

# Fraser Salmon & Watersheds Program



Fraser Basin Council



## 2009/10 FINAL REPORT

<b>FSWP File Number*</b>	<b>File # 07350-35/FSWP 10 D 112 EE</b>
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\* Please use the FSWP File Number provided in previous FSWP project correspondence.

<b>1. Project Information</b>			
1.1. Project Title			
Aboriginal Youth: An introduction to Fish Management and Habitat Protection			
1.2. Proponent's Legal Name			
Ch-ihl-kway-uhk Tribe Society			
1.3. Project Location			
Fraser Valley (Chilliwack River Valley)			
1.4. Contact for this report			
Name: Stephanie Felix		Phone: 604-824-2692	Email: Stephanie.Felix@shawcable.com
1.5 Funding Amount			
<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>
\$25,792.00	\$25,685.26	\$15,264.26	\$64,224.00

<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>First Nations Youth will learn fish management from various local agencies regarding both ocean and freshwater structures. This program supports learning and the transfer of knowledge from professionals in the industry, to connect youth to their environment and allow hands on experience in habitat protection. There will be opportunities for storytelling about the importance of fish in the First Nation culture from Elders, First Nations Chiefs, and fisherman. Thus, becoming more of an active member and a leader in fish conservation.</p>
OPTIONAL Please give a short statement (up to 100 words) of the most compelling activity or outcome from your project.

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1 .People and communities take a leadership role in raising the profile of salmon and watershed sustainability.	The youth are more aware of environmental issues involving the salmon and have an understanding of the importance of watershed sustainability and ecosystems.
2. People and communities have the capacity to take action for watershed sustainability.	The youth have met and mentored with many local professionals in the field and have opportunities for employment, work experience and volunteering to further develop their capacity.
3. Diverse and representative sectors and levels of society are engaged in habitat integrity works and ecosystem management, contributing to participatory and integrated ecosystem management	The youth were introduced to a diverse group of resource people working in the field giving them exposure to a broad range of integrated works of our local ecosystem and management processes.
4. People convene in collaborative processes and develop common visions of sustainable governance in both salmon and watershed management. These processes occur among and /or between First Nations, different levels of government, and other interested parties.	Through the meeting of various professionals working in the field the youth became familiar with the various organizations, the collaboration between First Nations, organizations and various levels of government and the common vision.
5. Tools and information necessary to support a common understanding of science that addresses threats to salmon and watershed sustainability exist.	Learning the science behind healthy streams, watersheds and the salmon helped the youth understand the issues and threats to salmon and watershed sustainability that exist.
6. First Nations are engaged in all areas and stages of FSWP projects.	The youth met with some of the First Nations families, elders and leaders to discuss the project and what they were learning. Some of the youth also received cultural teachings on the harvesting and preservation of salmon.

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The youth completed an introductory Streamkeepers Training program and are now more aware of the science of healthy streams, salmon and watershed sustainability. Throughout the program they participated in various hands on activities which promoted the maintenance of healthy streams and fish. They assisted one of the local watershed planners with the recovery of wild coho fry using G-traps in preparation of stream cleaning. The youth also learned how to take water samples and the various ways to enhance a stream to promote healthy salmon. We visited various fish hatcheries to learn about how our local government is involved in fish enhancement and the building and maintenance of waterways to preserve the salmon. The youth were also involved in the annual Vedder River Clean Up building an awareness of the impact people have on the environment during recreational activities. They also participated in a focus group where they were able to voice their concerns regarding the environment, fish and watershed protection. As we progressed through the program, their attitudes began to develop and change on the importance of a clean environment and fish habitat. They kept a journal logging all activities and experiences and they also created power point presentations to summarize what they have learned throughout the project.

The youth have met with many professionals throughout this project and now have opportunities for employment or volunteering with the various organizations they have made contact with. They have also met with First Nations families, leaders, fisherman and elders to learn the various perspectives on fish habitat and environmental protection issues.

Power point presentations created by the two youth  
Photos – CD attached

CTS has incentive awards for youth in school. We draw for a laptop to those students who have completed grade 12 math and grade 11 & 12 science. We encourage students to continue to develop their skills through employment and volunteer experience with the various organizations/professionals they have met during this program.

1. Hands on experiences are invaluable when trying to teach the youth. They were able to questions directly to the facilitator.
2. Meetings with elders, leaders, fishermen and families were also very valuable and enlightening for the youth. It gave them very different perspectives and views on fish habit and environmental protection issues. This also gave them historical background and stories.
3. Get the youth involved with focus groups and community meetings. The communities and youth enjoyed exchanging and engaging in discussion groups. Community member were surprised by what the youth had to say and to learn about this program