



## Youth Leadership and Mentoring Program

### Final Draft Summary and Outcomes Report February 2010



#### **Youth participants and mentors:**

*From L to R:* Catherine Thompson, Amy Greenwood (FBC Staff), Hannah Tench, Sean Heath, Carolyn King, Rhys Krannitz, Sarah Elias, Rachel Drennan (mentor), Shelby Glegg, Lina Azeez, Kim Greenwood (mentor), Daniel van der Kroon, Trevor Dore, Abigail Cruickshank (mentor).

This project was delivered by the Fraser Basin Council with financial support from the Fraser Salmon and Watersheds Program

## Fraser Salmon & Watersheds Program



Fraser Basin Council



Living Rivers  
Trust



Fisheries and Oceans  
Canada



## **1 Project Overview**

The need for this project became apparent during the BC Youth Congress, which was hosted by the Fraser Basin Council in February 2009. The Congress brought together 85 youth from across British Columbia and many of the participants identified a need for learning and skills development through mentorship. In addition, Youth Congress participants agreed that mentorship and hands-on learning opportunities are essential for today's youth to become effective and engaged community members now and into the future. At present, many organizations acknowledge the importance of youth engagement and often refer to youth as "leaders of tomorrow", there are few opportunities that truly enable youth to learn and apply their skills in the "real world".

The Youth Watershed Leadership and Mentoring Initiative was designed as a collaborative project to address this gap by building the capacity of youth aged 16-24 to be watershed champions. The project established opportunities for youth participants to learn and apply their skills through mentorship placements with watershed stewardship groups in the Lower Fraser region. The key objectives of the project were to:

- Build the capacity of youth to be watershed champions through dialogue, hands-on learning and mentorship;
- Provide an opportunity for stewardship groups and other organizations to engage with and support youth in a meaningful and long-lasting way;
- Establish a network of youth watershed champions to address watershed sustainability issues in their community; and
- Develop a framework for effective and meaning youth engagement with input from project partners and youth participants.

### **1.1 Key Outcomes**

The key objectives of the project were met and the following outcomes achieved:

- Ten youth participants increased their knowledge and understanding of watershed sustainability issues – including the connection to their community – and were recognized by the Fraser Basin Council as "Watershed Champions".
- Eight youth participants gained valuable experience and developed transferable skills through hands-on learning through mentorship.
- Eight mentoring organizations benefited from youth engagement in their projects and initiatives and recognized the value of a deeper level of youth engagement through a participatory mentoring approach that actively involved the youth participants in decision-making and project delivery.
- Many of the organizations involved with the project will continue to seek youth participation and provide opportunities for meaningful youth engagement beyond the life of the project.
- Youth and mentors established valuable networks and connections that will continue beyond the life of the project.

### **1.2 Key Learnings:**

- **Youth engagement is not a "one-size-fits-all" approach:** Like any diverse audience, it is not possible to take a one-size-fits-all approach to youth engagement. Recruitment of youth volunteers takes time and effort in order to be effective and often requires a different approach depending on age, knowledge level and background of the target audience. In particular, a carefully planning strategy is required to effectively engage Aboriginal youth as well as youth who are not already involved in the environmental sphere. It is essential to clearly identify the target

audience for engagement strategies to be effective and in order to maintain youth involvement.

- **Volunteer experiences must be meaningful:** If volunteers – youth and non-youth alike – are to continue their volunteer involvement with an organization, their experiences must be meaningful and rewarding. Ensuring volunteer experiences are meaningful requires planning in advance to clearly identify opportunities for volunteer to be involved with the organization. In addition, it is important to recognize the short and long-term benefits of volunteer involvement to the organization. In many instances, volunteer recruitment and maintenance requires the organization to invest a significant amount of time to planning and engagement at the outset, while the overall benefit to the organization may not be fully realized until later.
- **A participatory approach is essential:** Youth learning and volunteer experience is more valuable and rewarding when they participate in the planning and decision-making stages as well as delivery of activities on the ground. Enabling youth to experience decision-making processes creates a deeper level of awareness of the complexity of project planning and delivery. In addition, allowing youth to clearly identify their interests and tailor activities to meet their goals and objectives, rather than having project activities decided for them in advance, equips youth with transferable skills they can apply in other aspects of their lives.
- **Barriers exist to youth participation:** In particular, youth may be unaware or unfamiliar with volunteer opportunities unless a concerted effort is made to connect with them and welcome them to the organization. Organizational culture and openness to youth participation was cited as a barrier to youth engagement. In addition, youth experience physical access barriers, especially when relying on public transit as their primary source of mobility. It is important to factor transportation needs into the planning process to ensure access to volunteer opportunities is not negatively impacted by lack of transport options. Scheduling barriers also exist as professional schedules often do not align with academic schedules. Planning youth engagement activities to take place during summer months would help to address this barrier.

### **1.3 Project Delivery**

The project was based on a participatory approach and sought input and advice from project partners to ensure the project objectives were relevant and achievable. The project consisted of three phases:

- Phase one focused on participant and mentor recruitment along with skills development and leadership capacity during a 2-day workshop hosted in October 2009 at Loon Lake Research and Education Centre in Maple Ridge, BC;
- Phase two focused on the skills development and continued learning through mentorship with local watershed stewardship organizations and agencies; and
- Phase three was the project wrap up stage, which included a final meeting for the youth participants and a meeting for the mentors to debrief and evaluate the project.

Each of these phases are outlined in further detail below.

## **2 Phase One: Skills and Capacity Development**

### **2.1 Youth and Mentor Recruitment**

Youth participants were primarily recruited through existing Fraser Basin Council youth networks and organizational contacts. A \$200 honorarium was offered to participants to recognize their volunteer contribution to the project. Those interested to participate in the program were required to complete an application form outlining why they were interested in the program, their current volunteer or community engagement activities and identify key aspects or issues they would like to address in their community (see

appendix A). A concerted effort was made to engage Aboriginal youth through FBC networks and contacts, although none applied to participate in the program. The reasons for this remain unclear and further investigation is needed into the types of programs that would effectively engage Aboriginal youth.

Mentors were identified through FBC existing networks and contacts, as well as referrals from within mentoring organizations (mentoring information and recruitment notice provided in appendix B). A \$100 mentoring honorarium was offered to each mentoring organization as a small token of appreciation. Seven mentoring organizations, including 14 individual mentors, participated in the project with some organizations providing mentorship to more than one youth. Each mentoring organization identified a variety of programs and activities they were working on where youth engagement would be best suited.

The youth participants completed a short survey (appendix C) to identify their key interests for the mentorship and if they were able to travel beyond their immediate community to complete the mentorship component. This information was then used to pair youth with mentoring organizations based on the “best fit”.

## **2.2 Loon Lake Skills Development and Capacity Building Workshop**

In October 2009, ten youth participants attended a two-day workshop held at the Loon Lake Education and Research Centre, Maple Ridge BC.

The workshop agenda was designed to include learning and skills development as well as structured dialogue on watersheds, salmon sustainability and community wellbeing from the participants’ perspective (see appendix D). The workshop equipped participants with hands-on skills such as measuring their ecological footprint, salmon dissection and invertebrate sampling. In addition, participants spent time networking and relationship building while learning strategic questioning and deep listening skills. Mentors from four of the mentoring organizations attended the workshop to connect with their youth mentoree(s) and helped to facilitate skills development and learning sessions. In total, youth contributed approximately 280 hours of time to prepare for and participate in the workshop.

## **2.3 Key learnings from the workshop:**

Youth are involved in their communities through a wide range of activities – formally through municipal and school-based initiatives, committees and clubs, and non-formally through volunteer roles with a variety community groups and non-profit organizations. During discussions with the participants, it became clear that in many cases, youth are looking for meaningful and lasting engagement opportunities where they can apply their skills and enhance their knowledge through hands-on learning. Some of the ideas participants had for this type of engagement included:

- Connecting with principals and administration staff to address sustainability issues within school grounds and beyond; incorporating environmental education – especially education about human impacts to water - participatory learning and mentorship into formal curriculum so it is learnt and reinforced from an early stage;
- Connect community groups with university associations or school clubs to establish ongoing opportunities for youth to volunteer and learn from adult mentors;
- Work with other groups and organizations to establish youth-led community engagement campaigns, such as advocating for improved bicycle infrastructure and

transit options to better link communities and provide accessible alternatives to car-based travel.

During the workshop, participants reiterated the value of outdoor and experiential learning as well as the importance of engaging youth when they are young to incorporate volunteering and community involvement as part of everyday life. Participants also noted that in many cases, it is important to encourage parental involvement and support for youth participation in volunteer activities.

#### **2.4    *Workshop evaluation***

At the close of the workshop, the youth completed a written evaluation and participated in a closing-circle to discuss their experiences and what they most valued about the workshop. Overall, the evaluation of the workshop was extremely positive; with most participants agreeing the workshop exceeded their expectations and was valuable to their learning and development (workshop evaluation results are provided in appendix E).



## Photos from the Loon Lake workshop



**Workshop Participants (L to R):** Catherine Thompson, Hannah Tench, Shelby Glegg, Trevor Dore, Sarah Elias (seated), Rhys Krannitz, Carolyn King, Lina Azeez, Daniel van der Kroon, Sean Heath



Loon Lake canoe adventure





Hands on learning during the salmon dissection activity led by Abigail Cruickshank, Alouette River Management Society



Sean Heath and Theresa Harding (Metro Vancouver East Area Parks mentor) participate in the freshwater invertebrate sampling activity led by Kim Greenwood, Langley Environmental Partners Society.

### **3 Phase 2: Mentorship**

The mentorship component of this project aimed to create an opportunity for the youth participants to apply their skills and gain valuable hands-on learning with support from adult mentors. Eight youth completed the mentorship component of the program. Unfortunately, one participant was unable to complete the mentorship due to illness and lack of transportation options to the mentorship location. While another participant was unable to complete the mentorship due to academic commitments and time constraints. In total, youth contributed more than 300 hours of volunteer time to mentorship activities while the mentors contributed at least 280 hours planning, supporting and overseeing the work of the youth mentorees.

#### **3.1 Mentorship Activities and Skills Development**

Participants worked closely with their mentor to identify their main interests, goals and objectives for the mentorship component. Each participants was involved with the design and planning for their mentorship activities and not surprisingly, a wide range of activities were undertaken, including:

- Community outreach at public events and developing promotional material;
- Designing and implementing environmental education programs for students in grade 5-10;
- Developed a report on learnings from environmental education / outreach experience;
- Blue heron counts at Colony Farm Park including collection of weekly data on birds observed using a 'point count' system;
- Invasive plant and garbage removal in industrial and urban areas in Coquitlam;
- Invasive species identification and mapping along Kanaka Creek in Maple Ridge for Vegetation Management Plan;
- Field work and job-shadowing with a wildlife biologist;
- Graphic and landscape design for Twin creek restoration plan – including development of poster to outline restoration plan;
- Site restoration planning to remove cotton woods and restore native habitat in Matsqui park and assistance with layout of more than 1,000 trees for community tree planting activity the next day;
- Assistance with hatchery management and maintenance;
- Attending planning meetings and coordinating volunteers for community salmon festival;
- Developing plan to implement an Adopt-A-Creek program for Hyde Creek watershed;
- Recruitment of volunteers for Stoney Creek Salmon Stalking Program and the Ravine Park Salmon Hatchery;
- Coordinating volunteers and conducting salmon surveys in Stoney Creek;
- Beaver habitat planning and field mapping in West Creek wetland and identification of impacts on surrounding properties;
- Wetland interpretation and site tour with park interpretation specialist; and
- Website development planning.

During the mentorship component, participants developed a variety of tangible skills, including:

- Use of Adobe Illustrator for graphic and landscape design;
- How to plan site rehabilitation - including species type and design - for successful site rehabilitation;
- Identification of native species and the habitat they depend on;
- Different methods to communicate effectively with audiences from different age groups and backgrounds;



- Methods to interact and communicate with people – especially during formal meetings – and learning how organizational or internal processes and “people politics” can affect progress and outcomes;
- Effective ways to communicate with the public through the media;
- Invasive species identification;
- Non-toxic cleaning skills;
- GIS mapping and software skills;
- Skills to recruit and manage new volunteers;
- Time management and commitment skills; and
- Salmon species identification skills.

### **3.2 Mentorship Evaluation**

Overall, the majority of youth participants felt they had achieved the goals set for their mentorship and most ranked the mentorship component of the project as meeting or exceeding their expectations. Most of the youth participants planned to continue volunteering with their mentoring organization or with other local community groups beyond the life of the project.

Some quotes from youth participants

*“The mentorship helped me gain insight into the huge variety of careers in environmental stewardship. Initially when I started I thought there were only jobs that were either extreme activism (such as Green Peace) or solely lab based (such as a biologist). [Participating in the project] has opened my mind and pursuing an “environmental career” has become more accessible. In the broader perspective, I am more conscious of my environmental impact and have a heightened awareness of what I can do to help out.”* – Catherine Thompson.

*“It was a good networking opportunity! I enjoyed being out in the field getting a first hand account of how field data is collected. As an aside, I got to observe and take part in a salmon salvage at the hatchery and learnt how to fertilize salmon eggs, altogether a very memorable experience.”* – Lina Azeez.

*“I learned about working with different people. I also learned about group dynamics... and the ability to work as a group, to come together and take everyone’s opinions into consideration and formulate a mutually beneficial decision or plan of action is vitally important.”* – Trevor Dore.

The majority of the mentoring organizations also agreed that their involvement in the mentorship component met or exceeded their expectations and some identified ongoing or enhanced youth engagement initiatives that will take place beyond the life of the project, including:

- Metro Vancouver Youth Engagement Strategy: although the Parks and Greenways plan currently recognizes that youth engagement helps to build capacity within society, Metro Vancouver is currently drafting a Youth Engagement Strategy, which will likely incorporate a youth mentorship component to build the capacity of youth on a deeper level.
- Langley Environmental Partners Society may invite a youth representative to join the Board of Directors.
- The Lower Seymour Conservation Reserve education team is exploring the feasibility of a youth-oriented summer program to provide opportunities for youth to learn about

watershed sustainability issues from field experts and professionals while also participating in hands-on stewardship activities.

Some quotes from Mentors:

*“A very valuable part for us was gaining a youth perspective of our programs, and learning about what needs we could be further addressing with our programs”. Tanya Scaman – Metro Vancouver, Lower Seymour Conservation Reserve*

*“...the mentorship would have served our organization through allowing us to have the resources to complete new projects and provide fresh new perspectives on old ones. Our organization learned numerous lessons throughout the experience which will serve to better equip us for future mentorship and volunteer programmes”. – Abigail Cruickshank, ARMS*

### **3.3 Key Recommendations for Enhancing the Mentorship Component**

- **Timing:** Initiate the project earlier in the year to allow more time to plan and complete mentorship activities. Ideally, undertake youth and mentor recruitment in May or June and host the project workshop in early summer. This will allow youth to complete their mentorship activities during summer vacation time, rather than trying to balance academic and volunteer commitments. Completing the mentorship activities in summer or early fall will avoid delays due to poor weather and also allow more daylight hours to complete the activities.
- **Mentorship Planning:** More structure or explicit requirements in the mentorship activity planning process could have helped some youth participants to identify a specific focus area. On the other hand, it is important to allow youth the flexibility to identify areas of interest rather than being assigned a task that was decided or designed solely by the mentor. Both youth and mentors agreed it is important that youth are involved in the planning stage to learn how decisions are made and the complexity of project planning.
- **Setting Goals and Deliverables:** It was highly recommended that youth and mentors connect in advance of the training workshop to initiate a discussion on the goals and objectives of the mentorship and identify potential mentorship activities. Once the mentorship activity is defined, youth and mentor should collectively determine the key deliverables and set schedule to ensure activity and deliverable timing suits both parties.
- **Identify and Overcome Barriers to Participation:** Access to transportation was a key barrier to youth participation in the mentorship component of the project. Youth and mentors agreed that in order for the mentorship training to be successful, it is important to ensure youth have access to reliable transportation options. If access to transportation (e.g. transit / car / carpool) is not readily available, where possible, youth should be paired with mentors from the community where they live. Furthermore, age barriers to participation often exist as many organizations rely on older volunteers, making it harder to connect with or encourage youth to participate. In some instances, there is a perception among youth that organizations do not want youth as volunteers. This perspective is further entrenched when organizations set age limits for volunteers (e.g. 18 years or older) or only involve youth in one-off

activities such as tree planting or site clean up, rather than creating opportunities for youth to engage in the planning and decision making stages.

- **Dedicate Sufficient Resources to Youth Engagement:** Effective youth engagement requires significant time allocation from within the organization to identify and develop meaningful roles and adequately support youth volunteers. Recommended that organizations incorporate youth engagement planning into the annual work-planning process, rather than trying to fit into overloaded work schedules part-way through the year. Planning ahead to incorporate youth engagement will enable the organizations to identify program areas suitable for youth involvement and to allocate staff resources to the engagement process. In addition to work planning, identifying how the organization will benefit over the short and long term from meaningful youth engagement may help to enhance an organizations ability to dedicate staff resources to youth engagement planning and delivery.

#### **4 Phase 3: Project Wrap-up**

Following the mentorship component, the youth participants came together for a final meeting to discuss their experiences and achievements. A final debrief and wrap-up meeting was also held for the mentors to provide organizational-level feedback and recommendations for enhancing the project. In addition to the in-person meetings, the youth participants and mentors completed an evaluation survey to document their experiences and provide future recommendations. As previously mentioned, the majority of participants and mentors agreed that the project met or exceeded their expectations.

##### **4.1 Overall Benefits to youth participants**

In addition to the tangible skills that participants developed during the project (see section 3.1), youth participants identified the following overall benefits of participating in the project:

- Meeting new people – especially like-minded youth;
- Networking opportunities with youth and with mentoring organizations;
- Sense of pride from volunteering and contributing to local community organizations;
- Gaining inspiration from others and learning what other youth are doing in their communities;
- Learning about career options and study programs available in natural resource and environment field;
- Gaining confidence that youth involvement and participation is valued by community organizations and youth input is important to project planning and delivery of activities; and
- Learning about the complexity of project planning and ensuring everything is in place prior to on-the-ground implementation.

##### **4.2 Overall Benefits to Mentoring Organizations**

In addition to the benefits gained from volunteer labour, the mentors identified the following key benefits from the mentorship component:

- **Networking and Connections:** Opportunities to network and connect with organizations doing similar work or with a similar focus enabled mentors to discuss barriers to youth engagement from an organizational perspective. A number of mentors noted that engaging youth – and volunteers in general – is essential to the success of their organization and the Youth Watershed Leadership and Mentoring project provided an excellent opportunity to meet and connect with active and engaged youth.

- **Learning from Youth:** The mentors identified clear benefits from the opportunity to connect on a deeper level with youth, rather than the traditional level of engagement through one-off events. Spending time working with the youth participants enabled the mentors to learn about the types of activities youth are interested in and how their involvement can benefit the organization in the short and long term. This deeper level of engagement helped the mentoring organizations to identify methods to maintain youth involvement and build their capacity through meaningful and lasting experiences.
- **Recognition that youth engagement takes time, but the effort is worth it:** The mentors agreed that recruiting and maintaining youth volunteers takes time and effort, but if done effectively, the benefits to the organization over the longer term outweigh the initial investment. In particular, mentors recognized the importance of engaging volunteers in a way that ensures the outputs and deliverables meet the organizational expectations while also providing the volunteer with a rewarding and positive experience. Maintaining this cost-benefit balance will help to ensure the needs and expectations of both the organization and the youth volunteer are met.

\*\*\*\*\*



The Fraser Basin Council would like to thank the Fraser Salmon and Watersheds Program (FSWP) for providing financial support for this project.



In addition to the financial support provided by FSWP, the project would not have been possible without the support and numerous hours of volunteer involvement from the youth participants and mentors. A sincere thank-you to all who were involved in this project, including:

**Youth Participants:**

- Catherine Thompson
- Lina Azeez
- Hannah Tench
- Trevor Dore
- Carolyn King
- Rhys Krannitz
- Sean Heath
- Shelby Glegg
- Sarah Elias
- Daniel van der Kroon

**Mentors:**

- Kim Greenwood from Langley Environmental Partners Society
- Rachel Drennan from Fraser Valley Watersheds Coalition
- Abigail Cruickshank and Amanda Balcke from Alouette River Management Society
- Tanya Scaman, Ficus Chan and a number of additional education staff at Lower Seymour Conservation Reserve, Metro Vancouver
- Theresa Harding, Janice Jarvis, Jeffrey Fitzpatrick, Kevin Shantz and Lisa Ferris at Metro Vancouver East Area Parks.
- Elizabeth Thunstrom from Colony Farm Park
- Ted Wingrove from Hyde Creek Watershed Society
- Pamela Zevit – Watershed Wise

\*\*\*\*\*

**APPENDIX A:**  
**Youth Watershed Leadership and Mentoring Program**  
*Application to Participate*

Name:  
Community I live in:  
Email Address:  
Phone Number:  
Age:

*Please answer the following questions (2-page maximum length):*

1. Why are you interested and what do you hope to gain from participating in the program?
  
  
  
  
  
  
  
  
  
  
2. Are you currently involved with any watershed or environmental stewardship initiatives or groups? If so, please provide details:
  
  
  
  
  
  
  
  
  
  
3. What would you like to see changed or improved in your community, school or neighbourhood to enhance environmental or watershed health?

Applications are due Monday 31<sup>st</sup> August 2009.  
Please email your application to Amy Greenwood: [agreenwood@fraserbasin.bc.ca](mailto:agreenwood@fraserbasin.bc.ca)

**APPENDIX B**  
**Youth Watershed Leadership and Mentoring Project**  
**Mentor Recruitment Notice**  
*Funded by the Fraser Salmon and Watersheds Program*  
*and delivered by the Fraser Basin Council*

**Project Outline**

The Youth Watershed Engagement and Mentorship Project is a collaborative initiative designed to build the capacity of youth aged 16-24 to be “watershed champions” and to create mentorship opportunities within existing watershed stewardship groups in the Lower Fraser region<sup>1</sup>.

The mentorship component of the project is a key element of the capacity building process and will enable youth to apply the knowledge and skills learnt during the training component of the program in the “real world” and to contribute to on-ground initiatives with support and guidance from adult mentors.

**The Fraser Basin Council is currently seeking watershed stewardship organizations to share their knowledge and expertise as Mentors to the program participants.**

**Aim of Mentorship Component**

While many organizations recognize the importance of youth engagement and it is often said that “youth are the leaders of tomorrow”, there are few opportunities provided to youth that enable them to learn and apply their skills in the “real world”. However, it has become increasingly apparent that these opportunities are essential for today’s youth to become effective leaders and engaged citizens.

As such, the mentorship component of this project aims to create an opportunity for the youth participants to develop and apply their skills and establish supportive adult-youth relationships, and foster an opportunity for ongoing learning and involvement with stewardship groups in the Lower Fraser Valley.

**Benefits: Why Mentorship?**

Providing meaningful opportunities for youth engagement through mentorship has long-term benefits for the mentoring organization as it helps to establish personal relationships with youth and increase the level of commitment to the goals and objectives of the organization. This in turn can increase the willingness of youth to continue their involvement with the organization beyond the life of the mentorship initiative.

Traditionally, mentorship involves communicating knowledge and social capital – often in an informal, or unstructured way - and seeks to establish a supportive relationship between the mentor and mentoree through a process of skill development, dialogue and discovery. A “Mentor” is generally someone who has, and is willing to share, knowledge, wisdom or experience - in this case in relation to watershed stewardship and environmental sustainability. On the other hand, a “Mentoree” is someone who is seeking to enhance their knowledge, wisdom or experience through direct interaction and involvement with the Mentor.

---

<sup>1</sup> The Lower Fraser Valley includes both the Fraser Valley and Metro Vancouver regions

Less common, but also of significant value, is using mentorship to create intergenerational dialogue and learning between both the mentor and mentoree. This approach creates a more balanced mentorship relationship that recognizes and values the knowledge, wisdom and experiences of both the mentor and mentoree – in fact, intergenerational dialogue encourages the roles of the mentor and mentoree to be easily interchanged between participants.

### **Time Commitment from Mentoring Organizations**

The estimated time commitment from the mentoring organization is expected to be approximately 15 hours based on:

- 3 hours participation at the September 2009 youth training and capacity building workshop – this will provide an opportunity to share information about the organization's goals, objectives and stewardship activities and to explore opportunities for mentorship with the youth participants;
- 6 hours of face-to-face meetings between mentor and mentoree from October - December 2009;
- 5 hours overseeing the involvement of the mentoree in a specific watershed-based initiative to be decided based on the needs of the organization and the interest, skill-set and time availability of the mentoree. Youth mentorees will be expected to volunteer a maximum of 5-days to fulfill the requirements of the mentorship program;
- 1 hour debriefing meeting with the Fraser Basin Council in January 2010 to share lessons learnt and provide recommendations for future mentorship initiatives. This meeting will also allow for partnerships to be explored and incorporated into future funding proposals for mentorship-based youth engagement initiatives.

As a small token of appreciation and recognition of the organizations commitment to youth engagement and capacity building, a \$100 donation will be made to each organization that participates in the mentorship program. Youth participants will receive a \$200 honorarium upon completion of the mentorship component of the program.

### **Interested in learning more about the Program?**

For more information about the program, provide advice or input on mentorship process design, discuss a potential role for your organization, or to nominate a potential youth participant please contact:

#### **Amy Greenwood**

FBC Youth Programs Manager

Phone: 604 488 5356

Email: [agreenwood@fraserbasin.bc.ca](mailto:agreenwood@fraserbasin.bc.ca)



**APPENDIX C**  
**Youth Watershed Leadership and Mentoring Program**  
*Mentorship Interests and Workshop Expectation Survey*

Congratulations on being selected to participate in the Fraser Basin Council's Youth Watershed Leadership and Mentoring Program! The following survey will provide valuable information to help the Fraser Basin Council plan and deliver a program that successfully meets your expectations and needs. Please take a moment to complete the questionnaire below and return to Amy Greenwood: [agreenwood@fraserbasin.bc.ca](mailto:agreenwood@fraserbasin.bc.ca) by Monday 14<sup>th</sup> September 2009

**Name:**

**Mentorship Interests:**

All mentorship opportunities will be based on the theme of “watershed stewardship” and will provide hands-on experience with project planning and management as well as a decision-making and communication.

From the list below, please select three areas you are most interested in learning about and applying your skills (please place a number next to your top three choices- i.e 1, 2, 3 – we will try to accommodate your first choice if possible):

- Environmentally friendly landscape design
- Geographic Information Systems
- Natural resource management
- Community development
- Fish hatchery operations and management
- Environmental education and community outreach
- Stream assessment and fish sampling
- Native plant nursery and riparian planting
- Invasive species management
- Volunteer recruitment and communications
- Website development and maintenance
- Facilitator at sustainability presentation series
- Watershed planning and flood hazard management (*to be confirmed*)
- Something else: (*please identify activity here*)

**Geographic Location of Stewardship Groups:**

The locations for the mentoring component and specific organizations are listed below:

- Metro Vancouver (Central Region Parks) – Burnaby or Lower Seymour Conservation Reserve on the North Shore
- Metro Vancouver (East Area Parks) – Surrey
- Alouette River Management Society and Fish Hatchery - Maple Ridge
- Fraser Valley Regional Watersheds Coalition – Chilliwack
- Langley Environmental Partners Society – Langley
- Hyde Creek Watershed Stewardship Society – Port Coquitlam

**Please answer the following questions:**

- Ideally, I would like to complete my mentorship training with (*please write name of org here – if you are unsure, please leave blank*):

- I am willing and able to travel beyond my home community to complete my mentorship training: YES / NO
- I would really like to complete my mentorship training with another organization (*please write name of organization here*):

### **Workshop Expectations**

In order to create a successful training workshop that meets your expectations, please complete the following statements:

- I hope the workshop...
- I look forward to learning how to...
- During the workshop I would really like to discuss and learn more about:
- I know it is going to be lots of fun, but my biggest concern about the workshop is:

### **Dietary Requirements**

Please indicate if you have any of the following dietary requirements/needs:Vegetarian:

- Vegan:
- Dairy-free:
- Gluten free:
- Allergies (e.g. peanuts etc):
- Other (e.g. prefer to eat white meat etc):
- 

### **Travel Requirements**

If possible please try to arrange your own transportation to and from the Loon Lake centre (see map attached for directions). If you require a ride or are able to offer a ride to another participant from your area, please list below:

- I will make my own way to the Loon Lake Centre: *Yes/No*
- I would like a ride to the Loon Lake Centre: *Yes/No*
- I am driving and will be able to offer space in my vehicle to another participant(s): *Yes/No (if yes, how many)*
- At this stage I am unsure how I will get to Loon Lake Centre: *Yes/No*

### **Other Thoughts / Ideas:**

*Please include any additional thoughts or ideas here:*

Please complete the survey and email to Amy Greenwood ([agreenwood@fraserbasin.bc.ca](mailto:agreenwood@fraserbasin.bc.ca)) by **5pm Monday 14<sup>th</sup> September**.

## APPENDIX D

### Workshop Agenda - Youth Leadership and Mentoring Program

Loon Lake Education and Research Centre, Maple Ridge, BC

9<sup>th</sup> – 11<sup>th</sup> October, 2009

#### Friday 9<sup>th</sup> October 2009

Time	What	Where
4.00pm	Arrive Loon Lake	Staff House
4.30pm	Meet 'n greet, Ecological Footprint activity	Staff House
6.30pm	Dinner!	Dining Hall
7.30pm	Weekend expectations and participation discussion	Staff House
8.30pm	Fire & marshmallows (weather permitting)	Fire Pit

#### Saturday 10<sup>th</sup> October 2009

Time	What	Where
7.30am	Breakfast	Dining Hall
8.30am	Watershed & Community discussion and presentation	Staff House
10.30am	Snack Break, meet 'n greet with stewardship groups	Staff House
11.00am	Mentorship dialogue & work planning	Staff House
12.30pm	LUNCH!	Dining Hall
1.30pm	Outdoor Activity lead by Stewardship Groups	Amphitheatre
3.00pm	Snack Break	
3.15pm	Strategic Questioning and Deep Listening Skills group activity	Staff House / Amphitheatre
4.30pm	Individual Reflection	Outdoors
5.00pm	FREE TIME (explore Loon Lake, sleep, read, do yoga...)	Anywhere
6.30pm	DINNER!	Dining Hall
8.00pm	Movie, dialogue and socializing	Staff House

#### Sunday 11<sup>th</sup> October 2009

Time	What	Where
8.00am	Breakfast	Dining Hall
9.00am	Goal Setting & Action Planning	Staff House
10.30am	Snack Break – check out of rooms	Staff House
11.00am	Local challenges and supporting what our communities do well	Staff House
12.00pm	Where to from here? Brief workshop evaluation	Amphitheatre
12.30pm	LUNCH	Dining Hall
1.30pm	Outdoor activity – UBC forest tour with Paul Lawson	Outdoors
3.30pm	Closing Circle – group reflection, call to action and farewell	Staff House Lawn
4.00pm	DEPART – individual transportation to be arranged	

## **Appendix E:**

### **Loon Lake Workshop Evaluation Summary**

#### **1. The Loon Lake Workshop Was:**

- Amazing! I had an awesome time, met great people and I'm really excited about the upcoming mentorship.
- Exciting and I learned a lot more. It was nice to be around like-minded people
- Amazing! Very informative – I learned a lot
- Great – filling mentally and physically – relaxing
- AMAZING! I absolutely loved it. I had so much fun connecting with amazing people – had amazing conversations and I don't want it to end!
- Very informative, collaborative and excellent! It was very fun and wonderful to meet people who share the same views
- Really great – it was good to see / meet young environmental minded individuals in communities all over the lower mainland
- A great place for motivated leaders to meet and swap exciting ideas and initiatives
- Amazing! Covered a variety of interesting topics, allowed us like minded youth to collaborate and have lots of fun
- Awesome – I have learned SO MUCH this weekend!

#### **2. The most useful part was:**

- The group discussions
- Talking about issues with like minded people – group discussion
- Learning about everyone's thoughts and ideas about the salmon, the water, community values and impacts
- Canoeing and hiking / forest tour with Paul Lawson
- Being together with people who share the same interests and don't think I'm a freak for loving the environment
- Hands on experience and getting outdoors to see, smell and feel everything
- Great to be able to bounce ideas off each other. Nature walk and I really liked the Deep Listening activity
- The mentor meet up on Saturday morning; the forest tour with Paul Lawson and the numerous group discussions
- Group discussions – helped form opinions, get to know one another and share our knowledge and experiences
- Hands on activities (dissection, invertebrate sampling) as well as the hiking

#### **3. Next time it would be great to:**

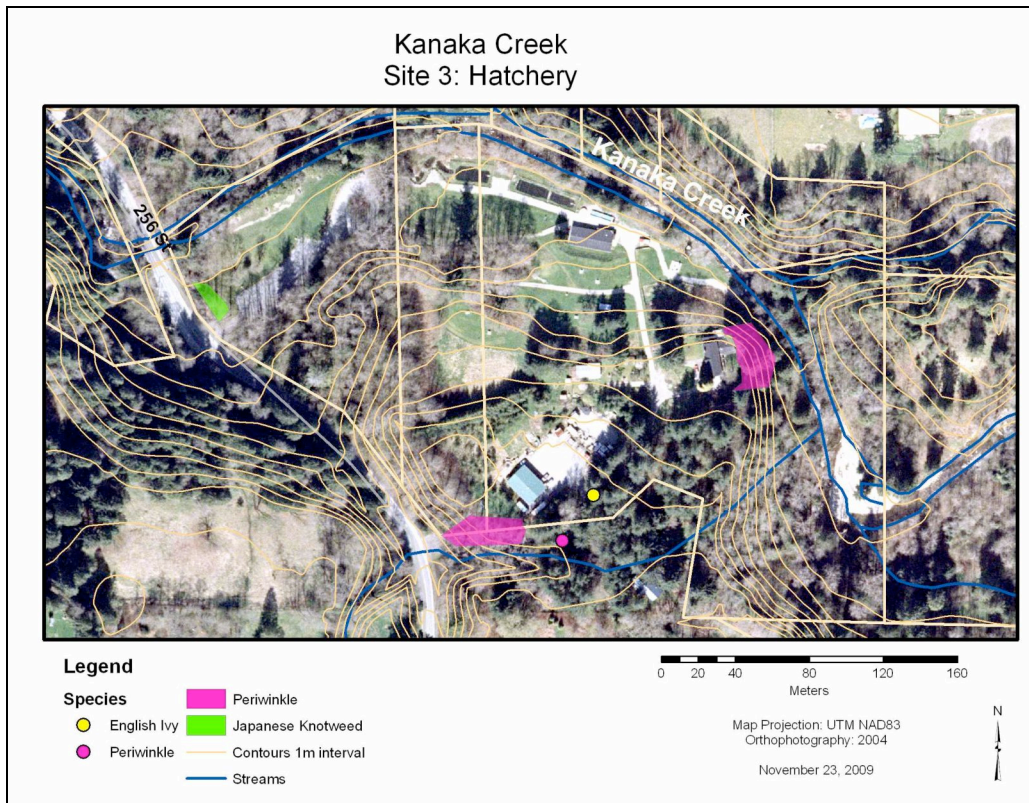
- Stay for longer (x3 participants)
- Bring a basketball
- Have less sugar and white flour. Watch Eagle Eye by Peter Donaldson. Focus on characteristics of individual watersheds. Be a little more career focused
- Have more presentations / learning with native groups
- Have another day and another campfire. Group bonding time was very useful and spontaneous
- More outside and longer if possible
- Have more activities
- Do the invertebrate sampling at the lake
- Do more around the lake, more aquatic information pertaining to this specific area

#### **4. Overall I would rate the Workshop:**

1. *Outstanding* - totally exceeded my expectations: *5 participants*
2. *Really good* – exceeded my expectations: *4 participants*
3. *Good* - met my expectations: *1 participant*
4. *Not as good as I had hoped* – didn't quite meet my expectations
5. *Poor* – did not meet my expectations



## APPENDIX F – Selection of Mentorship Outputs



Invasive species map created by Lina Azeez during mentorship training with Metro Vancouver East Area Parks

Great Blue Heron Survey – Colony Farm (Rev 08)  
 Name: Carolyn King Weather: 2°C overcast  
 Date: Sat. Nov. 14<sup>th</sup> Time In: 8:30 Time Out: 10:00

		GBH (number)	Other Raptor (optional)	comments
Station 1				
entrance to service area	Field A4	2		flying low (6:14)
	Hedgerows	2		
	Community Gardens			Coyote 3
Station 2	Ditch	1	Swiften	
gate Dike Trail	Open field - A7			
	IR1 -trees			
	Community Gardens			
Station 3	Field A6	1		flying low
River-bend	Hedgerow/power line		14	RTHA - perched
	Slough	1		
Station 4	River and/or bank			
On Bridge	Field A7			
Station 5	ditch	1	W. Heron 1	
Gate I3-I4	field I3			
	Hedgerow/fence line			
Station 6	ditch*			
Gate I2	field I2	2	1	
Station 7	Ditch*	1	1	Kingfisher
view platform	Field W8			
Station 8	River/bank			
Station 9				
trail junction	Ditch			
	W1	1	1	RTHA
Station 10	W2		1	Shrike
Opposite high tension tower	Ditch (along W8)			
Station 11	wetland			
marsh/bird houses	field W7			
Station 12	wetland*			
marsh end	W8			
		Total GBH 12	2 RTHA 1 Shrike	Kingfisher + widgers

Great Blue Heron survey record sheet conducted by Carolyn King during mentorship training with Colony Farm Parks.

**Article published in the Abbotsford News on salmon survey work by project participant Daniel van der Kroon**

**Stalking salmon By Rochelle Baker - Abbotsford News**

Published: December 28, 2009 12:00 PM

Updated: December 29, 2009 9:17 AM

Daniel van der Kroon pulls on his green mittens before stepping out of the car into the cold. A pungent odour fills the car. "Sorry. I was cutting open a dead salmon yesterday and they just reek. I guess a dog would like the smell." Garbed in a toque and rubber boots, van der Kroon is one of Abbotsford's Stoney Creek Salmon Stalkers. The group, comprised of a half a dozen volunteers, patrol the waterway on a regular basis during the late fall to monitor how many salmon have returned to the creek to spawn.

Today, van der Kroon will survey the section of the creek that runs adjacent to Bateman Park. It is a frigid, but sunny December day. Residents living in the nearby subdivisions are out walking their dogs along the trails alongside the waterway. Stoney Creek is one of Abbotsford's most accessible and best protected streams, however, it's vulnerable to the effects of urbanization, says van der Kroon. Much of its drainage area on the northeast slope of McKee Peak is urbanized, as more and more development occurs in northeast Abbotsford.

The creek flows northeast off McKee before joining Clayburn, Horn and Willband creeks, to form the Matsqui Slough before flowing into the Fraser River. Nearby residents have the unique opportunity to see a functioning urban salmon stream, but Stoney Creek's proximity to its urban setting also makes it vulnerable. Salmon and other stream life are endangered by nearby subdivisions when pollutants such as detergents and antifreeze get into storm drains.

Van der Kroon pauses by an exposed drainage pipe along the stream bank to illustrate the problem. It's surrounded by orange mud, and a trickle of water from the pipe runs down the bank and into the creek. "We don't really know where it comes from or what it is," says van der Kroon. However, he suspects the pipe might drain a nearby soccer field in Bateman Park, and worries any fertilizers used on the field may now be finding their way into salmon habitat. Van der Kroon walks further down stream and clambers down the bank. He carefully avoids walking in the gravel beds in the centre of the stream.

"That's where the eggs are laid." The rearing of salmon is sensitive business. If there is too little rain and the water level drops too low, the eggs are exposed and dry up. If there's too much rain, they get washed away in a flood of water. Besides threats from Mother Nature, there are the dogs which frequent the off-leash park. It's hard for them to resist the sight of a salmon flopping about in shallow water. The Salmon Stalkers try to educate owners to keep dogs out of the creek October through December when the fish are spawning.

A little further up the creek, he picks up a lengthy stick. Poking it into a deeper pool of water sheltered under an overhanging bank, he looks for the silver flash of an adult coho or chum. "This is a good place for them to rest before moving up stream again."

The volunteers don't just find spawning salmon; they've also spotted cutthroat trout and jack cohos, or immature male salmon. Van der Kroon soon comes across the decaying corpses of two

salmon. He bends down to poke and examine them. One is an adult male coho; the other is a jack. On his best day at the start of December, he spotted 11 dead fish and 12 live ones, for a total of 23 fish.

The group wasn't able to monitor the creek in 2008, but the year previous, the Stream Stalkers discovered a total of 31 coho in the urban creek. The environmental volunteers work closely with Abbotsford's Ravine Park Salmon Hatchery. The hatchery in turn works extensively with Abbotsford school children who take part in Fisheries and Oceans Canada "Salmonids in the Classroom" program, which teaches students to understand, respect and protect salmon habitat.

In January, incubators with fertilized eggs arrive in classrooms so students can witness the salmon life cycle. Then in the spring, during the annual Mother's Day release, the kids help release thousands of coho salmon fry into Stoney Creek and other streams throughout Abbotsford. Then the Stream Stalkers try to determine how many fish manage to return. It's all part of an effort to educate the public to value salmon habitat in Abbotsford's urban streams.

The group hopes to recruit new members in the coming year to better monitor the return in Stoney Creek and other area streams, so they can establish solid data on the state of salmon in the area's watershed. "If things go well, we'll know a lot more 10 years from now," says van der Kroon.

Anyone interested in helping out with salmon counts or at the Ravine Park Hatchery can email [ravinepark.hatchery@gmail.com](mailto:ravinepark.hatchery@gmail.com).

\*\*\*\*\*