

# 2009/10 FINAL REPORT

<b>FSWP File Number*</b>	FSWP 09 38
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\* Please use the FSWP File Number provided in previous FSWP project correspondence.

<b>1. Project Information</b>			
<b>1.1. Project Title</b>			
Salmonids: In and Out of the Classroom			
<b>1.2. Proponent's Legal Name</b>			
Kamloops-Thompson School District #73			
<b>1.3. Project Location</b>			
Kamloops, BC and surrounding communities			
<b>1.4. Contact for this report</b>			
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<b>1.5 Funding Amount</b>			
<b>Original Approved Grant Amount:</b>	<b>Total FSWP Expenditures:</b>	<b>Final Invoice Amount:</b>	<b>Final Non-FSWP leveraging, including cash and in-kind:</b>
29,060.25	28,768.01	5,520.01	41,441.63

<b>2. Project Summary</b>
Please provide a single paragraph describing your project, its objectives, and the results. As this summary may be used in program communications, clearly state the issue(s) that were addressed and avoid overly technical descriptions. Maximum 300 words.
<p>This project is divided into four sub-projects each with its own objectives and the results. <b>Project #1</b> involved secondary students from 2 district high schools (Barriere and NorKam) working with the Simpcw Nation on a 3 day retreat with a focus on Streamkeeper training (Mods. 1.2.3 &amp; 4); combined with cultural learning and career information. The Simpcw Nation worked with us and was responsible for most of the cultural training, and we worked collaboratively to plan the retreat and the careers section. Several guests worked with the students ("Fisheries officer, Hatchery personnel, etc.) Gord Stewart and Joanne Nicklas delivered the Streamkeepers training. <b>Project #2</b> had a similar focus, but involved elementary students. Both classes of elementary students received training in ethnobotony, aquatic and terrestrial invasive species, technology, modified Streamkeepers course, (Modules 1,2,3 &amp; 4) and historical and cultural components. The classes involved were from Chief Ataham School (First Nations School) in Chase, BC and Bert Edwards Science and Tech. School in Kamloops. Classes visited each others' school twice; sharing information and exploring the surrounding territory as it related to the topics. <b>Project #3:</b> The Angling Ambassadors program is a pilot project of Freshwater Fisheries</p>

Society of BC where the local BC Wildlife Federation Club works with the general public to promote fishing and provide information and advice at various lakes in the region. High school students were to get Angling Ambassador training, as well as Pleasure Craft Operation Certification, fly-tying, and aquatic insect training. This training was all to go towards their Career and Personal Planning program hours, which is a graduation requirement. NorKam and Westsyde Sec. schools had students involved in the Pleasure Craft Program; however the Angling Ambassador program was not fully implemented. We did have community club guests help in the classrooms with fly-tying, and discussing local issues; but students did not get the opportunity to work at the local lakes as an ambassador. Westsyde Sec. did have 2 classes of students participate in an overnight fieldstudy at Roche Lake; where “fish, habitat, Streamkeeper” topics were covered. **Project #4:** The final project was linking community groups, First Nations groups, Ministries, (Fisheries, Forestry, Environment) and individuals together to not only learn from one another, but to provide the community at large with learning opportunities which would encourage behaviour change. This was accomplished in several ways: Over 1 000 students and parents visited the salmon fry release site this spring (and approximately the same number last year); and participated in stream simulation activities that encouraged responsible behaviour and attitudes. The City of Kamloops Environmental Educator worked with us during Rivers Day, Earth Day, Storm Drain Marking Program, and helped the School District with the Mind Grind competition. We planned and worked together, and involved the University’s welding department to make a hands-on model of the water as it comes into the city treatment centre and the waste water leaving the city. We also made posters to discuss water use (and abuse). The environmental educator also worked with several schools who wanted to be involved in the Storm Drain Marking program; providing maps and assisting the students near their schools. All of this involvement helps participants make better decisions in the future regarding the environment.

**OPTIONAL** Please give a short statement (up to 100 words) of the most compelling activity or outcome from your project.

### 3.Final Project Results and Effectiveness

**3.1** Copy EXPECTED OUTCOMES from your detailed proposal and insert into this section. Add additional rows as needed. Then please list the FINAL OUTCOMES (the tangible end products resulting from this work) associated with expected outcome.

If FINAL OUTCOMES differ from the original EXPECTED OUTCOMES please describe why, and the implications for the project.

EXPECTED OUTCOMES	FINAL OUTCOMES
1. Students from Barriere Sec. would have the opportunity to get Streamkeeper training in Modules 1, 2, 3, and 4. They may also be introduced to future volunteer and jobs with the Simpcw Nation.	We were successful meeting our original objectives; or expected outcomes. We were also able to include another high school (NorKam) in this program; so the two high school groups of students met

	and worked with each other for the weekend.
2. Elementary students from Chief Atahm School and Bert Edwards Science and Technology School would learn about invasive species, (aquatic and terrestrial), ethnobotany, Jr. Streamkeepers Modules (1 – 4), technology, cultural differences, (historical and present) and urban/rural lifestyles.	We were successful in meeting our objectives or expected outcomes. We actually exceeded our expectations; as after getting permission to extend our program to the end of the school year, we were able to offer the program to a second group of students at both at Bert Edwards and at Chief Atahm School.
3. High School Students involved in the Angling Ambassador Program would get training and volunteer experience that would count towards their graduation requirement of 30 hours of C.A.P.P.. These students would also get their Pleasure Craft O.C. Community clubs may attract younger members.	We were successful in involving 58 high school students in the Pleasure Craft course; and depending on their teacher; they also had the opportunity to hear from guest speakers about First Nations historical fishing methods. Many of these students also learned about fishing, local fish, and then had an over-night trip to a local fishing lake as a culmination of their learning. We were not fully successful in getting the Angling Ambassador program running; as there were problems linking up community club members who wanted to the program to exist with high school students. However, there may be an opportunity for students to get involved with the Kamloops Fish and Game Club as they build a recreational site next year near Red Lake.
4. Environmental Services, TNRD invasive species, BIG Little Science Centre, School District, and local clubs staff will work together to provide the community with educational information so the community at large will be better informed and able to make positive behaviour changes to help the environment.	We were successful in getting community groups to work together and to pool our expertise with each other. (Fisheries, Forestry, Environment, City of Kamloops, School District, BIG Little Science Centre, First Nations Groups)
<b>3.2 Please evaluate the EFFECTIVENESS of your project in achieving Project Objectives. Please identify the indicators you have used to measure the effectiveness of your project. Please include any notable successes or challenges.</b>	
The effectiveness of the project (sub-projects) is basically measured by looking at what the objective was; and determining if the objective was carried out or completed. Many of our sub-projects involved different audiences; so in all; many individuals and community groups were involved. Overall, everyone involved felt the projects were very successful and they wouldn't have happened without the involvement of FSWP support. Our greatest challenges came when working with high school groups and much of this was due to the schedule of the high school and the difficulty of doing field work with these students. However, we were successful in having guest speakers get in to the classes and work with the students.	

**3.3 REQUIRED: attach all DOCUMENTATION of Final Outcomes, and LIST attachments here. These may include technical reports, maps, photos, evidence of communications, lists of meeting participants, etc.**

Streamkeepers (NorKam and Barriere) 25 participants, many guests and chaperones  
Pleasure Craft Course: 58 students  
Chief Atahm 45 in 08-09 and 45 in 09 – 10 school year  
Pine Park - approximately 1000 students, parents and teachers per year (for each of the 2 years)  
Seklep Museum visits: 3 class visits, plus traveling museum visiting the school  
Rivers Day and Earth Day, Mind Grind : 600 students, parents and teachers  
Roche Lake High School Visit: 50 students, teacher and chaperones

**3.4 Please describe how the benefits of this project will be sustained and/or be built upon into the future. What are the planned next steps, or recommendations for further work, if applicable?**

Gord Stewart and Joanne Nicklas have already been approached to continue the Streamkeepers work with another high school in the fall of '10. We will be planning this in the fall with the high school teachers. We have also made contact with a class from Washington, and another from California who would like to share information about fish habitat, storm drain marking, etc. We have used skype to connect twice now; and hope to be able to continue in the fall using video-conferencing. We have had Terry Deneault from the Skeetchesin band do several presentations to schools. Terry is presently making a "camp" where students could visit and learn about many cultural topics. He plans to include a pit-house so students could be housed overnight if they desired. Our work with the City, Thompson rivers University, Fish and Game Club, etc. makes it easier to communicate and request to work together in the future. We also hope to continue with the Pine Park fry releases in the spring of the year. All of these past connections will allow us to all work towards a common goal in the future.

**3.5 What are the top three lessons learned from this project that could be useful to communicate to others doing similar work in the Basin?**

1. Because our sub-projects all required working with other groups, or schools, we learned it is important to build in plenty of time for communication; or the opportunity to respond to communication if using written form such as e-mail., etc. In writing up the original proposal, we didn't include enough time for this; but we had to make sure we gave enough information and time in order for everyone involved to feel included.

2. When working with First Nations, Community groups, or individuals from outside agencies; it was always a better end-result when there was the opportunity to include the expertise of the persons within the target group. For example, instead of asking the First Nations group to present a specific topic; give them a choice of what and how they would like to present. Another example is when we asked several groups to run a station for Rivers Day. We gave the presenters an outline of the theme of the day, and let them choose how to set up their station and activity.

3. Having the final reporting sheets at the beginning of the project would be very beneficial; especially in collecting the required data when there are many individuals or users, as was the case with this project.