

Youth Watershed Leadership and Mentoring Program

Workshop Learning Resource

Friday 9th – Sunday 11th October 2009

Loon Lake Research and Education Centre, Maple Ridge, BC



Fraser Basin Council

Fraser Salmon & Watersheds Program



Welcome to the Fraser Basin Council's Watershed Leadership and Mentoring program!

This program is designed to build your skills and enhance your knowledge and understanding of watersheds, environmental health and the connection to our communities. The program will help you to explore your interests and identify key actions you can take now and into the future that will enhance stream and watershed health in your community. It will also allow you to meet like-minded individuals from across the Fraser Valley and Metro Vancouver region, and to connect with and gain valuable career-skills from stewardship groups and environmental leaders.

This program will be interactive and hands-on and has been designed to complement your existing knowledge, understanding and watershed experience. This will form a key part of the program as you share your knowledge and experiences with other program participants.

The program is a time for you to get to know other like-minded youth through dialogue, learning and action.

Enjoy!

Amy Greenwood
Program Coordinator,
Fraser Basin Council

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Workshop Agenda

Friday 9th 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 10th 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
8pm	Movie, dialogue and socializing	Staff House

Sunday 11th 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 (weather permitting)
4.00pm	DEPART – individual transportation to be arranged	

Participant List:

Name	Community	Mentoring Organization
Carolyn King	South Burnaby	Colony Farm Park Association / Vancouver Avian Research Centre
Catherine Thompson	Langley	Langley Environmental Partners Society
Lina Azeez	North Delta	Metro Vancouver East
Sarah Elias	South Surrey	Metro Vancouver East
Shelby Glegg	Pitt Meadows	Alouette River Management Society
Trevor Dore	Port Coquitlam	Hyde Creek Watershed Society
Daniel van der Kroon	Abbotsford	Fraser Valley Regional Watersheds Coalition
Hannah Tench	Burnaby	Metro Vancouver -Central
Rhys Krannitz	Fort Langley-Aldergrove	Metro Vancouver East
Sean Heath	White Rock	Langley Environmental Partners Society

Information about Loon Lake Research and Education Centre:

Loon Lake Research and Education Centre is located approximately 1 hour east of downtown Vancouver, on the shores of Loon Lake. This beautiful lakeside setting is found within the UBC Malcolm Knapp Research Forest, a 5,000-hectare forest dedicated to research and education in the field of Forestry. With Golden Ears Park to the east, Pitt Lake to the west, and extensive areas of Crown forest to the North, this setting is truly an extensive wilderness, with a lot of history and educational opportunities contained within it.

The camp has a long tradition of providing an area for forestry and environmental education as well as outdoor recreation. Originally built in 1949 to house the UBC Faculty of Forestry field camps, it continues to be used for this purpose every spring, and today many other educational groups take advantage of this idyllic setting for their outdoor education needs. In addition, a wide range of adult and youth groups rent the facility year round for retreats, workshops and other events that are enhanced by the secluded wilderness setting.

More information at: www.loonlake.ubc.ca

1. So, what is a Watershed and why should I care?

The Hydrologic Cycle

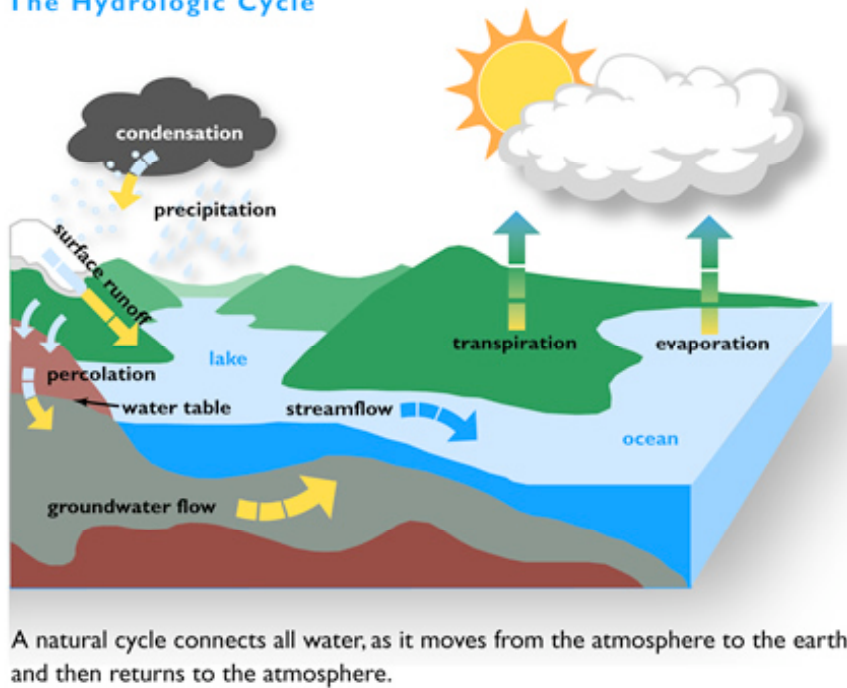


Figure 1: The Water Cycle

The concept of watershed is a very important one because it pertains to everyone. No matter where someone lives, they live in a watershed. A watershed (also called a drainage basin or a catchment) is defined as an area of land that intercepts and drains precipitation through a particular river system or group of river systems. In other words it is a region of interconnected rivers and streams which functions as a unified system for water transport. The term can be used with reference to a particular stream, river, lake or ocean (although it is sometimes also confusingly used to describe only the high point of land which divides two regions of drainage).

Watersheds may be of various forms: a closed watershed empties into an inland body of water, whereas an open watershed drains to the ocean. A multiple open watershed empties into the ocean through more than one mouth. A watershed is defined topographically by break points or ridges (e.g., mountain crests), which separate it from the next watershed.

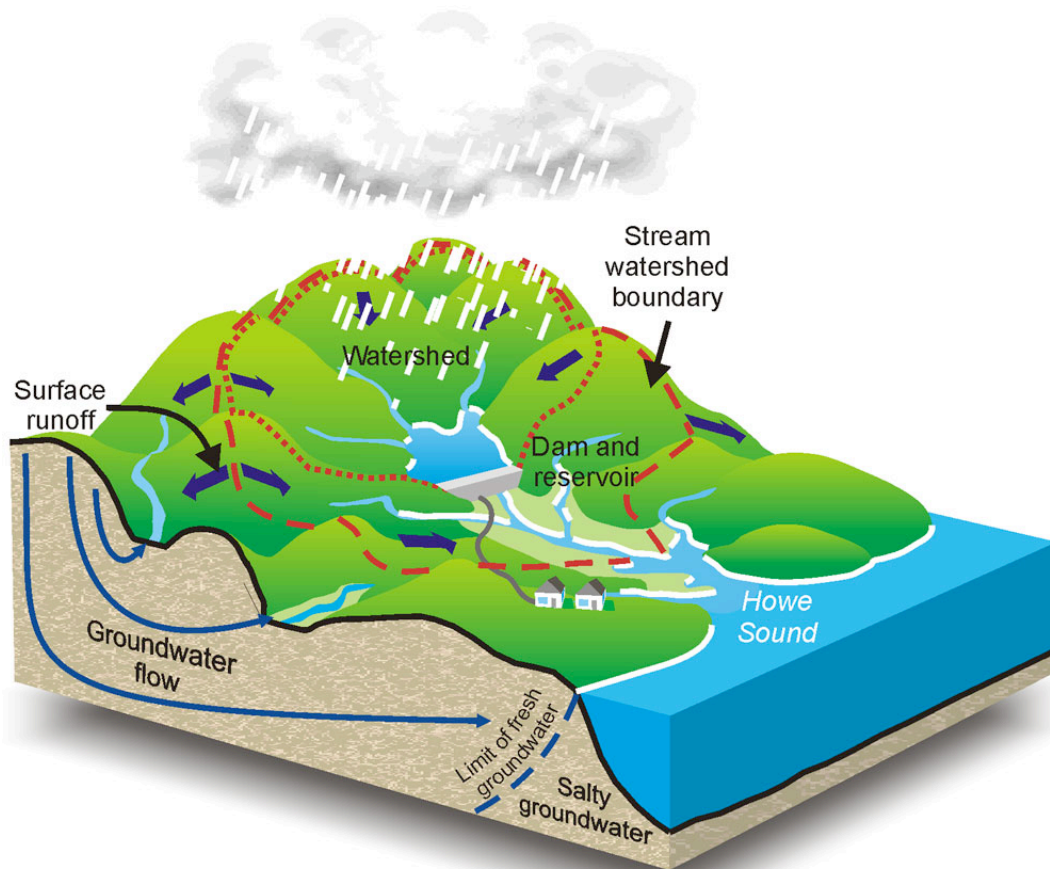


Figure 2: Watershed Schematic – the basic elements of Bowen Island watershed

Everything we do in the watershed affects it - especially the pesticides and fertilizers we use and leaks from our cars that seep into the soil and get into our groundwater or runoff directly into a stream, lake or ocean. Urban development such as roads, paving, stream diversions, culverts and building on top of streams and on aquifers or too close to streams, as well as removing vegetation along streams increases storm water runoff and has negative impacts on the water in our streams. This can result in aquifer contamination, deteriorating water quality, increased water temperature, loss of habitat for the multiple species that inhabit our streams and rivers, and increased soil erosion and flooding.

2. Activity 1: Ecological Footprint Calculation Tool

Have you ever stopped to wonder how your lifestyle impacts the planet we're living on? The Ecological Footprint measures the amount of nature's resources an individual, a community, or a country consumes in a given year... in this activity we're going to calculate and analyze our own footprint to see how many earth's would be required if everyone lived like us!

Some numbers to keep in mind:

- 23.5ha (global per capita footprint)
- 15.7ha (global number of hectares available per person)

Visit: www.myfootprint.org for more information.

3. First Nation Connection to Rivers, Ocean and Salmon

Excerpt from H. Stewart *“Indian Fishing – Early Methods on the Northwest Coast”* (1977)

...the terrain profuse with islands, channels, inlets and bays, sheltered many hundreds of villages housing many thousands of Indian peoples of several different cultures. They spoke different languages... but the one thing they all had in common was the sea and their dependency upon it. All villages hugged the waters edge; all houses faced towards the water. To the Indians of the Northwest Coast, the sea and the rivers were not just a way of life but life itself...

The Northwest Coast Indian was totally adapted to living with the fickle ocean, its inlets, channels and straits, and the rivers that flowed to the sea. He knew the ebb and flow of the tides, the currents, the changing winds that turned the water from gentle ally to a violent, cruel enemy. He understood and respected the sea, its creatures and the entire coastal environment in a way that white man cannot. He loved the coast with a deep reverence, and in return the coast was good to him, providing him with wealth and nourishment for both body and spirit.

Because he was so completely in tune with the ways of the sea and the river and all that was in it, the Indian was able to devise many methods for reaping its harvests. Differences in geography, climate, tides, species of fish and variations in culture led to different ways of making the gear required. But among all people dwelt the deeply inherent tradition of gathering the bounty of sea and river

4. Activity 2: First Nation Connection to Salmon - presentation and discussion with Ernie Victor, Fraser Basin Council Aboriginal Liaison Manager

5. Background information on the State of Salmon today:

Prepared by Saul Milne, Fisheries Program Coordinator, Fraser Basin Council

Introduction: FBC’s Sustainable Fish and Fisheries team has developed this information note for the Youth Workshop at Loon Lake. This note will briefly outline who salmon are, some of the challenges wild Pacific salmon face and some concrete examples of action taken at a watershed level that can support sustainable salmon populations.

Who are Salmon? There are five distinct wild salmonids that exist in the Fraser Basin: Chinook; Pink; Chum; Coho; and Sockeye.

Overview: “Wild Pacific salmon are inextricably woven into the culture and the economy of the West Coast. Few images are as evocative as the salmon in full spawning colours. They’re icons in our art, our cuisine and storytelling. The salmon fishery was a founding industry of what would become the province of British Columbia. Long before that, salmon was a key resource for Aboriginal people – one that was treated with reverence. Every First Nation kept the custom of returning all the bones of the first salmon caught to the river. Respect for the Salmon Spirit ensured abundance of food and the fish’s perpetual return.”

“The relationship between these extraordinary fish and humans dates to the end of the last ice age 10,000 years ago. Since that time, Pacific salmon have evolved into more than 9,600 distinct

populations and live in nearly every Canadian watershed that drains into the Pacific Ocean.”
(http://www.davidsuzuki.org/Oceans/Wild_Salmon/)

Salmon populations are declining. Province-wide, at least 142 salmon populations have vanished forever. The decline of salmon can be attributed to many factors including inaccurate modeling (low confidence in the predictions generated by the existing models and the availability of stock assessment information), ocean conditions, over fishing, warm river temperatures, habitat loss, and fish farms. No matter which factor is the largest contributor human behaviour is at the root of the problems.

Climate Change and Ocean Conditions the Challenge: The Climate Change Challenge for Pacific Salmon (and salmon people) excerpts from a presentation at the State of Salmon Conference by Nate Mantua full report at (<http://www.stateofthesalmon.org/conference2009/>)

Salmon feed in the cool, nutrient-rich waters of the North Pacific. Most of their growth and mortality happens there, so the ocean has big impacts on salmon abundance and growth. In the coming decades, changes in the ocean will not occur in a predictable way. Currents and temperature have historically been driven by changes in wind patterns.

“The distribution of Pacific salmon around the Pacific Rim is bounded to the north by the cooler, shorter growing season, and to the south by warm river temperatures and low levels of productivity in the. This range changes through time. Climate variability also has a powerful influence on salmon productivity. Historical abundance estimates from the past century show that shifts in the Pacific Decadal Oscillation¹ (PDO) amounting to just 1 to 2o C in ocean temperatures were associated with a doubling of salmon biomass. Salmon are not just affected by temperature, but by winds, currents, rain and snowfall patterns. Underlying cyclical patterns such as the PDO, there has been an overall global warming trend, with the 10 warmest years on record occurring since 1997. Hydrology has responded to climate trends. Arctic rivers are carrying more water into the ocean, partly because of changes in regional wind and weather patterns. Runoff in snowmelt rivers has been coming earlier over the last 50 years, driven by a warming climate.” (Nate Mantua, University of Washington)

Climate Change and Ocean Conditions the Actions: Watershed based responses to climate change exist. For example there are numerous watershed based fish sustainability plans that have been developed by Watershed Roundtables. These planning bodies exist in all parts of the Fraser Basin. In the Thompson region the Salmon River Roundtable is a great example of the work roundtables can accomplish. The Salmon River Watershed project began in 1991. Considerable progress has been achieved toward long-term watershed sustainability goals over the past 18 years. These successes have been largely organized around four action areas: planning, field action, monitoring and participation. The restoration of riparian areas is a key activity of watershed roundtables since it addresses habitat loss. (<http://www.srwr.ca/>) Watershed roundtables need volunteers particularly youth. The most successful groups of

¹ The "Pacific Decadal Oscillation" (PDO) is a long-lived El Niño-like pattern of Pacific climate variability. While the two climate oscillations have similar spatial climate fingerprints, they have very different behavior in time. Fisheries scientist Steven Hare coined the term "Pacific Decadal Oscillation" (PDO) in 1996 while researching connections between Alaska salmon production cycles and Pacific climate (his dissertation topic with advisor Robert Francis).

volunteers are those with blended age groups. Please contact FBC Sustainable Fish and Fisheries staff for a watershed roundtable in your region.

At the multiple watersheds level FBC is also involved in the Collaborative Watershed Governance Initiative. The purpose of the Collaborative Watershed Governance Initiative (CWGI) is to establish and implement a framework for collaborative watershed governance in BC. The result would be a shift toward ecosystem management in BC based on watersheds, using advanced governance arrangements and more local decision-making. For more information please see (www.waterbucket.ca/wcp/sites/wbcwcp/documents/media/70.pdf)

For more information on the connections between wild salmon and watershed please visit (<http://www.watershed-watch.org/>). For more information on current Ocean conditions work please visit <http://www.pncima.org/>

Fish Farms (Aquaculture) the Challenges: When salmon farming first appeared in the Broughton Archipelago it appeared to be a good idea. The local micro-community of Echo Bay was promised jobs, new families to help keep the one-room school open and relief from fishing pressure on wild fish. The community was advised they could decide where farms would not be allowed. Farms would allow a decrease of pressure on wild salmon stocks, provide employment to small coastal communities and offer a nutritious food source.
(<http://www.raincoastresearch.org/salmon-farming.htm>)

Fish Farms, the aquaculture industry, are often blamed for increased rates of sea lice on juvenile salmon that pass by open net farms off the coast of BC. The aquaculture industry claims that no direct 'cause and effect' relationship between sea lice, salmon farms and wild salmon has been identified. However, recent scientific papers and models show that sea lice are infecting juvenile wild pink salmon as they pass salmon farms in British Columbia during migration.

The public debate over fish farms is emotionally charged and is seen to be based on competing political agendas. Currently the Federal department of Fisheries and Oceans Canada has jurisdiction over fish farms. Aboriginal and non-Aboriginal political leaders believe that the Fisheries and Oceans (DFO) is in a conflict of interest. The DFO promotes fish farms internationally and also are charged with protecting wild salmon.

Fish Farms (Aquaculture) the Actions: There are scientific studies completed and underway that address the challenges of fish farms, to find more information visit:
<http://www.aquacultureassociation.ca/>
<http://www.aquaculture.ca/>
<http://www.raincoastresearch.org/salmon-farming.htm>
<http://www.watershed-watch.org/links.html>

Salmon Summit: Politicians from a wide range of interests are now calling for a Salmon Summit that brings together senior government decision-makers from Canada, the Province of BC, the US government and states including Alaska, Washington, and California. Bring together the science community, First Nations, environmental organizations, and all others concerned with the future of salmon.

6. Activity 3: Mentor-Mentoree Dialogue

An opportunity to connect with your mentor to learn about your mentoring organization and talk about activities, scope and deliverables will be provided on Saturday morning.

Use the space below to write a few ideas about your mentorship placement and what you hope to gain from the experience:

What are the key activities and deliverables you will be working on during your mentorship placement?

What challenges do you expect to face during your mentorship placement and how do you think you'll overcome these?

7. Activity 4: Stream Health Assessment and Invertebrate Sampling – hosted by Kim Greenwood, Langley Environmental Partners Society

Why Invertebrates?

Invertebrate sampling is an indicator of stream health and water quality. Some invertebrates require very good water quality whereas others tolerate a wide range of environmental conditions. Although invertebrates can move about in the stream and drift downstream, they do not move as quickly as fish to avoid adverse conditions. Deteriorating water quality and pollutants usually kill the less tolerant species and encourage more tolerant ones. Species identification and calculations will be done in groups.

Info on Langley Environmental Partners Society

Langley Environmental Partners Society (LEPS) is a not for profit organization working in partnership with local watershed stewardship groups, the Township of Langley, government agencies, schools, and community members. Our mission statement is: “Protecting and restoring our natural environment through education, cooperation, and action”.

LEPS’ activities are focused on the following:

- **Education:** The education team at LEPS provides a wide range of resources, training, workshops, and seminars to the public, community groups, businesses, and schools.
- **Habitat Restoration:** LEPS works in areas where fish and wildlife habitat has been degraded, LEPS undertakes activities such as invasive species control, tree planting, and stream restoration.
- **Agricultural Stewardship:** LEPS works closely with local farmers to encourage sustainable practices that benefit both agriculture and the environment.
- **Community Stewardship:** A key mandate of LEPS is to provide support for local stewardship groups through training, technical assistance, project coordination, and promotion. The volunteers of Langley’s watershed stewardship community continue to help LEPS reach its goals.
- **Wildlife Conservation:** LEPS works closely with the Township of Langley to identify important habitats and preserve wildlife corridors in urban development areas.

For more information on LEPS visit: www.leps.bc.ca

For water quality and stream health information visit: <http://projectwet.org/water-resources-education/water-quality-education/>

8. **Activity 5: Salmon Dissection** – Hosted by Abigail Cruickshank from Alouette River Management Society (ARMS)

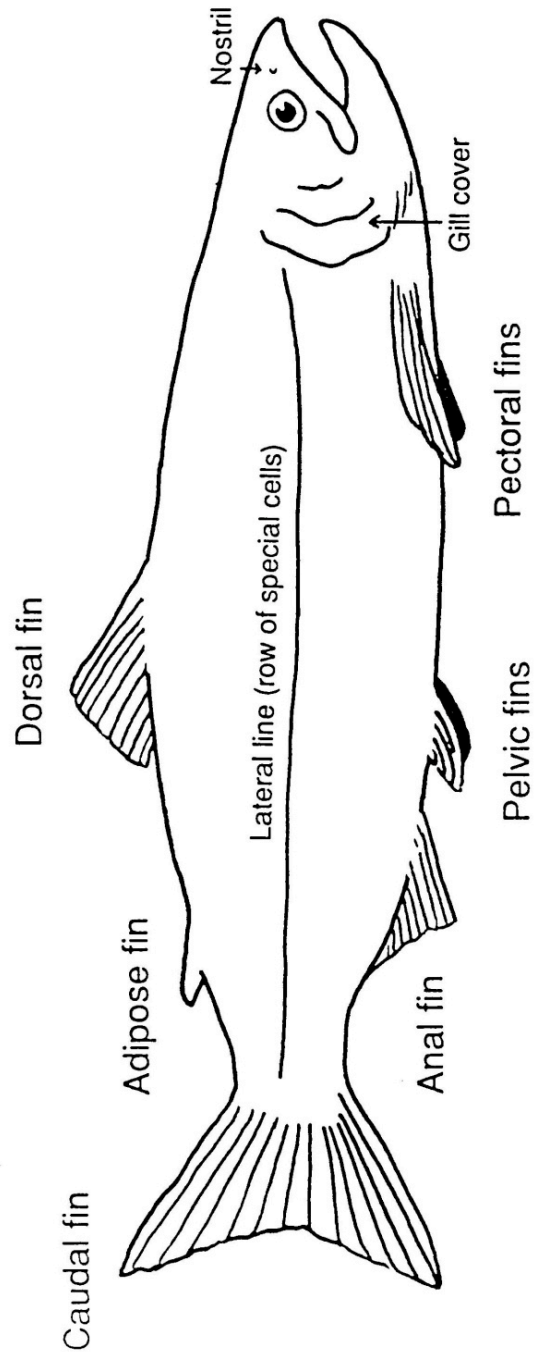


Figure 3: The External Anatomy of a Salmon

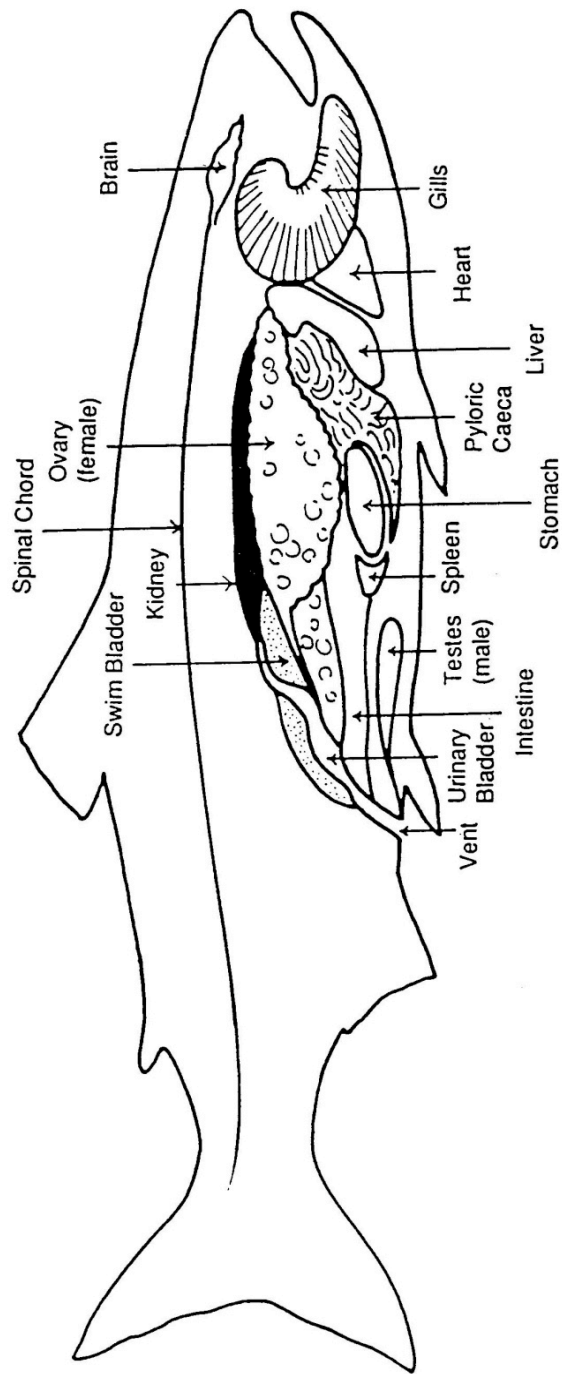


Figure 4. The Internal Anatomy of a Salmon

Alouette River Management Society (ARMS)

The Alouette River Management Society (ARMS) was formed as a society in 1993. The primary focus of ARMS, at that time, was to negotiate with BC Hydro an increase in the river's base flow from the Alouette Dam. This would require changes to the management of the Alouette Dam and Hydro's methods of flow releases. This goal was achieved in 1996, when the base river flow release was increased by fivefold. Since 1996, ARMS has become involved in almost all aspects of watershed stewardship, including education, inventory and monitoring, habitat restoration and lobbying for the protection of aquatic habitat. We are extremely active in the community and often attend private properties in order to assist landowners with the implementation of sound stewardship practices on their land.

Today ARMS greatest pride is our high caliber education programs that we offer to members of our community. ARMS is fortunate to have been a stepping stone for many of our talented Environmental Education Coordinators over the years, who have lent their formal education and talents to formulating our various programs. Our education programs are designed in accordance to the Ministry of Education Integrated Resource Package (IRP) and updated regularly. We are continually developing programs around current environmental issues to share with the community. Feedback from teachers and current environmental issues are utilized to ensure that new courses are developed as our community demands. For further information of what programs we offer, please refer to our Education page on our website: www.alouetteriver.org

9. Activity 6: Strategic Questioning and Deep Listening

9.1 Deep Listening Skills

What is it?

Deep listening occurs when your mind is quiet. Your thoughts are flowing rather than crowding your mind with distractions, interpretations, judgments, conclusions, or assumptions. Your mind is open, curious, interested -- as though you were hearing this person for the first time. Deep listening applies not only to communication with another, but also to listening to ourselves and to life in general. The goal of deep listening is to hear beyond the words of the other person and yourself, to the essence of what the words and feelings are pointing to.

STORY: What Did You Say? - by Nan S. Russell

My table-mates introduced themselves as the reciprocal protocol began. We chatted about what we did, where we did it and what we thought of the conference. Stan joined the table as the chicken was served. He'd been introduced to me earlier and we'd talked briefly during the pre-dinner social. Now he was peppering me with intriguing business questions. This was going to be a lively and interesting discussion, I thought.

But my hopes vanished faster than an ice cube melting in the desert. I realized Stan wasn't listening. He didn't care what I had to say; he was waiting for his turn to talk. And talk he did, monopolizing the table's conversation with his back-patting soliloquy.

That experience got me thinking. My hopes had been raised believing that someone asking thoughtful questions might be interested in the answers. But that's a rare find in this too-busy-to-listen world. We're too busy answering our cell phones, checking our BlackBerries, and posting our instant messages. We're so busy communicating that we fail to communicate. We think because we said something, it was understood. We confuse communicating with understanding, and silence with listening.

But the absence of talking is not necessarily listening. Real listening requires focused attention and a quiet mind. It's deep, not surface. You do it to understand, not so you can talk when someone pauses. Deep listening comes from the heart, as well as the head.

Deep listeners ignite ideas, influence outcomes and build relationships. They're wonderful to be around. There are few behaviors more powerful in the workplace than receiving someone's focused attention on what you're saying. It makes you feel valued and respected because it's clear that what you have to say matters to them. Deep listeners create dialogues, encourage thoughtful exchanges and enhance creativity. They also build their careers.

I learned to deepen my listening skills by using a technique called reflective summary. So for example, if I said to you, "I had a flat tire on the way to work and missed my boss's meeting," the typical response might be, "Yeah, I had a tough morning, too." Or you might share a similar experience. But a reflective summary statement summarizes your understanding of what it is I said. So, you might respond, "You're concerned you missed your boss's meeting?" If you summarized my message correctly then I'd continue with my concerns. If not, I'd clarify. Either way, we'd improve our communication.

So, here's my bottom-line advice after twenty years in management. If you want to be winning at working, develop deep listening skills. You see, people who are winning at working know they learn more by listening than talking; persuade more by understanding than arguing; and problem-solve more by asking than telling. People who are winning at working have discovered the power of listening.

9.2 Strategic Questioning

What is it?

Strategic questioning is a process of using questions to develop consensus in communities so that they are involved in an activity of change with which they value and feel comfortable.

Strategic questioning helps groups and communities to identify those things they would like to see changed, propose some ways of solving problems and set the process up for action rather than just talking.

How it helps:

- Creates information rather than communicating information already known
- Creates active participation
- Initiates ownership of the information with the person answering the question
- Generates energy for change
- Creates common ground
- Encourages people to put their own opinions aside long enough to try and find new ways and new ideas

What can Strategic Questioning be used for?

- Building good group collaboration
- Creating strategies for change
- Getting through blocks in workshops
- Learning good listening skills

What it is Strategic Questioning based on?

- The assumption that everybody holds valuable knowledge
- Understanding that the wisdom, experience and will to make change is in all of us
- Knowing that change only happens when the way it is brought about agrees with our own way of thinking
- Understanding that people won't act if they are just passive recipients of information provided in an alienating way
- Understanding we need to listen
- Knowing that slow change is the most enduring change
- Realizing that motivation is not an external process. If we try to motivate others we assume that 'we' know the most appropriate goal.
- Being committed to building a relationship. Relationships allow goals to emerge that have everyone's support and do not need to be 'sold' to anyone.
- The assumption that we all want to do 'better'.

Related reading: Peavey, Fran. 1992. 'Strategic questioning for personal and social change'.

Types of Strategic Questions

Sometimes the best questions have no answers... yet.

REMEMBER: Telling people what they should do: "why don't you..." is a very authoritarian act!

There are seven types of strategic questions:

1. Focus questions - identify the key facts and the situation
2. Observation questions - are concerned with what people see and hear regarding the situation
3. Feeling questions - are concerned with emotions
4. Visioning questions – help to identify 'dreams', e.g. "wouldn't it be good if..." or the desired situation.
5. Change questions - how do we get from here to there?
6. Personal inventory and support questions - individuals identify their particular skills, interests and potential contribution
7. Personal action questions - helps to identify specific actions an individual needs to take to address the issue or situation effectively.

Effective strategic questioning and deep listening skills

- Be able to recognize when people intend to act and feed that part of the question back to the person involved
- When listening to gripes, always ask 'what can we do to change the situation?'
- Understand how people explain the changes they have seen. How people explain past change will help to design strategies to produce change in that society.
- Ask those questions you think may be un-askable, they are often the most relevant
- 'What would it take for you to change on this issue?' is a very powerful question
- 'How can...?' and 'what shall...?' are also good

REMEMBER: If the answer to "What are you doing about issue X?" is 'Nothing', issue X may be related to a deeply or commonly held value or assumption. Sometimes new ideas are born by the people with the ownership and energy to carry them out. For example, many communities value a healthy environment even though they may not have thought about it often. A good way to identify this value is to ask what they are doing to ensure their children will value it too.

Ethical considerations for Strategic Questioning

- Strategic questioning cannot be used to convince anybody of something
- Try to be objective. Be ethical about what you do with what people say.
- Don't use it if you really want to control the outcome
- Strategic questions may recall upset on the part of the person being questioned. People may drop into helplessness if they feel they cannot address the situation. Be prepared to deal with the upset and help the people work through it.

10. Activity 7: Identifying Challenges, Setting Goals and Action Planning

Using the model below as a guide, work individually or in pairs to identify challenges, set goals plan your activities and key deliverables for your mentorship placement OR another project that you would like to work on in your community. Based on your mentorship discussions yesterday or another project idea, think about your community and your role in your community and answer these questions (remember: your project / activity idea can be really big, or really small – what ever you feel is most appropriate for your own situation!):

1. What exactly do you want to do?
2. Why is this project / activity important to you and your community?
3. Where is your project / activity going to take place?
4. When is your project / activity going to start and finish?
5. Who is going to be involved in your project / activity?
6. What challenges do you think you might encounter along the way?
7. What do you hope to achieve when you've completed your project / activity?
8. How will you know when you've successfully met your goals?

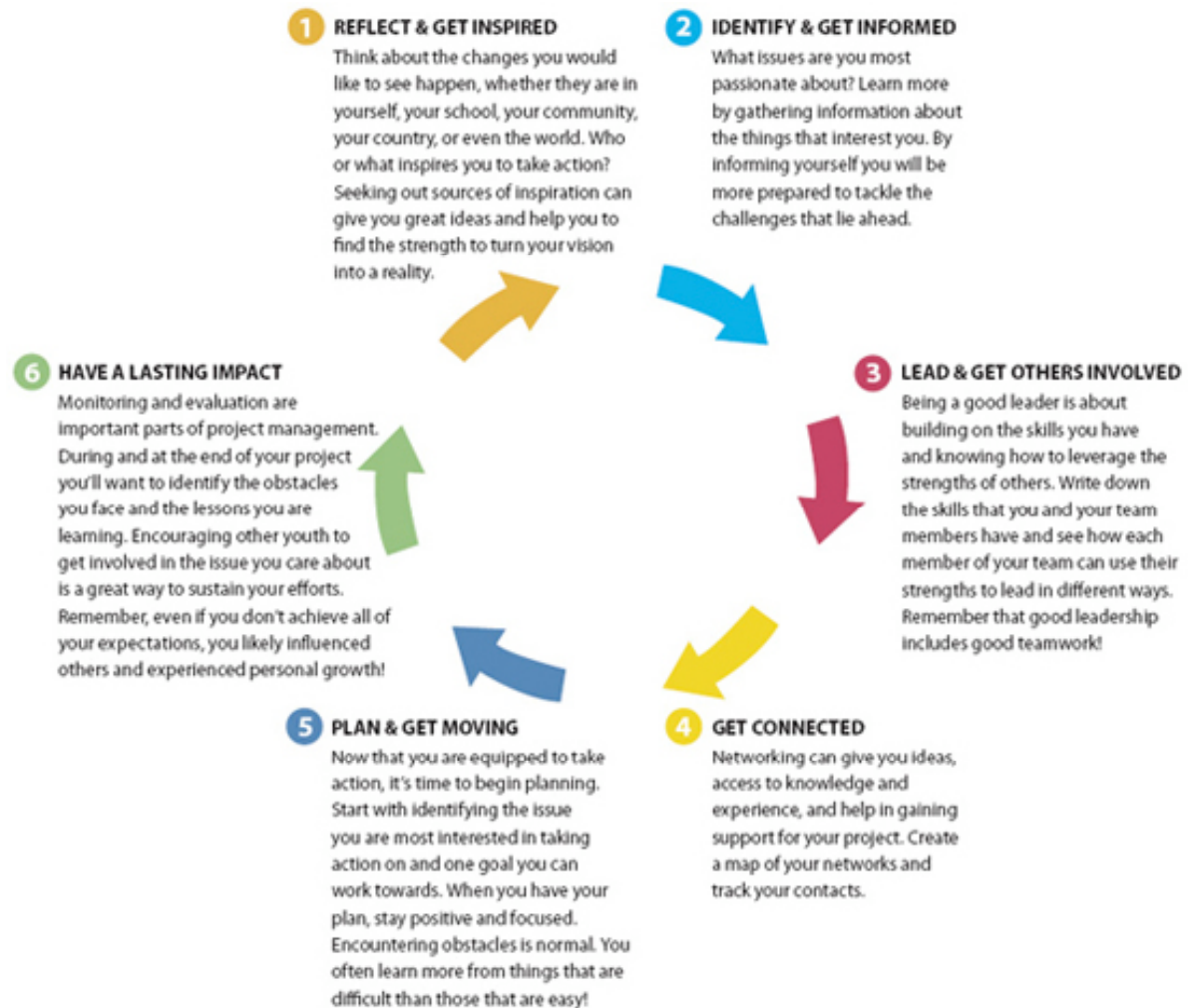


Figure 5: Simple Steps Towards Action From Taking IT Global (available from www.takingitglobal.org/guidetoaction)

11. Activity 8: UBC Forest, Lake and Stream Ecology Tour – hosted by Paul Lawson, Loon Lake - UBC Research Forest

During this tour we will learn about the 10,000 year journey that has developed the soils and plant communities of BC's coastal on a short hike through the forest, which will really open your eyes to the dynamic processes that power the evolution and growth of forest ecosystems. We will also learn about the 18 lakes and many streams within the UBC Research Forest provide and hear a fascinating story of how aquatic and terrestrial ecosystems co-exist and thrive. During this forest tour we will learn how the lakebeds themselves contain thousands of years of history that has unlocked many of the secrets of the ice ages, climate change, volcanic activity and forest development.

12. Thoughts & Reflection on Watershed Learning Workshop

Spend a few minutes reflecting on the workshop and what you had hoped to get out of the weekend at Loon Lake. Write your thoughts here and also complete the separate evaluation form provided.

THE END!

Thank you for participating in the Youth Watershed Leadership and Mentoring Program – now the fun really starts as you go onto the mentoring component of this program!

If you have any questions or would like to discuss your mentorship training, please don't hesitate to contact me directly on the information below.

Once again – thanks, it's been great getting to know you and I look forward to hearing all about your mentorship placement!

If you'd like to learn more about the work of the Fraser Basin Council, or our funding partner the Fraser Salmon and Watersheds Program please visit the following sites:

www.fraserbasin.bc.ca

www.thinksalmon.ca

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T: 604 488 5356
E: agreenwood@fraserbasin.bc.ca

13. Looking for more information? Visit these resources:

- Fraser Basin Council: www.fraserbasin.bc.ca
- Think Salmon: www.thinksalmon.com
- Fraser River Discovery Centre: www.fraserriverdiscovery.org
- Waterbucket – water information <http://www.waterbucket.ca/>
- Community Mapping Network: <http://cmnbc.ca/>
- Salmon Nation: www.salmonnation.com

For more information on some of the groups working on the political level on pacific salmon fisheries sustainability issues please visit:

- www.raincoastresearch.org/home.htm
- www.stewardshipcentre.bc.ca/
- fnfisheriescouncil.ca/
- www.sportfishingbc.com/
- www.pac.dfo-mpo.gc.ca/fm-gp/species-especes/salmon-saumon/wsp-pss/index-eng.htm
- www.fish.bc.ca/
- www.georgiastrait.org/
- www.sfu.ca/cstudies/science/salmon.htm
- www.davidsuzuki.org/Oceans/Wild_Salmon/

14. Stewardship Groups / Mentor Contact Information

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Metro Vancouver – East Area Regional Parks Theresa Harding Community Development Coordinator P: 604-530-4983 E: theresa.harding@metrovancover.org www.metrovancover.org	Metro Vancouver – Watershed Division (Central) Tanya Scaman Watershed Education Programs Coordinator P: 604-451-6506 E: Tanya.scaman@metrovancover.org www.metrovancover.org
Fraser Valley Regional Watersheds Coalition Rachel Drennan Community Outreach Coordinator P: 604-791-2235; E: fvrwc@live.ca www.fvrwc.org	Hyde Creek Watershed Society Ted Wingrove President P: 604-461-FISH (3474); E: hydecreekws@telus.net www.hydecreek.org
Colony Farm Park Association Liz Thunstrom, Colony Farm Park Association, P: 604-939-9571; E: ethunstrom@shaw.ca www.parkpartners.ca/partners/colony%20farm/colony.htm	Vancouver Avian Research Centre Derek Matthews, P: 604-218-1191; E: Derek@birdvancouver.ca www.birdvancouver.com/