

# A Collection of Educational Resources to Explore the Cultural, Social, & Environmental Importance of Salmon to People of the Salish Sea

## Introduction

In January of 2018, Chief Phil Lane Jr. and Rebecca Tobias from Four Worlds International approached Be The Change Earth Alliance, a small environmental education charitable organization, to collaborate on a project called Salmon and the Salish Sea.

Chief Phil Lane Jr. and Rebecca Tobias from Four Worlds International Institute and Maureen Jack-LaCroix and Erin Leckie from Be The Change, met many times to discuss a project to empower young indigenous youth, and we were particularly inspired around our sacred and important connection to Salmon.

*\*Longer introductions on the organizations and individuals can be found in the back.*

As we began to research, we reached out to Chief Phil's son Tiger Lane about the Indigenous Club at Earl Marriot, and Chief Phil Lane Jr. met with school councillors, teachers, and other local chiefs to gain a greater understanding of the community needs and resource gaps we could potentially fill through this initiative. We found there was a greater need for the Earl Marriot club to have funds to pursue existing projects around reconciliation and hearing each other's stories, than our original vision of a cohesive indigenous club exploration and action around local salmon.

At the same time, Be The Change did extensive research on educational resources that already revolved around understanding the environmental or social importance and/or the cultural significance of salmon, finding that really great resources had already been created and were freely available.

For this project we decided to take a two-fold approach. Firstly, we are awarding funds to the Earl Marriot indigenous club to carry out projects of honouring and connecting with each other (such as hosting other Nations that have been generous and have hosted the Earl Marriot indigenous youth), and have Chief Phil in a couple of times to support the club youth. Secondly, we compiled reliable and extensively researched salmon-based educational resources that other organizations are offering for any interested teachers at Earl Marriot or other schools in Coast Salish Territories to use. We hope that some of the following resources are helpful in exploring the importance of salmon in any of your classes or clubs.

## The Outline of Options

The resources and educational opportunities we have compiled are organized into categories that loosely follow Be The Change's youth engagement ladder. If used together, it could create a holistic educational approach to learning about salmon. These resources will help you to "choose your own adventure" and adapt them to your specific class and its needs. Where the resources were short and we were able to include them in the following pages, we have! We want to make teaching this topic as easy and as fun as possible for you.

## INFORM & INSPIRE

The following resources are meant to help students learn about salmon in their classrooms. They are informational or story-like in nature and support engagement and activation.

1. Why Protect Salmon? This website (and organization) can give a lot of clear concise information to help get you started on the 'why.' [www.wildsalmoncenter.org/work/why-protect-salmon/](http://www.wildsalmoncenter.org/work/why-protect-salmon/)
2. The Young Naturalists' of British Columbia put together this very informative 11-page Salmon Wild handout that gives wonderful basics on local salmon runs and more.
  - a. The Young Naturalists' of British Columbia. "Salmon Wild: Discovering Fascinating Facts about Salmon and Learn How to be a Salmon Champion!" (1-16).  
<[https://blscs.org/salmon/Downloads/SalmonWILD\\_LowRes.pdf](https://blscs.org/salmon/Downloads/SalmonWILD_LowRes.pdf)>
3. The Film Salmon Confidential Film, [www.youtube.com/watch?v=fTCQ2IA\\_Zss](http://www.youtube.com/watch?v=fTCQ2IA_Zss) (70mins), covers many issues that salmon, Coast Salish indigenous peoples, and all people of BC are facing, in particular the impact of fish farming. Some progress has been made since this film was made. One update you can reference can be found here: <https://globalnews.ca/video/4765507/17-fish-farms-to-close-in-broughton-archipelago>. Otherwise, here is a shorter snippet of some of Alexandra Morton's work in the last couple years: [www.youtube.com/watch?v=iFH88utNsLU](http://www.youtube.com/watch?v=iFH88utNsLU)
4. Invite in speakers - Chief Phil Lane Jr. or Rueben George are open to coming to talk on the cultural/spiritual connection to our relatives in the Salish Sea, or Randal Lewis from the Squamish Nation and Squamish Rivershed Society, on how their nation worked with youth in the restoration of salmon and local ecosystems - [www.squamishwatershed.com/education.html](http://www.squamishwatershed.com/education.html). Please contact Be The Change Earth Alliance for contact information or look up other local elders or speakers listed through FNEC or the Aboriginal Education Committee in Surrey (if you are based in Surrey).
5. Leading to ACTIVATE – Alexandra Morton documents some of the historical dates on working to protect our wild salmon. There is a lot of great information on this site: [www.alexandramorton.ca/a-history-of-action/](http://www.alexandramorton.ca/a-history-of-action/)
6. Three *EXTENSIVE* resources that could support you in salmon education but would take some sifting through (not attached as the size of the resources):
  - a. Despite Gloria's curriculum project being designed for grades 1-5, it has a lot of great curriculum pieces in it, including research, stories and more.  
  
Alfred, Gloria. (1997). *The Development and Evaluation of "Salmon – the Lifeline to Our Culture."*  
<[https://dspace.library.uvic.ca/bitstream/handle/1828/2839/Alfred\\_%20Development%20and%20Evaluation%20of%20The%20Salmon%20Lifeline%20to%20the%20Kwakwaka%20Culture.pdf?sequence=1](https://dspace.library.uvic.ca/bitstream/handle/1828/2839/Alfred_%20Development%20and%20Evaluation%20of%20The%20Salmon%20Lifeline%20to%20the%20Kwakwaka%20Culture.pdf?sequence=1)>
  - b. Friends of Thoreau Environmental Program, Research Institute for North American Studies created educational resources that have some interesting and unique units in it as well.  
  
Molinero, Luisa. *The Meaning of Salmon in the Northwest: A Historical, Scientific and Sociological Study.*  
<<https://www.institutofranklin.net/sites/default/files/fckeditor/CS%20Salmon%20North%20West.pdf>>

- c. This Department of Fisheries' report has some interesting information to reference as well. (This one is not a teacher specific resource).

Garner, Kerri and Parfitt, Ben. (2006) *First Nations, Salmon Fisheries and the Rising Importance of Conservation: Report to the Pacific Fisheries Resource Conservation Council*. < [www.dfo-mpo.gc.ca/Library/322561.pdf](http://www.dfo-mpo.gc.ca/Library/322561.pdf)>

## ENGAGE

The following resources have activities that students can engage with, some in the classroom context and some out of the classroom.

1. First Nations Education Steering Committee's Science and First People's Teachers Resources Guide has some great units that connect to the importance of salmon:
  - a. This unit, called Respect for the Land – Salmon and Climate Change, gives some engaging activities that relate salmon to climate change.  
  
First Nations Education Steering Committee: First Nations Schools Association. (2016). *Science First Peoples: Teacher Resource Guide Grades 5 to 9*. 129 – 132.
  - b. In this unit, called Interconnectedness of the Spheres – Catch It Modelling Problem Based Learning (PBL), students explore issues facing salmon like fish farms and do a stakeholder activity and explore critical thinking questions.  
  
First Nations Education Steering Committee: First Nations Schools Association. (2016). *Science First Peoples: Teacher Resource Guide Grades 5 to 9*. 160 – 170.
2. BTCEA's Interconnectedness Article and Activity, collaboratively created with Chief Phil Lane Jr, is a great framework to have the students explore what they've learned and why it is important.
3. Here is a Salmon Food Web game that Science World put together:  
[www.scienceworld.ca/resources/activities/salmon-food-web](http://www.scienceworld.ca/resources/activities/salmon-food-web)
4. Go watch salmon run in the fall/winter! Learn more here (there is a Surrey location):  
<https://dailyhive.com/vancouver/places-watch-salmon-run-around-vancouver>
5. Have your students participate in some citizen science by doing some local water monitoring for the City of Surrey: [www.surrey.ca/community/15653.aspx](http://www.surrey.ca/community/15653.aspx)
6. Contact the DFO to raise your own salmon in your classroom! You can go to the following link to contact the community advisor of the Salmonid Enhancement Program in your respective area to check whether they have the ability to give you the resources needed to bring salmonids into your classroom: [www.pac.dfo-mpo.gc.ca/sep-pmvs/advisors-conseillers/lower-bas-fraser-eng.html](http://www.pac.dfo-mpo.gc.ca/sep-pmvs/advisors-conseillers/lower-bas-fraser-eng.html)
7. Book a Salmon Rainforest or a Exploring our Watershed program with Metro Vancouver: [www.metrovancouver.org/events/school-programs/K-12-field-trips/regional-parks-field-trips/Pages/default.aspx](http://www.metrovancouver.org/events/school-programs/K-12-field-trips/regional-parks-field-trips/Pages/default.aspx) or a program at the Surrey Nature Centre  
*\*Please note, these field trips are designed for elementary and middle school grades*

## ACTIVATE & LEAD

Listed are some ways that students can both take action themselves and share their knowledge and passion with others. We would love students to share with each other what they have learned and invite others to join them. Sharing can be a way of leading, along with taking action and changing our systems.

1. Volunteer to help the Cougar Creek Streamkeepers protect the salmon streams and eco-systems. You can even ask them about helping release their salmonids! [www.vcn.bc.ca/cougarcr/](http://www.vcn.bc.ca/cougarcr/)
2. Help protect salmon by having your class or club create 'salmon tracks' to make storm drains that lead to salmon habitat: [www.surrey.ca/community/2010.aspx](http://www.surrey.ca/community/2010.aspx)
3. Watershed Watch has various ways that you and your students can get involved and support the protection and revival of salmon (they also have lots of great information and resources on their website as well): [www.watershed-watch.org/campaigns/](http://www.watershed-watch.org/campaigns/)
4. In this package is Be The Change's guideline that they use in presenting their "Action Pack" projects along with a list of creative ways they could present.

## MORE ON WHO WE ARE

### Four Worlds International Institute

The Four Worlds International Institute (FWII) was founded in 1982 by hereditary Chief Phil Lane Jr., enrolled member of the Ihanktonwan Dakota and Chickasaw Nations, and other indigenous and spiritual leaders from across North America. FWII has become internationally renowned for being at the forefront of human, community and economic development as a result of its dedication to focusing on culture and spirituality in all aspects of development.

Recently, the main initiatives of the Four Worlds International Institute have been the promotion of Deep Social Networks (principle-centred, collectively created and community-based digital networks for bringing about sustainable development) and The Digital Fourth Way (principle-focused, community-based and culturally-sensitive strategies and programs for development that go beyond conflict and assimilation). Other important initiatives have been environmental protection and restoration, the Compassion Games International, and reuniting the Condor, Quetzal and Eagle via the Fourth Way. By using the latest digital communications technologies, FWII's network building and development process is able to improve the health and well-being of Indigenous peoples around the world and our planet, as well as encouraging the leadership development and participation of young people.

You can learn more about Chief Phil Lane Jr and Four Worlds International Institute here:  
[www.fwii.net/page/chief-phil-lane-jr](http://www.fwii.net/page/chief-phil-lane-jr)

### Be The Change Earth Alliance

Founded in 2005, Be The Change Earth Alliance (BTCEA) is a Canadian registered charity dedicated to an environmentally sustainable, spiritually fulfilling, and socially just human presence on this planet. For over the past decade BTCEA has brought the socio-ecological priorities of planetary health to bridge many cultural differences and have collaborated on a wide variety of public education campaigns and initiatives that have affected positive social change within a wide variety of cultural and spiritual/religious communities. We are particularly interested in using our expertise working with youth to bring empowerment opportunities to local indigenous youth.

You can learn more about BTCEA's youth empowerment programs and curriculum's here:  
[www.bethechangeearthalliance.org](http://www.bethechangeearthalliance.org) as well as the main project collaborators, Maureen Jack La-Croix, Founding Director and PhD student: [www.bethechangeearthalliance.org/maureen\\_jacklacroix](http://www.bethechangeearthalliance.org/maureen_jacklacroix) and Erin Leckie, BTCEA's Executive Director [www.bethechangeearthalliance.org/erinleckiebtceaexecutivedirector](http://www.bethechangeearthalliance.org/erinleckiebtceaexecutivedirector)

BTCEA has other educational offerings such as SLS: Student Leadership in Sustainability that teachers and students across the province are using from grades 5-12. You can learn more at:  
[www.bethechangeearthalliance.org/sls\\_program](http://www.bethechangeearthalliance.org/sls_program)

BTCEA honours and respects the cultural diversity present in all the schools and community centre's we work within. We actively seek diversity on our staff and youth facilitators, and we recognize the enriching quality multi-culturalism and inter-culturalism brings to the lives of all British Columbians.