for your audience. Be aware that some people take offence to the name killer whale and this can derail a conversation.

**Whale?** Killer whales actually belong to the dolphin family. It's okay to call them whales, because that's commonly used, but if you want to be precise, use cetacean. Explain that cetaceans are large aquatic mammals such as whales, dolphins or porpoises.

**SRKW?** Never shorten the name to the acronym when you are with the public. It confuses people. As well, some cultures find it disrespectful.

**Southern Residents?** Use this only after you have used the full name. It's a one way to address the killer whale versus orca debate.

**Northeast Pacific Southern Residents?** Although this name is accurate and used in the Canadian *Species at Risk Act*, don't use this. It's confusing for your audience.





## Part 1 a) Purposeful

### Purposeful

Your interpretation programs must help achieve your agency’s mission. That means you need to know the values of your agency and your program must align with them.

Under the *Species at Risk Act* (SARA), Parks Canada is responsible for the protection and recovery of all species at risk in Parks Canada places.

### Example: Using organizational goals to direct interpretation

Agency Purpose	Interpretation
<p><b>Parks Canada’s Mandate</b></p> <p>On behalf of the people of Canada, we protect and present nationally significant examples of Canada's natural and cultural heritage, and foster public understanding, appreciation and enjoyment in ways that ensure the ecological and commemorative integrity of these places for present and future generations.</p>	<p><b>Introduction to a guided walk</b></p> <p>“You are standing in one of the best places I know to spot whales from land. Parks Canada protects places like this for everyone to enjoy and care for.”</p>
<p><b>Canada’s Species at Risk Act (SARA)</b></p> <p>The purposes of this Act are to prevent wildlife species from being extirpated or becoming extinct, to provide for the recovery of wildlife species that are extirpated, endangered or threatened as a result of human activity and to manage species of special concern to prevent them from becoming endangered or threatened.</p>	<p><b>Dialogic conversation</b></p> <p>“The Southern Resident Killer Whales are facing a sticky situation. They’re in danger of disappearing forever. What responsibility, if any, do we as a society have to protect them?”</p>
<p><b>SARA Recovery Strategy<sup>1</sup></b></p> <p>The goal of the Resident Killer Whale recovery strategy is to: “ensure the long-term viability of Resident Killer Whale populations by achieving and maintaining demographic conditions that preserve their reproductive potential, genetic variation, and cultural continuity”.</p>	<p><b>Kids’ program</b></p> <p>“Say hello to this young orca named J56 Tofino. Isn’t she cute? This is her mom, J31 Tsuchi. Let’s find out what little Tofino needs to stay healthy. And what we can do to help her.”</p>

<sup>1</sup> [https://www.sararegistry.gc.ca/virtual\\_sara/files/plans/Rs-ResidentKillerWhale-v00-2018Aug-Eng.pdf](https://www.sararegistry.gc.ca/virtual_sara/files/plans/Rs-ResidentKillerWhale-v00-2018Aug-Eng.pdf)



## Key Messages

Your organization may provide themes, key messages, program scripts or calls to action. Use them.

An example of an approved Parks Canada message:

*Parks Canada is taking action, in collaboration with Indigenous partners and other federal departments, to support the recovery of Southern Resident Killer Whales through monitoring, enforcement and education programs.*

## Multipliers

Saving the Southern Residents from extinction will require the efforts of many organizations.

Parks Canada works with other federal government departments and establishes written agreements with external organizations.

Part of helping your organization achieve their purpose might include directing your audience to work with other groups.

## Calls to Action

You'll want to share with your audience what your organization is doing to protect Southern Residents. You'll also want to enlist their help to achieve those goals.

Always link calls to action back to the reasons for these actions. Delve into the obvious reasons—to save a species at risk—as well as your audience's personal reasons. These will be different for everyone.



*Watching whales from shore is one of Parks Canada's calls to action*



## Example: Goals Turned into Action

### Why?

THREAT

Southern Resident Killer Whales eat Chinook Salmon but they are struggling to find enough food to eat.

### What?

SARA RECOVERY

SARA recovery Measure:  
"Ensure that Resident Killer Whales have an adequate and accessible food supply to allow recovery."

### How?

PARKS CANADA

Agency action:  
Research forage fish habitat.

Public call to action:  
Choose sustainable seafood by using guidelines such as Ocean Wise.

THREAT

Noise from boats makes it hard for killer whales to hunt and communicate with each other. Vessels can accidentally strike killer whales.

SARA RECOVERY

SARA recovery measure:  
"Ensure that disturbance from human activities does not prevent the recovery of Resident Killer Whales."

PARKS CANADA

Agency action:  
Patrol to enforce recovery measures on the water.

Public call to action:  
Boaters, follow "Be Whale Wise" guidelines.

THREAT

Southern Residents Killer Whales are among the most contaminated marine mammals in the world.

SARA RECOVERY

SARA recovery measure:  
"Ensure that chemical and biological pollutants do not prevent the recovery of Resident Killer Whale populations."

PARKS CANADA

Agency action:  
Work with Ocean Wise and their Pollution Tracker program.

Public call to action:  
Put nothing plastic or toxic down the drain.

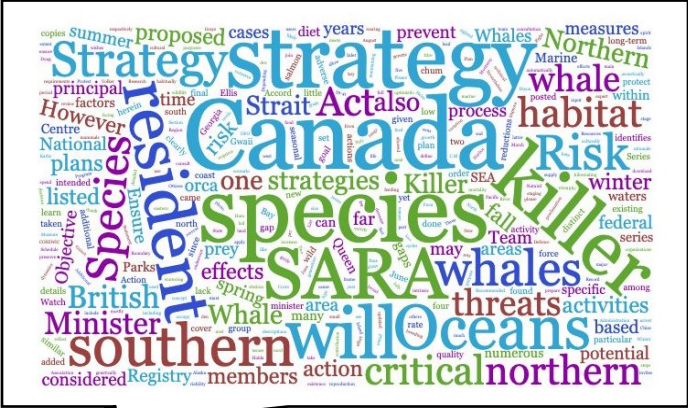


# Part 1 b) Organized

## Organized

People can follow a program better if they know where it's going. Your job is to make it easy for your audience to follow and to make those intellectual and emotional connections.

Use your overall purpose as a guide on how to organize and narrow your focus. Have a plan and practice – even with informal presentations.



There are three threats facing the endangered Southern Residents. The first one is....



## Quick Tips – Organization

### Southern Resident Killer Whale Interpretation

✓ **Manage your facts.**

Research your facts and use those that further your overall goal.

✓ **Be ready with the basics.**

I keep a small card with basic information handy. People often ask about killer whale weight, length, longevity, diet, duration of pregnancy and timing of underwater dives.

✓ **Know how many.**

Good interpreters don't bamboozle their audience with a bunch of numbers. People don't remember numbers. But in the world of Southern Resident Killer Whales, you need to know *how many individuals remain*. You can't just memorize one number, because it's constantly changing. As I write this guide, there are only 74 left in the wild. By the time you read this, that number may have changed.

✓ **Be Current.**

Southern Resident Killer Whales are superstars. When J2 Granny died, her death was mourned all over the world. Be in-the-know about relevant news, movies, books, memes, podcasts, videos and vlogs. Before you interact with the public, google "orca" and "killer whale" with the news filter.

✓ **Get to the point.**

Spend time on the different types of killer whales—residents, transients and off-shores—if this is relevant to your message and audience. Otherwise, focus on the Southern Residents.

✓ **Skip to the heart.**

Be alert for people who look bored. If your audience lives near the west coast, it's likely that you're telling them things they already know. If that's the case, find out how they feel about the situation facing Southern Residents.

✓ **Be Humble.**

Don't be afraid to answer a question with "I don't know." There's a lot we don't know about Southern Resident Killer Whales. At this point, we don't even know if we will be able to save them from extinction.





## Manage Your Facts

Southern Resident Killer Whales are among the most studied group of cetaceans on earth.

Scientists perform necropsies when they wash up on shore dead. They analyze their DNA, breath, mucus, fecal matter and scraps from prey sharing. And that’s not all.

Scientists measure them from drones, listen to them underwater with hydrophones and attach darts and suction cups to track their movements with radios and satellites.

Scientists also research things that impact the Southern Residents, such as threats affecting their prey and the effects of boat noise on their feeding behaviours.

For eight summers, I delivered an ever-changing program called Orca News. My opening line was “Welcome to Orca News. The latest on the Southern Resident Killer Whales.”

Unless you’re delivering a news program, it’s easy to get overwhelmed with all the information out there.

Narrow your focus.

Sort through the facts and choose the ones that make the connections between Southern Residents and your audience so that they will care enough to protect them.

As an interpreter, you will also need to share your organization’s scientific research.

## Example: choosing facts to achieve your goals

What do you want to do?	Southern Resident Fact
Motivate boaters to follow Fisheries and Oceans Canada’s area-based fishing closures.	They depend mainly on Chinook Salmon. When the Chinook numbers are low, the mortality of Southern Residents increases.
Encourage boaters to cut their boat engines around killer whales.	They use echolocation to find their food and communicate using unique dialects.
Stimulate a conversation about resource scarcity and humans sharing resources with other species.	They share the prey they catch with each other.
Create connections between Southern Residents and humans.	Females live a long time after menopause.
Increase empathy for this species at risk.	They have life-long bonds with their mothers.



## Southern Resident Killer Whales Are Organized!

Get your group names right.

### Maternal Groups or Matriline

A typical matriline, the smallest social unit of Southern Residents, consists of an older female and her male and female descendants. Adult daughters who have their own offspring may separate from their mother.

### Pods

A pod is a group of killer whales that are usually seen travelling together. Southern Resident Killer Whale pods are extended families of closely related mothers and their offspring. Southern Residents are divided into three pods: J, K and L.

### Clans

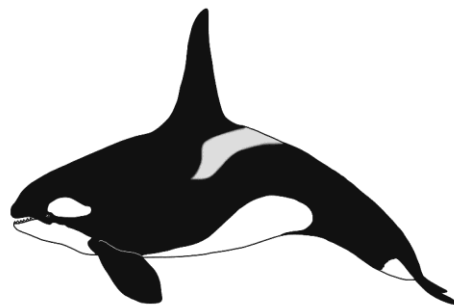
Parks Canada doesn't use the term clan very often. But it's good to know what it means. All three Southern Resident Killer Whale pods belong to the same clan because they share common calls. This is called J-Clan. (Pods usually travel together. Pods from the same clan occasionally get together.)

### Communities

Communities are made up of pods that regularly associate with one another. The Southern Residents and the Northern Residents are both salmon-eaters and their ranges overlap slightly, but they don't interact, so they are from different communities. They don't even say hi when they pass!

### Ecotypes

Populations of killer whales that have a similar diet and behaviours can be grouped into ecotypes. For example, the residents (southern and northern) are salmon-eaters, the Bigg's (transients) eat mainly mammals and the off-shores eat fish and sharks.





## Part 1 c) Enjoyable

### Enjoyable

People participate in interpretive programs because they want to, not because they have to.

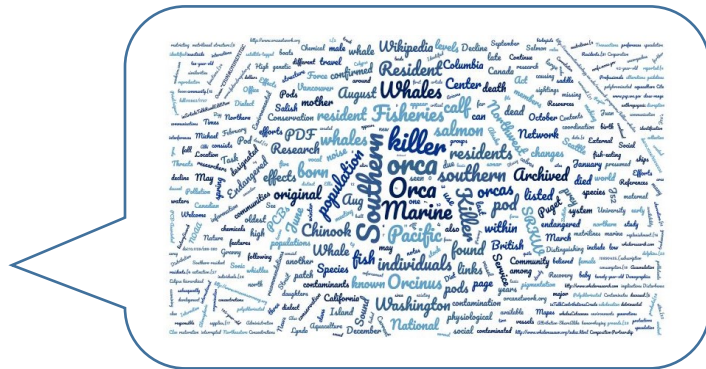
To make your program enjoyable, involve as many senses as possible, appeal to different ways of learning and use a variety of techniques.

When you are enjoying yourself, people can tell. You need to further the goals of your organization, but you are not an information robot!

### Highlight Individuals

Bringing people closer to individual Southern Residents creates a bond that doesn't happen when you're talking about the species as a whole.

Do the research to uncover these stories and you will find yourself caring more.



Meet J2 Granny!



## Quick Tips – Making Connections

### Southern Resident Killer Whale Interpretation

✓ **Call them by their full name.**

Use the scientific name *and* the friendly one. For example, don't refer to an individual as J47. Call him J47 Notch.

✓ **Describe the individual.**

Just before his first birthday J47 Notch showed up with a chunk missing from his dorsal fin. Saddle patch markings are also unique for each individual. J47 Notch was born in 2010, so at the writing of this guide he is eleven years old. Use photos, drawings or killer whale models.

✓ **Describe their family.**

J47 Notch was born within a year of his uncle J44 Moby and cousin J46 Star. Apparently the waters were often filled with chatter when his family passed by with three females and three young calves.

✓ **Tie their story into other stories.**

J47 Notch was the first born calf of J35 Tahlequah who carried her dead calf for 17 days in the summer of 2018.

✓ **Relate their lives to the lives of your audience.**

Are there any kids in the audience the same age as J47 Notch? This is an opportunity for humour. Perhaps they share similar characteristics.

✓ **Tie in how our actions affect the individual.**

Look for both the good and bad ways we affect them. People will care more about J47 Notch now they know him. Explore how things have changed in the ocean for J47 Notch in his lifetime.

✓ **Connect their life to the ecosystem they live in.**

Food chains and ecosystems are easier to describe in terms of how they affect an individual that everyone knows.



*J47 Notch with his mother*



## Evoked emotions

When people get to know individual Southern Residents, they may care more about them. Be brave. Delve into the feelings that come with caring.

Feelings make us alive—and they make our experiences more enjoyable. Even the sad ones.

As Southern Residents approach extinction, each birth and death brings us much joy and sorrow. These events create ripples of memories for us in our own lives.

For example:

- Celebrations of births. In my programs, I've thrown baby showers for newborn calves.
- Birthdays. When calves survive to become “toddlers” that's worthy of a party.
- Memorials for deaths. I developed a whole program around the death of J2 Granny, called “Good-bye, Granny”.
- Tales of encounters. People get a lot of pleasure from reliving their happy memories.

## Anthropomorphize

Anthropomorphizing is the act of attributing human characteristics to animals. If you acknowledge that's what you're doing and it's a good fit for the age and interest of the participants, go ahead.

For example, we don't know exactly why killer whales breach and throw themselves out of the water, but it looks like a jump for joy.

In many stories, animals take on human characteristics, usually to teach us something about ourselves. Don't avoid the power of this tradition because you fear it's not “scientific” enough.

It's also fun to flip it around and imagine if we had killer whale characteristics. For example, what would it feel like to be born, get in an RV with your mom and spend the rest of your life by her side, eating only salmon, and driving continuously?

## Make it about people

You can't tell the story of the Southern Residents without including our role. We're not always the villains who are causing their demise; sometimes we are their friends and champions.

Tell the stories of the people working to save the Southern Residents. A favourite story for audiences is about the people at Conservation Canines who train dogs to find whale scat.

People love to learn Indigenous knowledge, hear stories and songs, as well as experience art. Follow the proper protocol when sourcing material and get permission to use it. Better yet, have Knowledge Holders share the knowledge themselves.



## Some Famous Southern Resident Killer Whales

**J56 Tofino (2019) and L124 Whistle (2019).** These two young Southern Residents are precious because very few calves have survived in the past few years. It was happy news when we learned that J56 Tofino is a girl. The Southern Resident population needs females to be viable.

**J35 Tahlequah.** (1998) She became famous in the summer of 2018, when she carried her dead calf for 17 days and at least 1,000 kilometres. This was called a “tour of grief” and drew much attention to the fate of the Southern Residents.

**J50 Scarlet.** (2014-2018) She was named for the rake-like scars that she had when first sighted after her birth. As she grew sicker, some veterinary measures were taken to try to save her, but she died.

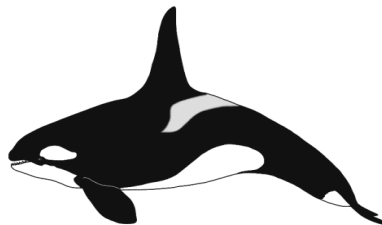
**L87 Onyx.** (1992) He began switching pods when he lost his mother L32 Olympia. Once he joins a new pod, he travels with an older female. This pod-hopping behaviour is unusual for Southern Residents.

**L98 Luna/Tsu'xiit.** (1999-2006) Somehow he got separated from his family and ended up alone in the Nootka Sound area off Vancouver Island. People in the area began to pet and feed him. L98 Luna/Tsu'xiit began to play roughly and damage boats. He was killed accidentally when swimming around a tugboat.

**From L-pod, Lolita/Tokitae.** In 1970, nearly a hundred members of the Southern Resident Killer Whale community were herded into Penn Cove on Whidbey Island. Five whales drowned, seven young whales were taken into captivity. Only one survives today. Her name is Lolita/Tokitae and she lives in the Miami Seaquarium. Many believe she should be reunited with her family; others fear that relocation might kill her.

**J1 Ruffles (est.1951 – 2010) and J2 Granny (? – 2017)** J1 Ruffles was easy to spot with his large wavy dorsal fin. DNA showed that he was the father to many Southern Residents. He traveled with J2 Granny, estimated to be the oldest living of the Southern Residents when she died. They were a much-loved pair.

**Moby Doll (? – 1964).** He was captured off East Point on Saturna Island and taken to a dry dock in Vancouver where he lived for 55 days. During this time, scientists learned much from him about the behaviour of resident killer whales. Their attitudes changed from fear to curiosity and caring. This also led to the era of capturing killer whales for aquariums.





## Part 1 d) Thematic

### Thematic

Interpretation is thematic. People tend to remember themes but forget strings of facts.

Your program needs to be focused on a main point, big idea or key connection you are trying to get across.

People often make their own meanings of your theme. That's normal. Your theme could serve as a jumping off point for a conversation.

### Building a Theme

Themes begin with a tangible topic. For example, the threats facing Southern Residents.

Next, search for the intangible, universal meanings in your topic that people will relate to. In this case, it could be *difficulties in life*.

Here is a theme that was used on the Coastal Naturalist programs on BC Ferries (collaboration between Parks Canada and BC Ferries): Southern Resident Killer Whales in this area lead amazing and sometimes difficult lives.

### Example: Theme Development

Tangible	Intangible	Theme
Encounters	Meeting the other	We don't have to wait for a spaceship to land to meet another species as intelligent as humans.
	Inspired by beauty	Beauty in nature can be valued for how it makes you feel.
Individual histories	Grandmother's love	J2 Granny was a lot like your grandmother.
	Mother's loss	J35 Tahlequah's grief after the death of her calf became our grief.
Indigenous art, stories, music	Orcas as relatives	Is your pet a family member? How about a killer whale?
	Understanding others	Exploring different cultures' beliefs about killer whales helps us see our own with fresh eyes.
Scientific discoveries	Surprises	Science continues to surprise us with the ways that Southern Resident Killer Whales stick to their cultural traditions.
	The Unknown	If we could communicate with killer whales, what would we ask them?
Species at Risk	Beating the odds	In the battle against extinction, every new Southern Resident Killer Whale calf counts.
	Our shared future	A healthy ocean means enough salmon for killer whales and people.



## Part 1 e) Relevant

### Relevant

People respond better to things that relate directly to their knowledge or experience as individuals or as human beings.

Learn about your audience – don't assume that they have the same interests or beliefs as yourself. They are different ages, races, religions and genders. They come from different places in the world and have unique life experiences.

The activities you develop and the props you use will depend on the interests of your audience.

If you are working as an outreach interpreter in a venue such as a big event or a museum, you will need to be able to connect to many different types of people, all in a short time.

### Make the connections

It's easy to make Southern Resident Killer Whales relevant to diverse audiences.

Why save them? As apex predators, Southern Residents depend on the entire ocean ecosystem. They rely on salmon that spawn in rivers and watersheds, stretching to distance mountain ranges. If killer whales can't survive, then it's likely we can't either.

Their lives are interwoven with tourism, fishing, recreation and our coastal identity. They also share many cultural traits in common with humans.

### Prepare for Tough Questions

Some people feel strongly that not enough is being done to save Southern Residents, or, the

opposite, that there are too many recovery measures. They might ask you emotionally or politically charged questions.

When this happens, take a breath and relax. Listen to the person. If you need to, clarify the question. Empathize: "I understand that you're frustrated. It's a complicated situation."

Answer honestly. Tell the facts you know and cite your sources. Share only your organization's point of view, not your personal opinion. Your organization may even have an FAQ sheet to help you prepare. Make sure you've read it.

If you don't have an answer, say so. If required, follow up with the person when you have the information. If the person is hostile, remove yourself from the situation.



*Putting on our dorsal fins and breathing through our blowholes*





## Example: Making It Relevant

Who?	What might matter?	Ways to engage
International visitor	Making memories	<i>What kinds of killer whales live in your part of the world?</i> Share the global killer whale ecotype poster. Be friendly, so they get a chance to meet a local person.
Canadian visitor not from the coast	Experiencing the ocean	<i>Tell me about your beach experiences so far.</i> Start with the basics, then proceed to Southern Residents.
Indigenous person	Maintaining the environment and their cultural values and teachings	<i>What are you interested in?</i> Don't assume anything about an Indigenous participant. Historically some species-at-risk recovery measures have conflicted with maintaining an Indigenous way of life. Due to this, Indigenous Peoples may be searching for new ways to collaborate. Be gentle and curious rather than authoritarian.
New Canadian	Belonging to their new home without losing connections to their old home	<i>What does the word home mean to you?</i> Show a map of the Canadian critical habitat for Southern Residents to spark a conversation about home. If they have limited English, use lots of visual props.
Child	Getting the wiggles out	<i>What would it be like to live underwater?</i> Put on your imaginary dorsal fin and breach, spy-hop and breathe out your blow-hole. Imitate the distinct calls. Kids don't always need the hard-hitting truth about the threats facing Southern Residents.
Teenager	Worrying about their future as an adult	<i>What kind of planet do you want to inherit?</i> Involve them in hands-on citizen science.
Recreational boater	Relaxing with family and friends	<i>What type of boat do you have?</i> Boaters love to share about their boat adventures. Most boaters also want to follow the rules. Provide details on the latest fishing closures and Southern Resident Killer Whale interim sanctuary zones.
Fisher	Feeding their family	<i>What do you fish for?</i> Listen to their story. They may feel that Southern Resident Killer Whale recovery measures threaten their livelihood. Acknowledge that the issue is complicated and that we don't have all the answers. Base your responses on the best available science and the key messages of your organization.



Member of the Whale-Watching Industry	Both protecting Southern Residents and paying their rent	<i>Tell me your whale stories.</i> People in the whale-watching industry have a complicated relationship with cetaceans, as they often depend on them for their income. They're usually highly aware of the conflicts between humans and Southern Residents and have been involved in efforts to mitigate this. Find common ground.
Orcaholic	Everything orca	<i>Why are you so in love with whales?</i> Some people are crazy about killer whales. They may feel a deep spiritual connection with them. Let them tell you their thoughts and dreams.



# Part 1 f) You

## You

You make the difference. Your passion and individual style affects how audiences respond.

### Be yourself

You make up a large part of the participant's experience. Bring your personal experience, style and interests to your program.

Some people don't remember much about an activity or exhibit – but they do remember you. Tell your own stories. Share what motivated you to do this work and how your perceptions have changed.

### Be passionate

Are you making positive changes in your life to help the Southern Residents? Have you changed to non-toxic cleaning products? Are you buying Ocean Wise salmon? Are you involved in marine conservation groups? Let people know.

Be a role model, but not in a super hero way. Your struggles and small steps to change your habits can inspire others.

### Be Professional

You, as an interpreter, have tremendous power, as people tend to believe what interpreters tell them. Continue to learn and use accurate information.





## Part 2 Dialogic Interpretation

### Dialogic

Dialogic interpretation invites people with different experiences and perspectives to engage in conversation. The interpreter doesn't have an end goal in mind. Instead, the purpose of the dialogue is personal and collective learning.



I'm going to stop talking now and listen to you. We'll learn from each other.



## Dialogic Method

Dialogic interpretation moves through four phases:

1. **Breaking the ice.** The interpreter asks non-threatening questions or creates activities that allow people to share personal experiences.
2. **Sharing on the topic.** The interpreter poses questions or sets up activities that encourage people to think about their relationship to the topic and share with others.
3. **Exploring beyond.** The interpreter asks questions or creates activities to encourage participants to explore their own assumptions and learn from each other.
4. **Synthesizing.** Everyone shares what they learned about themselves or each other and the impact this has had on them.

Dialogic interpretation works well when you have time to explore the topic. If you don't have much time, you might not move past phase two.

With the dialogic method, you'll usually present a brief amount of content on your topic, using interpretation skills from the POETRY model.

People will ask questions, so you need to know your topic. You'll also have to achieve the goals of your organization.

### Ground Rules

- Pose open-ended questions that everyone will have an answer to,

regardless of their age, background or experience.

- Tell participants there are no right or wrong answers.
- Allow enough time for everyone to participate.
- Ask people to listen respectfully without judgement.
- Don't take too much of the air-space for yourself.

## Program Example

On a guided walk program, called The Whale Trail, I used the dialogic method in this way:

1. Participants shared their stories about and hopes of seeing whales with each other.
2. We divided into groups to discuss how we use the ocean's resources and how our needs overlap with those of marine species. I introduced the threats facing Southern Residents.
3. Participants chose where they stood on a continuum showing how much, if any, they were willing to share the ocean's resources with non-human species. They then explained what beliefs led them to their stance.
4. Anyone who wanted to could speak about their reaction to the program. I finished with a short bit about Parks Canada's Southern Resident Killer Whale recovery efforts and calls to action.



## Example: Southern Resident Killer Whale Dialogic Phases

### Species at Risk

Breaking the ice	When you are sad, how do you express yourself?
Sharing on the topic	Can you think of a time in the past when you were affected by a news story about an endangered plant or animal? If not, why not? If yes, then what was the story and how did you feel?
Exploring beyond	How do variables such as age, life experience, race, culture, gender and economics play into how a person might feel about species at risk stories?
Synthesizing	Did anything in this conversation challenge or confirm your assumptions?

### Lack of Prey

Breaking the ice	What is your favourite food?
Sharing on the topic	What stories do you or your ancestors have of times without enough food? How did you or they survive? If you don't have these stories, why not?
Exploring beyond	Where do you stand on the spectrum of fishing restrictions for humans in order to leave resources for other species? Restrictions? No restrictions? What are the assumptions you make with your stance?
Synthesizing	Has anything in this program inspired you to act more on this issue?

### Acoustic disturbance

Breaking the ice	What are some of your favourite sounds in your daily life? Your least favourite?
Sharing on the topic	What happens when your sound preferences clash with the preferences of others?
Exploring beyond	How much, if at all, do you think the government should regulate human noise in the ocean?
Synthesizing	Is there anything you've thought or heard during this conversation that you'd like to share with others?



## Summary

### Your work

Be clear on your organization's purpose. Know how it links to your calls to action. Use it as a guide to help you narrow your focus and organize your facts.

Learn the stories of individual Southern Resident Killer Whales. Share these stories to evoke emotions in your audience and make your message enjoyable. Search for universal meanings and create themes that resonate with people.

Know what matters to your audience. Find a way to connect their interests to the issues facing Southern Residents. Educate yourself on your organization's stance on difficult issues.

Bring your personality and passion into your work.

Ask open-ended questions that provoke discussion of different points of view. If we are

to prevent the extinction of Southern Resident Killer Whales, we need to listen to and work with each other.

Be familiar with other organizations with similar goals. In particular, promote those that your organization collaborates with.

### Some More Good News

Not every person you interact with will take action, but some will. Perhaps it's a boater who stays farther away from whales or a shopper who chooses sustainable seafood. Every little bit helps. Your work is a valuable part of protecting the endangered Southern Resident Killer Whales.



## Part 3 Resources

### **Canadian government:**

#### Fisheries and Oceans Canada

<https://www.dfo-mpo.gc.ca/species-especes/profiles-profil/killerWhalesouth-PAC-NE-epaulardsud-eng.html>

#### Parks Canada

<https://www.pc.gc.ca/en/nature/science/especes-species/epaulard-killerwhale>

<https://www.pc.gc.ca/en/pn-np/bc/pacificrim/nature/recherche-research/erds-srkw>

<https://www.pc.gc.ca/en/pn-np/bc/gulf/nature/especes-species/srkw>

#### Species at risk public registry

<https://species-registry.canada.ca/index-en.html#/species/699-5>

#### Transport Canada

<https://www.pac.dfo-mpo.gc.ca/whales-baleines/srkw-measures-mesures-ers-eng.html>

### **Canadian non-government:**

#### BC Cetacean Sightings Network (Wild Whales)

<https://wildwhales.org/>

#### BCWhales (BC Hydrophone Network)

<https://www.bcwhales.org/>

#### Georgia Strait Alliance

<https://georgiastrait.org/>

#### Marine Mammal Research Unit University of British Columbia

<http://mmru.ubc.ca/>

#### Marine Education & Research Society

<https://mersociety.org/>

#### Ocean Wise (Vancouver Aquarium)

<https://ocean.org/>

#### Raincoast Conservation Foundation

<https://www.raincoast.org/killer-whales/>

#### Saturna Island Marine Research and Education Society

<https://www.saturnamarineresearch.ca/>





Shaw Centre for the Salish Sea

<https://www.salishseacentre.org/>

Straitwatch

<https://www.cetusociety.org/straitwatch>

Strawberry Isle Marine Research Society

<https://www.simrstofino.org/>

Whale Tales

<http://whale-tales.org/>

**Canada and United States**

Be Whale Wise

<https://www.bewhalewise.org/>

Pacific Whale Watch Association

<https://www.pacificwhalewatchassociation.com/>

**United States government:**

National Oceanic and Atmospheric Administration (NOAA Fisheries)

<https://www.fisheries.noaa.gov/species/killer-whale>

**United states non-government:**

American Cetacean Society

<https://www.acsonline.org/>

Cascadian Research Collective

<https://www.cascadiaresearch.org/>

Centre for Whale Research (includes Soundwatch)

<https://www.whaleresearch.com/>

Conservation Canines (Centre for Conservation Biology)

<https://conservationbiology.uw.edu/research-programs/killer-whales/>

Orca Behaviour Institute

<https://orcabehaviorinstitute.org/meet-our-team/>

Orca Network

<http://www.orcanetwork.org/Main/>



OrcaSound

<https://www.orcasound.net/>

The Sea Doc Society

<http://www.orcanetwork.org/Main/>

The Whale Museum

<https://whalemuseum.org/>

The Whale Trail

<https://thewhaletrail.org/>