

FINAL REPORT

Salmon in the Schools

2020-2021



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Background

Rivers to Ridges has been involved in developing and delivering the Salmon in the Schools program since 2017. Below are the highlights and focus from past years.

2017-2018

- piloted the program across the territory
- delivered and adapted new salmon programming

2018-2019

- developed educational resources
- implemented new branding
- created a new logo; new look and feel for the program

2019-2020

- revised, edited and reprinted the guidebook
- planned and executed an educator's training day in collaboration with local salmon partners
- officially launched the new curriculum.

2020-2021 Focus

For the 2020-2021 year, our focus for Salmon in the Schools was delivering salmon programming to students in schools and classrooms. Although we focused primarily on school visits, we also refined and built on the planning and development of resources from past years.

A late start to our planning for the year, due to uncertainties surrounding what school visitations would look like in the context of an ever-changing pandemic, resulted in a bit of a slow start to



the year and slightly fewer visits to Yukon communities than we would have liked. Nonetheless, when we did get the word out to school administrators and teachers, the interest level in our program was high. From November to March we were able to visit 34 classrooms across the territory. This consisted of 6 schools in Whitehorse and 5 schools in Yukon communities. In total, we provided educational services for 406 students. We believe that with a sooner start to planning school visits next year and greater certainty around COVID-19 restrictions in schools, we can visit more classrooms, more schools (as well as returning to many of the same schools), and serve even more students!

The fall of 2020 presented interesting challenges to our team as we worked to adapt our programming to fit within the reality of visiting schools during COVID-19. What we found, however, was that while schools all had important precautionary measures in place for hosting visitors, most schools across the territory were eager to have us and eager to find ways to work together to meet the educational needs of their kids. Together, we found ways to deliver programming within the limitations of COVID-19 restrictions and provide fun and engaging educational experiences while staying safe.

Resources and Approach Used in Salmon in the Schools Visits

In planning and executing school visits this year, we used many of the resources created and accumulated in previous years. For example, we worked directly from the *Salmon in the Schools Educator Activity Guide & Resource Manual*, created and revised in 2018-2019. We also provided this resource to teachers in advance of our visit and suggested preparatory activities that could be done with students to start them thinking about salmon and their connections to salmon.



Some teachers were already familiar with this resource, having attended the *Educator Training Day* in February, 2020. Hard copies were left with some teachers after our visit, and all teachers were encouraged to use the resource as a follow up tool in the days and weeks following our visit. It was great to see that some educators who attended the *Training Day* last year had been using the resource already in their lessons around salmon!

A hugely popular aspect of almost every Salmon in the Schools visit we did this year was the *Salmon Know No Borders* floor map! This map was designed and printed by the Yukon Salmon Sub-Committee and smaller maps have been printed and given to teachers in past years. It is a valuable resource for us in facilitating discussion around what a watershed is and how the Yukon River connects people, communities, and habitats across borders and over vast distances. Drawing on the map, tracing river routes, and adding materials such as plastic animals to the map creates ways for students to engage in a physical way with the map and greatly increases their understanding and ability to make connections.

Other resources accumulated and created in past years, such as *Samay the Salmon* and Salmon story books, are also useful tools for engaging students. In future years, we will keep using these resources and work to gather more culturally relevant and appropriate materials to use with students.

Planning and Preparation During COVID-19

The 2020-2021 school year was a challenge for everyone, with COVID-19 concerns and protocols creating an ever-changing working environment across Yukon Territory. Starting from the beginning of the school year, students attended in-person classes with physical distancing, hand-sanitizing, and limited gathering sizes all in place from day one. These protocols remained in place throughout the school year, with mandatory mask wearing for students above grade 4 being implemented in December.

As visitors to all the schools we attended, Rivers to Ridges staff were especially diligent in communicating with teachers and administrators prior to school visits, wearing masks throughout the entirety of their visits, and practicing physical distancing with all students and teachers at the school. We took learning outside for as much of each session as was possible. Rivers to Ridges also followed the recommendations of Yukon's Chief Medical Officer closely, and remained prepared to make any necessary changes to our visits.

It is highly important to Rivers to Ridges to visit schools in communities across Yukon Territory and deliver programming that is suited to the cultural and educational needs of kids in these communities, many of whom do not get the same educational opportunities as students in Whitehorse do. This year, of course, our staff had to take special precautions in planning these community visits and communicate thoroughly with staff at the school about the health risks of these visits. With low COVID-19 case counts throughout most of the winter, we were able to do three community trips, visiting five schools. We did, however, reschedule one of these visits, as

case counts in Whitehorse began to rise and we did not want to go ahead with a community visit with any level of doubt existing among ourselves or the schools and communities we visited. All communities were grateful for our visit and our staff practiced mask wearing and physical distancing there as they did throughout the winter in Whitehorse.

Uncertainties about COVID-19 present some questions about the 2021-2022 school year, but we are confident that we can work with schools and communities to make smart decisions that put the health of students, teachers, and community members first. We are excited by the potential for delivering more programming next year, but will only do so as long as the health, safety, and comfort of those we serve is met.

2020-2021 Community & School Visits

Rivers to Ridges provided educational resources and support as they visited the following classes and schools:

Date	School	Grade	Teacher
Nov. 17, 2020	Grey Mountain Primary	1	Kathleen Coventry
Nov. 24, 2020	Christ the King Elementary	3	Angellina Burns
Nov. 24, 2020	Christ the King Elementary	3	Samantha Carr
Nov. 27, 2020	Elijah Smith Elementary	5,6	Alysha Coates
Nov. 27, 2020	Elijah Smith Elementary	4,5	Kristi Teramura
Dec. 8, 2020	Grey Mountain Primary	K	Keir Hyde
Dec. 8, 2020	Grey Mountain Primary	3	Jordan Stevens
Dec. 10, 2020	Takhini Elementary	5,6	Kevin Embaucher
Dec. 10., 2020	Takhini Elementary	3	Laura Peers
Dec. 11, 2020	Hidden Valley Elementary	2,3	James Mitchell
Dec. 11, 2020	Hidden Valley Elementary	2	Hillary Hatton
Jan. 8, 2021	Golden Horn Elementary	3	Drew Osborne
Jan. 8, 2021	Golden Horn Elementary	3	Emmalee Agnew

Date	School	Grade	Teacher
Jan. 11, 2021	St. Elias Community School - Haines Junction	6,7	Bryce Voogd
Jan. 11, 2021	St. Elias Community School - Haines Junction	4,5	Selena Burton
Jan. 12, 2021	St. Elias Community School - Haines Junction	3,4	Karmen Cheetham
Jan. 12, 2021	St. Elias Community School - Haines Junction	8-11	Mary-Jane Leger Southern Tutchone Language
Jan. 13, 2021	Nelna Bessie John School - Beaver Creek	Primary	Heidi Warren
Jan. 13, 2021	Nelna Bessie John School - Beaver Creek	Intermediate	Remy Rodden
Jan. 17, 2021	Takhini Elementary	1	Angela Gale
Jan. 28, 2021	Elijah Smith Elementary	3	Kari Unrau
Feb. 8-9, 2021	Del Van Gorder School - Faro	K-7	
Feb. 10, 2021	Ross River School	1,2	Marlyn Fradsham
Feb. 10, 2021	Ross River School	Highschool	Pierce Butler
Feb. 16, 2021	Christ the King Elementary School	5	Kendra Kennedy
Feb. 24, 2021	Eliza Van Bibber School - Pelly Crossing	3,4	Katherine Lee
Feb. 24, 2021	Eliza Van Bibber School - Pelly Crossing	5,6,7	Liard McMillan

More complete descriptions of a selection of programs are provided below.

Nov. 17, 2020 Grey Mountain Primary School

Kathleen Coventry, Grade 1

Great first day of Salmon in the Schools 2020-2021!

Colin and Emily were amazed to see what a respectful and curious class Mrs. Coventry had. They started the day by sharing some salmon stories or our own, before exploring different

salmon-eater animal forms. Everyone gathered around the big map and we traced the entire Yukon River from Whitehorse to the Bering Sea in Alaska and back! It was a cold day but they went outside for a big game of Salmon-Eater Tag. They explored what it felt like to have a small and shrinking habitat; the impact on local predators when the fisher-person over fished; and how hard it was to be a salmon in a dangerous and ever-changing environment. There was just enough time at the end of the day for Emily to read a story.

As Colin and Emily left, the class was putting their individual salmon stories onto paper, colouring and decorating salmon.

“The kids loved asking questions, playing predator games outside; Colin and Kelly were fantastic” - Keir Hyde, Kindergarten Teacher, Grey Mountain Primary School

Dec. 11, 2020: Hidden Valley Elementary School

James Mitchell Gr. 2-3 & Hillary Hatton, Gr. 2

On the Friday of a very busy week, Colin and Berenike went to Hidden Valley Elementary School and found two very excited classes who loved Salmon and spending time outside. In James Mitchell’s Grade 2-3 class, they did some amazing Salmon art and spent almost an hour outside playing Salmon games. During Salmon Eater Tag, they worked through all the levels to introduce our conservation officer role, which was played by a girl who wanted to be a conservation officer when she grew up! Perfect! In the afternoon, they hung out with Hillary Hatton’s Grade 2 class and found the students to be bursting with stories about Salmon and fish and adventures to different places around the Yukon River Watershed. They loved the maps and plastic Yukon animals and Berenike led a great game of Salmon Eater Tag to end the day and the week!



Jan. 11-12, 2021: St. Elias Community School, Haines Junction

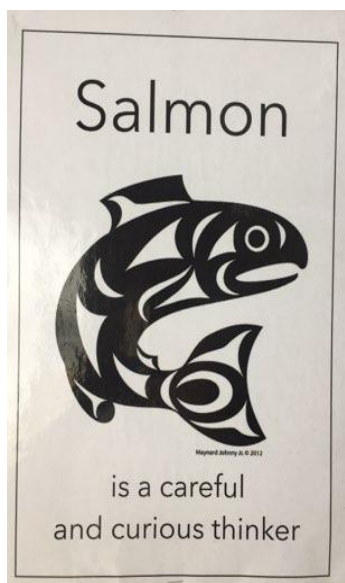
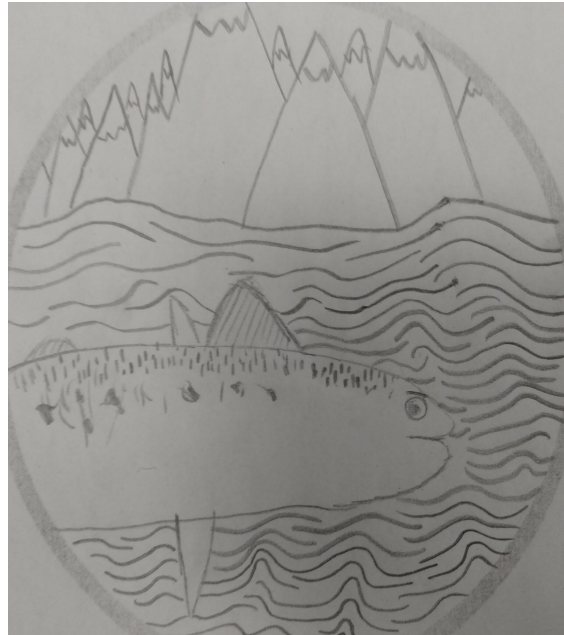
Bryce Voogd, Gr. 6-7

Selena Burton, Gr. 4-5

Karmen Cheetham, Gr. 3-4

Mary-Jane Leger, Southern Tutchone Language

The first Salmon in the Schools visit to a community this year! Colin and Berenike drove out to Haines Junction on Monday morning and visited 4 classes over two days, thanks to the organizing prowess of Michael Allaway (the WISE teacher). In the morning of the first day they met a sleepy grade 6/7 class who was still adjusting to Monday morning. The inside activities were a little slow to take but it was obvious that these kids had some cool experiences and strong connections to salmon. When it was time to go outside everyone woke up a little and Mr. V helped facilitate an exciting game of Salmon-Eater Tag with deep connections. With only 22 people, they created a complex habitat with Salmon, predators, a fisher-person, a conservation officer, hunters, pollution, and mining operations all impacting the habitat in positive and negative ways. They were able to see what a complex web salmon are entangled in and how much of what humans do impacts them.

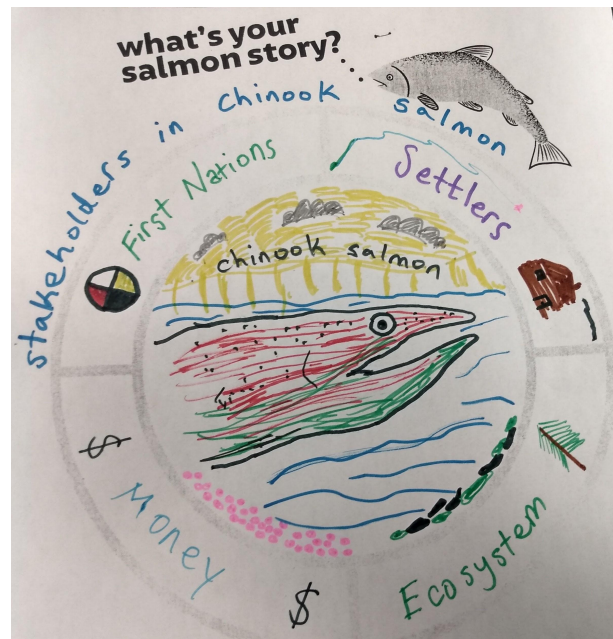


In the afternoon they visited Ms. Burton's class and found them to be intelligent and excited about all the activities. Their energy carried us through the day and our time outside was complete with an intense game and a lot of crashing into the snow.

Their second day at St. Elias Community School was great! The kids and staff all said hello and welcomed them back for another day. In the morning they hung out with an excited grade 3/4 class who had a lot of stories and personal connections to salmon and fishing. The class was especially engaged in the salmon-story art activity and they spent quite a while going through salmon books to look at how different salmon look at different stages of their life. They picked which one they would draw and tried to get all the features just right. The outside games were lively and exciting as usual.

In the afternoon Colin and Berenike spent time with high school students! This was a first for this year, but Mary-Jane Leger (the Southern Tutchone language teacher) organized both her classes (grade 8-9s and 10-11s), as well as some French class students into one room where everyone could gather and share stories and knowledge. The class started by introducing themselves in Southern Tutchone and then English. Afterwards Mary-Jane told a story in Southern Tutchone and English, alternating every few sentences so everyone could follow along. The story, which has been passed down for many generations and is told in different variations all throughout Yukon and Alaska, features a boy who goes to live with the salmon to learn their ways and their wishes for how they want to be treated by people. He eventually returns to his family to educate his community on how the salmon wish to be treated so they will continue to return each year.

After the story they studied the map as well as two newspaper articles examining cross border salmon management in the Alsek River Watershed. The students were engaged and knowledgeable; many had been to fish camp at Klukshu and fished and gaffed for salmon there. They also had a lot of knowledge about their culture and about more complex connections between Salmon and humans. They discussed resource use and management and the connections between the decisions humans make and Salmon and their habitats. The outside game time was split into two groups but both had a lot of fun running around!



"The students loved the games and I liked that it involved current events"
- Mary Jane Leger, Southern Tutchone Teacher

Jan. 13, 2021 - Nelna Bessie John School - Beaver Creek

Heidi Warren, Primary & Remy Rodden, Intermediate

After driving from Haines Junction to Beaver Creek, Colin and Berenike spent a lovely cold day at the Nelna Bessie John School in Beaver Creek. The school serves 7 students ages 8 to 14 but only 5 were there for their visit. The day was great. They went with the flow of the day that the kids were used to and inserted salmon games and activities throughout the day. To start off, the older kids were treated to an hour of stories with local Elder, David Johnny about the old ways and routes that people travelled to fish for salmon, about relationships across what became the Canada-US border, and about personal stories from the land and growing up with parents and

grandparents who lived close to the old ways. David Johnny is the grandfather of a few students at the school and one, a 14-year old boy, has recently begun taking trips down the White River and then down the Yukon River by snow machine to reach a trap-line, connecting to some of the routes and lands that David talked about.



Before lunch, everyone went outside to play Guard the Redd and teachers and kids had a lot of fun, even in -30C temperatures. In the afternoon the older and younger kids split off and took turns examining the map, with everyone tracing the route salmon would take from Beaver Creek down the White River and down the Yukon to the Sea. The younger kids learned about predators and the challenges salmon face swimming upstream to their spawning grounds, while the older kids talked about cross border management, and connections between communities in Yukon and Alaska through traditional transportation routes. They had an awesome day at the school and teachers and kids were both happy to have visitors!

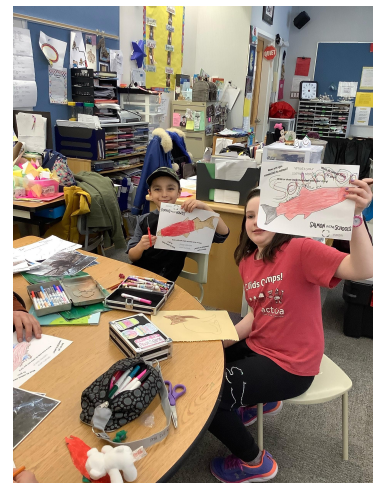
Jan. 28, 2021 - Elijah Smith Elementary School

Kari Unrau, Gr. 3

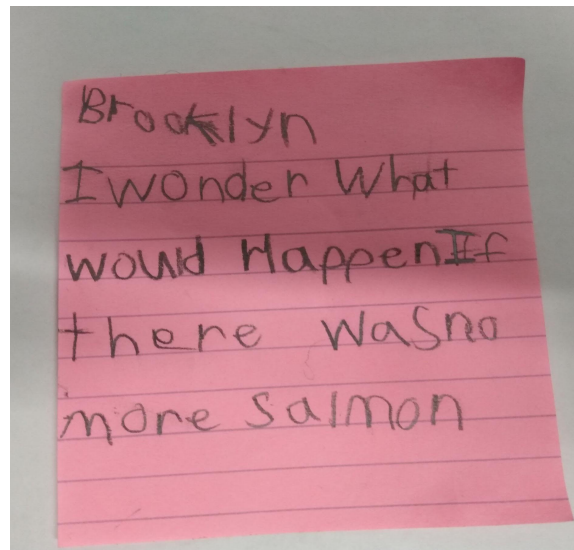
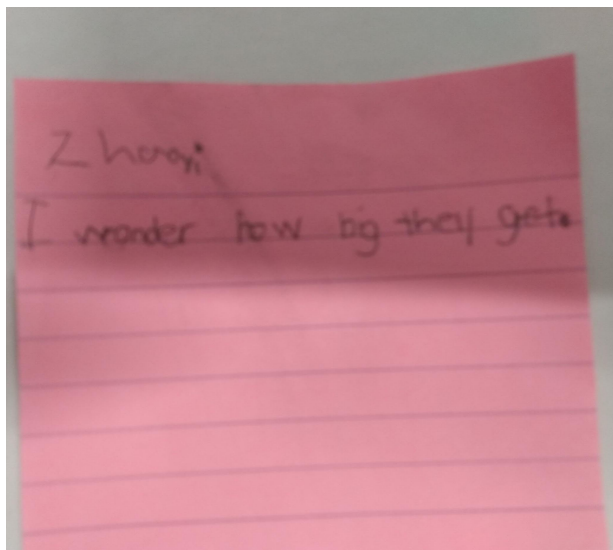
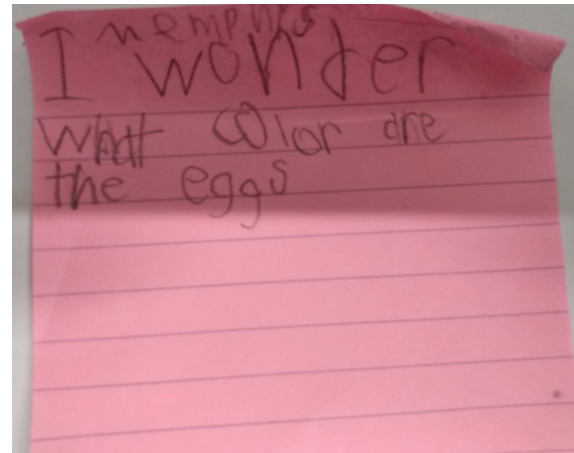
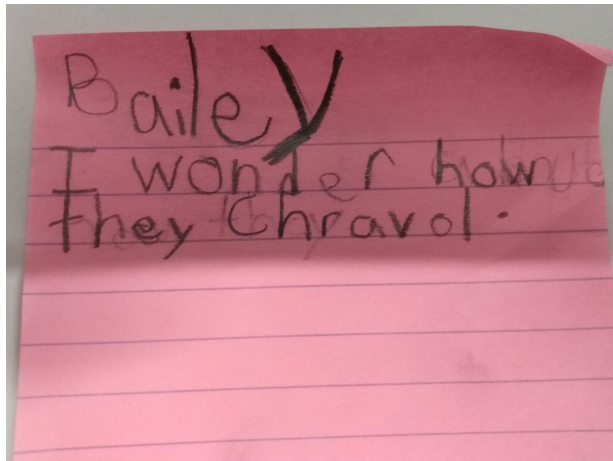
Colin and Zach had an awesome afternoon with the Grade 3's at Elijah Smith. The kids were super into Salmon and had been learning lots about Salmon, their life cycles, and their connections



to local cultures already! The day before we visited they watched the T̓aa'an M̓an Fish Camp Video and wrote up Salmon questions to talk about during our visit. Another big excitement was having Zach with us for the first time this year. Zach grew up around Salmon and knows and cares for Salmon deeply. AND he was in the video. The kids and the teachers got a kick out of that and asked him lots of questions about his favourite parts of the First Camp and what he remembers from that time. Zach had a great time leading the map activity while Colin led Salmon art. We examined all the different



types of Salmon and tried to draw them in all their colours and spots. It was a very cold day so we decided to play games inside instead of outdoors. We went into the multi-purpose room and had many lively and exciting rounds of Guard the Redd. The teachers and the students were very happy with our visit and we were stoked by their enthusiasm.



Feb. 8-9, 2021 Del Van Gorder School - Faro

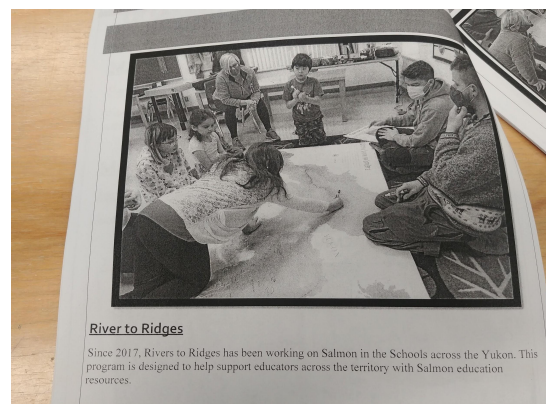
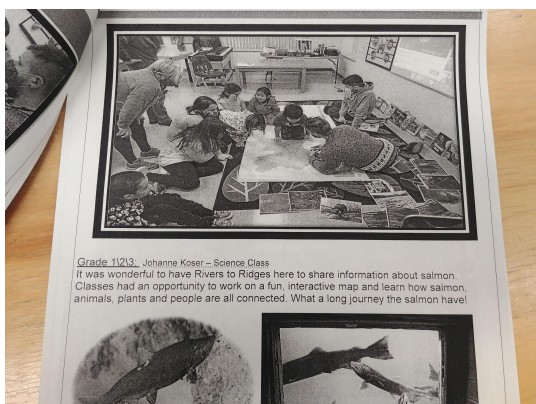
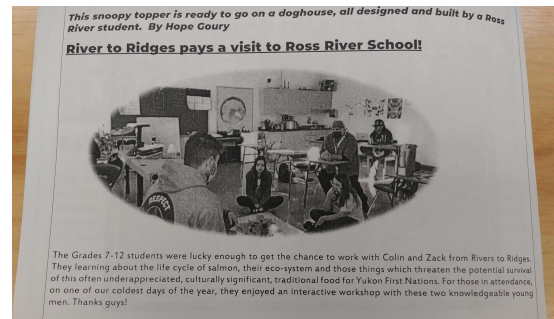
Colin and Zach arrived in Faro around noon and it was cold! Everyone at the school was very welcoming and we spent the first afternoon with two classes, one grade 7 class and one high school class. They spent some time working with the map and then went into the gym to play Salmon Eater Tag and Guard the Redd. This was a definite highlight and the class really opened up and enjoyed themselves when it was time to play!

The next day was a busy one! Colin and Zach started with a half hour session with the Kindergarten students, where they read a book about the lifecycle of the salmon and looked at pictures of different kinds of salmon. Then they went to grade 4/5/6 and had great discussions, a great time with the map, and a lively game of Guard the Redd in the gym. In the afternoon we visited the grade 1-2 class and enjoyed ourselves, learned a lot, and had a lot of good conversations. They were particularly excited to trace the route of the salmon from Faro to the sea and to place the Yukon animals around the Watershed.

Feb. 10, 2021 - Ross River School

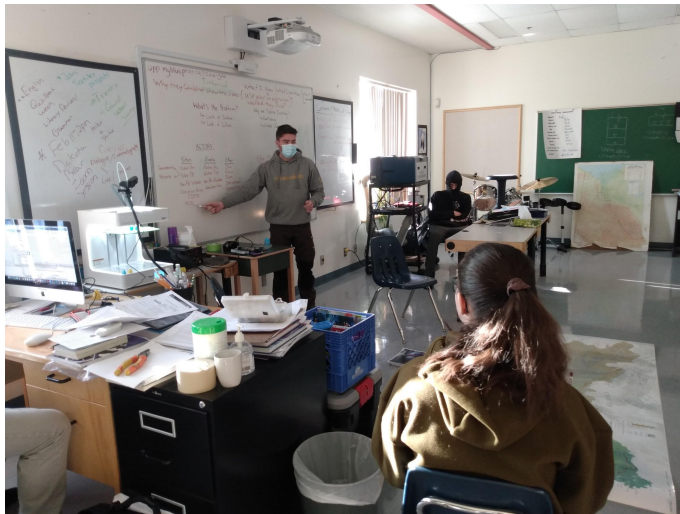
Marlyn Fradsham, Gr. 1-2 & Pierce Butler, High School

It was another cold day when Colin and Zach visited the Ross River School and only a few kids managed to make it to school that day. Yet they still had a great day with the kids and staff there! In the morning they hung out with the primary kids, about 6 or 7 between grade 1 and 5. They were excited to learn about the lifecycle of a salmon by reading a book that showed the salmon's journey from stream to sea and back. Then they worked with the map and the animals and they had a great time talking about predators and exploring the route of the Yukon River. The class had been studying maps so we had a good time comparing our big map to the very zoomed out map they have been looking at of Yukon and Alaska. The kids made a lot of great observations about the similarities and identified the same rivers on both maps!



Our visit made it into the Community Newsletter!

In the afternoon Colin and Zach visited the high school students. They watched the Tàa'an Män Fish Camp video and had a good discussion about the issues facing Yukon River Salmon and the

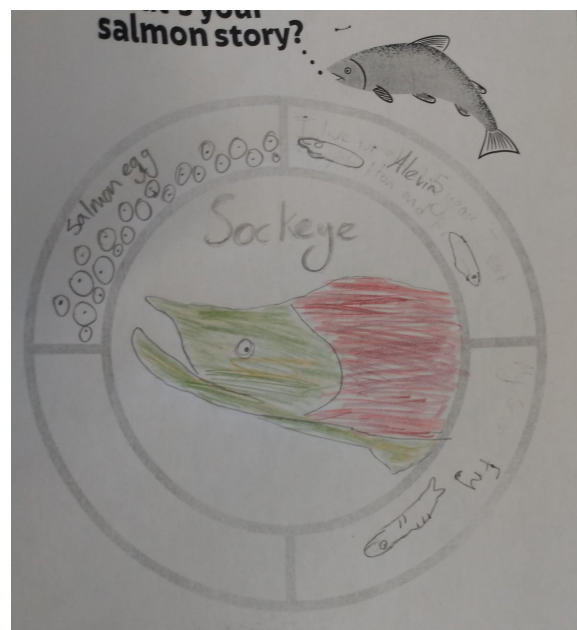


people who have a deep connection to salmon. After lunch there were more staff and students, as well as Florence, an Elder who works in the school. They laid out the big map and had a great discussion about the complex challenges that both salmon and those who work with salmon face in the Yukon River Watershed. Both students and staff asked critical questions and everyone thought deeply about the role that fisheries, predators, local peoples, First Nations cultures, mining, forestry, science, and politics all play in the management of salmon. Florence told

stories of fishing for Chinook with her family growing up and discussed some of the changes that have been happening to the Salmon over her lifetime. Overall, they had a great time in Ross River and are excited to go back and spend more time there next year.

Feb. 16, 2021 - Christ the King Elementary School **Kendra Kennedy, Gr. 5**

Zach and Colin spent the afternoon in Ms. Kennedy's grade 5 class. It was the busiest class yet this year and still -30 outside so we spent the entire afternoon in the classroom. Nonetheless, we moved all the desks aside and sat in a circle, brainstorming all we knew and wanted to know about Salmon. They watched the Tàa'an Män Fish Camp Video and had a good discussion about the problems faced by the people in the video. Zach led the group in a talk about the Yukon River using the big map and Colin led a salmon story art activity. With so many kids and no other spaces to go, we squeezed a high intensity and crowded game of Guard the Redd into the centre of the class!



**Feb. 24, 2021 - Eliza Van Bibber
School - Pelly Crossing**

**Katharine Lee, Gr. 3/4 and Liard
McMillan, Gr. 5/6/7**

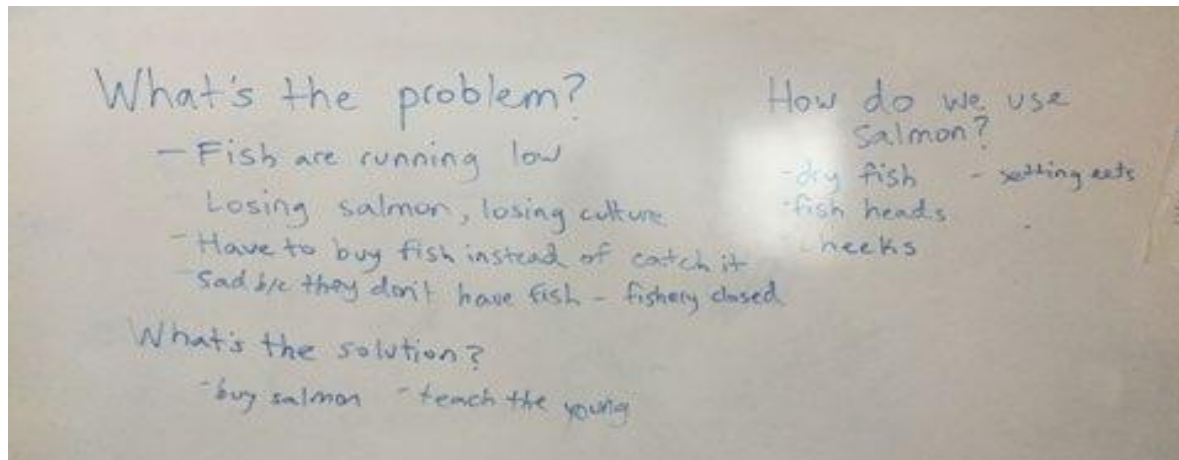
Erin joined Colin for the last community trip of the year to Pelly Crossing. They spent the morning in Ms. Lee's 3-4 class, where they were joined by an Elder Julia for the first half of the morning. Julia told stories about salmon and taught the kids about Doòli Law. They brainstormed all they knew about salmon and then had a

long look at the big map. After recess they read stories. Colin read some of the traditional Northern Tutchone stories and one of the students helped with the language inserted throughout the story. Then the student read a story. Very impressive! Then before lunch they went outside and had many rousing rounds of Guard the Redd!



After lunch Colin and Erin visited Mr. McMillan's grade 5-7 class. These kids knew a lot about fish, fish camps, and language. They watched the Tàa'an Män Fish Camp Video and had a good discussion about what the problems were that First Nations were facing up and down the Yukon River, and what some were choosing to do about it so that the culture of Fish Camp and Salmon could still be passed to the next generation. They had a look at the map and tried an experiment where we attempted to move and manipulate the map as a group to get a drop of water

from the headwaters of the Yukon River down to the mouth of the river. It was very difficult. For Northern Tutchone language class, Darlene came in and everyone worked on Northern Tutchone language around fish and salmon. She also taught the kids about Doòli Law. Finally, everyone headed outside for Guard the Redd, which the kids loved most of all.



Teacher and School Feedback

*"The program brought awareness to the difficult life of a salmon - predators, environment, etc.
Also the tie of salmon to some Indigenous groups."*

"More artifacts or hands on items would be good"

"The presenters could answer questions and deliver content clearly."

"Like the way it can be adapted to many grade levels."

"Covered so much curriculum and thinking skills - some First Nations content included."

"I feel that the students were introduced to the topic of salmon; got to do some extended thinking about how they and salmon are connected."

"Students were interested in the stories and ideas shared. It was good that an active outside game was played."

"I think it would be beneficial to go further into explaining/illustrating what a watershed is and how this is important to salmon."

"When sharing stories with more visuals - of a smokehouse ... poster of a life cycle of a salmon."

Revisions and Delivery

As we plan for the 2021-2022 school year, we will be taking into account suggestions and feedback from educators as well as the lessons we have learned running the Salmon in the Schools Program on the ground. Below are a few goals for the 2021-2022 school year:

1. Partner with local experts, Knowledge Holders, and Elders. While this was largely not possible this school year due to restrictions around COVID-19, we hope to be able to bring in more of these special guests next school year. There are a great number of people that hold a vast array of expertise around salmon and we believe that partnering with them would greatly enhance our program. This is especially true in Yukon communities, where local Elders and experts offer place-based teachings that we cannot necessarily provide.
2. Develop content for multiple visits to the same classroom. Many classrooms and teachers this year (especially those in the communities) were eager for us to visit their classrooms again. While this was not possible for us this year due to capacity and time, we believe that in future years we could work with teachers to develop a plan for multiple visits to their classrooms in the same school year. This would allow us to support teachers in the delivery of curriculum, engage in educational projects with students over the course of many months, and deepen students' connections to salmon through ongoing discussions and activities.
3. Purchase more tactile educational materials. These may include salmon skeletons, salmon skin, toy salmon showing different species, dioramas of salmon habitats, etc.
4. Purchasing more visual educational materials. These may include posters of salmon life cycle, posters showing different types of salmon, posters showing salmon vocabulary, local and Indigenous salmon art, representations of a watershed, etc.
5. Develop deeper content for students Grade 7 and up. While adapting our current educational content to older students has worked for us in the past, we feel that we could do more to deliver engaging and critical content to older students. This may involve working with Indigenous content consultants, partnering with biologists, resource managers, etc., or connecting with Knowledge Holders and Elders to highlight Indigenous relationships to salmon and discuss cultural, career, and recreational opportunities for young adults. It may also involve developing content that encourages deeper and more critical thinking about salmon, resource use and management, and Indigenous/non-Indigenous worldviews, to name a few.

Appendix A: Sample Day Plans

Essential Question: What's your salmon story?

Theme: Habitat		Topic: Salmon & The Web of Life	
GRADES 3/4	Subject: Science/Social Studies	Time: ~2 hours	
Big Idea: Living things are diverse, can be grouped, and interact with their local ecosystem (Gr. 3)			
Overview: Salmon feed many living things, including humans. Salmon are an important part of the web of life.			
Students are expected to be able to:	<ul style="list-style-type: none">• Experience and interpret the local environment (Gr. K, 1, 2, 4)• Demonstrate curiosity about the natural world (G.K - 4)• Identify First Nations perspective and knowledge as sources of information (G. 3)		
Students are expected to know:	<ul style="list-style-type: none">• First Peoples use of their knowledge of life cycles (~stewardship: sustainably hunting/fishing in response to seasons and animal migration patterns (e.g., seasonal rounds, etc.) (Gr.K, 1, 2, 3, 5)		
Materials/ Resources	<ul style="list-style-type: none">• Samay the salmon, Salmon story colouring sheets, list of animal forms and stretches (?), 10 hula hoops or sit-upons, bandanas red/orange flagging tape, pool noodles, orange pylons,, FA-kits, hand sani, rope/webbing, salmon books, blank paper, pencils, colouring pencils, animals, etc.		
Part + Time	Description and Details		
9 am Opening Story (5 mins)	Connection to our lives as a source of food - We are all connected to salmon. Share opening stories.		
9:05 am Opening Circle/ Knowledge Net (20 mins)	Welcome, Elders, Introductions, Set the Stage for the Day Salmon Eaters Animal Forms Knowledge Net on Board Essential Question: What’s your salmon story? *Invite each student to introduce self and something they know/wonder about salmon*		
9:25 Activity (30 mins)	Looking at map and tracing route + Using animals to talk about predators, connections to Salmon What’s Your Salmon Story Drawing Time & Sharing (if time)		
	RECESS & Snack @ 10:00		
10:30 am Salmon Eaters Tag (50 min)	Meet outside? Explanation & Transition outside Game Play - Salmon Eater Tag or Guard the Redd Debrief & Transition Inside		
11:25 am Closing Circle (15 mins)	Closing Circle Possibly read a salmon book? Visualization Salmon Redd Sit Spot (You are an egg, so go find a safe redd and hide there. Imagine the water moving around you, and that you’re safe under the pebbles.)		

Theme: Habitat		Topic: Salmon & The Web of Life	
GRADES 5/6/7 Subject: Science/Social Studies		Time: ~2 hours	
Big Idea: Living things are diverse, can be grouped, and interact with their local ecosystem (Gr. 3)			
Overview: Salmon feed many living things, including humans. Salmon are an important part of the web of life.			
Students are expected to be able to:	<ul style="list-style-type: none">• Demonstrate understanding of First Nations concepts of interconnectedness in the environment (Gr. 5)• Express and reflect on personal, shared, or others' experiences of place (Gr. 7)• Identify First Nations perspective and knowledge as sources of information (G. 5-6)• Consider economic policies and resource management, including their effects on indigenous peoples (Gr. 6-7).		
Students are expected to know:	<ul style="list-style-type: none">• First Peoples use of their knowledge of life cycles (~stewardship: sustainably hunting/fishing in response to seasons and animal migration patterns (e.g., seasonal rounds, etc.) (Gr. 1-7)		
Part + Time	Description and Details		
1 pm Opening Story (5 mins)	Connection to our lives as a source of food - We are all connected to salmon. Share opening stories.		
1:05 pm Opening Circle/ Knowledge Net (15 mins)	Welcome, Elders, Introductions, Set the Stage for the Day Knowledge Net on Board Essential Question: What's your salmon story? *Invite each student to introduce self and something they know/wonder about salmon*		
1:25pm (25 mins)	Fish Camp Video and discussion <ul style="list-style-type: none">- What is the problem faced by the people in the video?- What are they doing about that problem?- Why do you think salmon have been declining?		
1:50pm Activity (30 mins)	Looking at map and tracing route <ul style="list-style-type: none">+ Using animals to talk about predators, connections to Salmon What's Your Salmon Story Drawing Time & Sharing (if time) ... then switch		
2:30 pm Salmon Eaters Tag (25 min)	Meet outside? Explanation & Transition outside Game Play - Salmon Eater Tag or Guard the Redd or Salmon Swim Hole Debrief & Transition Inside		
2:55 pm Closing Circle (5 mins)	Closing Circle Visualization Salmon Redd Sit Spot (You are an egg, so go find a safe redd and hide there. Imagine the water moving around you, and that you're safe under the pebbles.)		