

# Watershed CPR



Connect. Protect. Restore.

## Additional Resource Guide

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Watershed CPR Education Program | **Salmon**



**Rivershed**  
Society of BC

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# Exploring Perspectives

## Community Connections to the Fraser

Students conduct an interview with an older family member or member of their community to understand a different perspective on the environment and learn how the natural world has changed over time.

### Activity Description

Having a conversation with people older than you can be a great way to see things from a new perspective. It can also serve as a path to understanding how conditions, like the state of our environment, have changed over time.

Take some time to sit down with an older member of your family or community—like a grandparent, aunt, uncle, or neighbor—and talk about their experiences with nature. Use the questions below to guide your conversation. You can always add in your own questions, as well!

Use the Exploring Perspectives interview question worksheets on the following two pages to guide conversations.

### Dive Deeper

Questions for classroom discussion, following interviews:

- What was the most surprising thing you learned from your interview?
- How did your interviewee’s memories and perspectives compare to your own? What similarities and differences did you note?
- Are there any changes to the environment that you have noticed in your own lifetime?
- How do you think the Fraser River and Watershed will change in the next 50 years of your life?



### Connections to Watershed CPR

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#### Connect

Students gain a better understanding of their watershed through the personal reflections of their interviewee.

### BC Curriculum Connections

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#### Grades 9-12 Science

Express and reflect on a variety of experiences, perspectives, and worldviews through place

#### Grades 9-10 Social Studies

Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)

### Canadian Geography Learning Framework Connections

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Communicate, perspectives, patterns and trends

# Exploring Perspectives

Interviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewee Name: \_\_\_\_\_

How long have you lived in the Fraser Watershed?

What is your earliest memory of being in nature? Where were you?

Where in nature did you spend the most time in, as a child or young adult?  
Why?

When you think about the Fraser River or Watershed, what comes to mind?

What is your favorite memory of spending time outdoors?

# Exploring Perspectives

**How has the environment around us changed throughout your life?**

**How do you think your life would be different if you didn't live in this environment?**

**What role do you feel the environment plays in your life?**

**What do you think needs to happen to create a healthier environment for future generations?**

# Fraser River Trivia

Do you have what it takes?

An engaging way for students to review content learned through the Watershed CPR education program.

## Activity Description

Review lessons learned during the Watershed CPR Education Program through a classroom trivia game!

Teachers can use the Kahoot! platform to host this trivia game, or set up their own in-classroom trivia game, using whatever classroom rules are appropriate.

A copy of the Fraser River Kahoot! quiz spreadsheet is available for download [here](#).

1. How long is the Fraser River?
  - a. 1,500 km
  - b. **1,375 km**
  - c. 1,225 km
  - d. 1,450 km
2. True or False: Simon Fraser was the first European to reach the Fraser River basin.
  - a. True
  - b. **False**
3. Which of the following is not a life stage for salmon?
  - a. Fry
  - b. Alevin
  - c. Spawner
  - d. **Pupa**



## Connections to Watershed CPR

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### Connect. Protect. Restore.

Reviewing all aspects learned within the Watershed CPR education program!

## BC Curriculum Connections

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### Grades 9-10 Science:

Transfer and apply learning to new situations

# Fraser River Trivia

4. At which life stage do salmon live in the estuary?
  - a. **Smolt**
  - b. Fry
  - c. Alevin
  - d. Egg
  
5. Which river is the largest tributary of the Fraser?
  - a. Nechako River
  - b. Salmon River
  - c. **Thompson River**
  - d. McGregor River
  
6. Which two regions of the Fraser Watershed were significant parts of the Gold Rush in the mid-1800s?
  - a. Nechako and Cariboo-Chilcotin
  - b. **Cariboo-Chilcotin and Fraser Canyon**
  - c. Fraser Headwaters and Thompson
  - d. Thompson and Nechako
  
7. The Fraser Estuary has received this designation, identifying it as a critical habitat for migratory and wintering waterbirds in Canada.
  - a. **Important Bird Area**
  - b. Critical Wildlife Habitat
  - c. Migration Waystation
  - d. Migratory Bird Throughway
  
8. Which of the following is not a main predator of adult salmon?
  - a. Orca
  - b. Seal
  - c. **Sea lion**
  - d. Other large fish
  
9. What is the name of the gravelly nest that spawning female salmon create?
  - a. Gren
  - b. **Redd**
  - c. Bluu
  - d. Whyte
  
10. What do spawning salmon use to guide them back to their natal stream?
  - a. **Pheromones**
  - b. Unique sounds of rivers and streams
  - c. The earth's magnetic field
  - d. None of the above

# Fraser River Trivia

11. In the late 18<sup>th</sup> century, the \_\_\_\_ Trade had large cultural, economic, and pathological effects on First Nations people, and biodiversity around the Fraser River.
  - a. Lumber
  - b. Tobacco
  - c. **Fur**
  - d. Gold
  
12. Which type of salmon is the primary food source for Southern Resident killer whales?
  - a. Coho
  - b. Pink
  - c. Sockeye
  - d. **Chinook**
  
13. What is the unique connection between forests and salmon?
  - a. **Decaying salmon carcasses provide important nutrients to forests**
  - b. Forests filter water, making for healthier habitat for salmon
  - c. Salmon primarily use leaf litter as shelter in the early stages of life
  - d. Salmon poop provides nutrients to young trees on the edge of the river
  
14. What is a keystone species?
  - a. A species on the verge of becoming endangered
  - b. **A species that a significant number of other species depend upon for survival**
  - c. A species that is both predator and prey at every stage of its life
  - d. A species that occupies different niches in the ecosystem throughout its life
  
15. How is the Fraser River affected by climate change?
  - a. Increased water temperatures, causing harm to salmon
  - b. Warmer, drier summers, affecting terrestrial wildlife
  - c. Shifting native ranges for some species
  - d. **All of the above**



# Fraser River Trivia

16. Which of the following is not key industry within the Fraser Watershed?
- Timber
  - Oil and gas
  - Textiles**
  - Fisheries
17. What is agricultural intensification?
- A general term for farming practices that result in increased yield**
  - The practice of switching from natural solutions for pest control to pesticides
  - Creating retention ponds to collect pesticide runoff, resulting in very concentrated pesticides
  - Pursuing methods for enhancing nature-based solutions on farmland
18. Which species is responsible for infecting over 18 million hectares of lode pole pine trees with a deadly fungus?
- Cicada
  - Mountain Pine Beetle**
  - California Root Borer Beetle
  - Acorn Weevil
19. Which of the following is true about the Two-Eyed Seeing approach?
- It does not assimilate one viewpoint into another
  - It focuses on action, with learners responsible to act on the knowledge they have gained
  - It values Indigenous Knowledge and Western Science equally
  - All of the above**
20. Which animal made an exciting return to Still Creek, following years of restoration work?
- Rainbow trout
  - Chum salmon**
  - Coyotes
  - Sandpipers

# Messaging for Change

Behaviour change messaging, through a Watershed CPR lens

This assignment uses communication, marketing, and graphic design to give students the opportunity to create their own engaging conservation messages.

## Activity Description

Imagine there's a show or an event that you really want to go to, but your friends aren't sure that they want to go with you. What do you do to persuade them?

Trying to get people to join an environmental cause requires a similar set of skills – you need to know how to reach out to people not only to get a message across, but to persuade them to change their behaviour. You need to understand who your audience is, what motivates them, and what some barriers are.

For example, if you are trying to persuade a group of Grade 1 students to recycle, you wouldn't ask them to read your scientific research paper on all the harmful things plastic can do to the environment. Talking about how recycling plastics can help keep the animals they love, like turtles and birds, safe, and hanging a colourful poster of recyclable items on the classroom wall would likely be a more successful tactic.

In this activity, you will develop your own Watershed CPR conservation messaging strategy.



## Connections to Watershed CPR

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### Protect and Restore

Students will consider creative solutions to conservation issues, and how they plan to communicate them to others.

# Messaging for Change

**1. Using the options below, you will choose a conservation issue and a target audience that you will try to reach through your messaging strategy.**

Conservation Issue	Audience
<ul style="list-style-type: none"><li>• Plastic pollution</li></ul>	<ul style="list-style-type: none"><li>• High school students</li></ul>
<ul style="list-style-type: none"><li>• Runoff pollution</li></ul>	<ul style="list-style-type: none"><li>• Elementary school students</li></ul>
<ul style="list-style-type: none"><li>• Habitat protection and restoration</li></ul>	<ul style="list-style-type: none"><li>• Seniors</li></ul>
<ul style="list-style-type: none"><li>• Invasive species/ supporting native wildlife</li></ul>	<ul style="list-style-type: none"><li>• Families with young children</li></ul>
<ul style="list-style-type: none"><li>• Waste</li></ul>	<ul style="list-style-type: none"><li>• Working professionals</li></ul>

**2. Once you have chosen your conservation issue and audience, craft your message.**

Think: what do you want your audience to do? What behaviour are you looking to change, in order to solve the problem at hand? Make sure your message and behaviour matches with your audience and is within their locus of control—meaning, they feel the problem is something they can help resolve through the behaviour you are recommending.

Behaviours can be things like picking up after dogs, quitting single-use plastics, or participating in a shoreline clean-up.

**3. Next, put yourself in the shoes of your audience and take a look at the barriers and benefits to the behaviour and message that will be at the centre of your strategy.**

What would motivate your audience to take action? What's keeping them from already performing this behaviour? Understanding these motivations will help you build a stronger and more successful message.

- Barriers can be things like not knowing how to perform a behaviour, wanting to perform the behaviour but forgetting to do so, or being too busy to perform the behaviour.
- Benefits can be things like feeling part of a community, having a healthier or cleaner space to enjoy, or the feeling of being a good steward to the environment.

## BC Curriculum Connections

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### Media Arts 10

Create artistic works with an audience in mind

Communicate and respond to social and environmental issues using media art

### Marketing and Promotion 11

Establish a point of view for a chosen marketing and promotion opportunity

Decide on how and with whom to share or promote their product or service and creativity

### Digital Communications 11

Establish a point of view for a chosen design opportunity

Identify potential users, intended impact, and possible unintended negative consequences

### Media Design 12

Establish a point of view for a chosen design opportunity

Identify potential users,

## Canadian Geography Learning Framework Connections

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Communication, recognize that sustainability is both an individual and collective responsibility, communicate, perspectives

# Messaging for Change

## **4. Now, it's time to pull everything together and create your strategy!**

Keeping in mind everything you have thought of so far, select a tactic you feel will help you successfully communicate your message to your audience. The tactics in this activity will focus on visual communication; this means that you will design visual content that strategically communicates a message to a specific audience.

- Some examples of communication tactics include social media posts (e.g. Instagram, TikTok), signage (e.g. posters or billboards), or literature (e.g. pamphlets or infographics). Remember: your communication tactic should also be relevant to your audience!

## **5. With your plan developed, set some goals that you want to achieve to evaluate the success of your efforts. How will you know if your strategy is successful?**

Some examples of evaluating success include tracking the number of people reached, how many participants take part in a clean-up or community outreach program, or tracking overall changes in behaviour (E.g. working with a local park to document changes in the frequency of off-leash dogs disturbing habitat.)

## **6. Use [Canva](#), a free graphic design platform, to create a visual to go along with your message.**

Here are some things to consider when designing your visual:

- What tactic are you using? Canva has different templates for Facebook posts, Instagram stories, posters, and more that you can use.
- What does your audience like? What type of content do they like to engage with? Someone your parent's age will probably use social media differently than you and your friends. Consider things like fonts, colours, and tones that will best fit your message. What will make your audience want to look at or click through your visual?
- Think about the main message you are trying to get across. How can you communicate it in a way that resonates with your audience? Remember, your main message is different from supporting details. This is the most important statement you want your audience to remember.
- Consider the barriers and benefits for your audience. How can you remove barriers to their participation? How can you increase or shine a spotlight on the benefits they will receive?
- What supporting details are necessary to include on your visual? Try to be as clear, concise, and specific as you can in communicating your message. If there are too many words on a sign or billboard, your audience may just ignore your message!

# Messaging for Change

Use the template included in the following pages to help you organize your thoughts.

## **7. After developing your strategy, share your results with the class.**

Use the questions and prompts listed below to facilitate discussion.

### **Dive Deeper**

What were some of the similarities among your class's strategies? Were there any differences in interpreting audience needs, barriers, and benefits?

- Each person brings a different set of experiences to the table, and no two people are alike. This is why audience research is such an important part of successful messaging!

How might you adjust your strategy to reach different audiences? What parts would stay the same, and what may change?

Imagine you've launched your messaging strategy in your part of the Fraser Watershed and it's incredibly successful. Your partners want you to continue this work to see how much more can be done. What does phase two look like?

Think about a time you've tried to change a behaviour in your own life, like getting homework done earlier or drinking more water. Was it easy? Was it enough that you knew you wanted to change the behaviour, or knew that it would help you in the long run, or did you need more incentive? What else got in your way and kept you from making a long-term change?

For too long, people working for the environment have been leaning on the idea that simply informing the public of a problem, like climate change, is enough to instigate behaviour change. However, we humans are complex creatures and simply knowing about something is rarely enough to change our behaviour! Thankfully, in recent years, there has been an increase in the use of social science and conservation psychology which use methods similar to the ones within this activity to use a deeper and more targeted approach to behaviour change. Learn more about this movement at [cbsm.com](https://cbsm.com).

# Messaging for Change

**Name:**

**Date:**

## **Conservation Issue**

The problem I am addressing is:

## **Audience**

The audience I'm attempting to reach is:

## **Message & Behaviour**

My main message is:

The behaviour I want my audience to perform is:

This issue/message/behaviour is relevant to my audience because:

# Messaging for Change

**Name:**

**Date:**

## **Barriers & Benefits**

Three barriers to my audience performing this behaviour are:

- 1)
- 2)
- 3)

Three benefits to my audience performing this behaviour are:

- 1)
- 2)
- 3)

## **Goal Setting**

My goal is:

I will know I have achieved my goal if:

## **Communication Tactic**

The communication tactic I plan to use is:

# Innovative Watershed CPR Solutions

Exploring the role of innovation and creativity in solving complex environmental problems

Photo: Sierra Rae

In this activity, students will use their problem-solving and creative thinking skills to tackle some of the Fraser's biggest environmental issues.



## Activity Description

Industrial expansion and urbanization have led to problems such as pollution, habitat destruction, and resource depletion that continue to affect the Fraser River today. Fortunately, individuals, governments, and organizations are working together to create strategies to create strategies that would protect and restore the Fraser River.

### Discussion:

Imagine – a huge dam was built across a river, creating an impassable barrier for migrating salmon. What would you do?

A company called Whooshh Innovations came up with a creative solution. They engineered a 'salmon cannon' to propel salmon over a hydroelectric dam that was blocking their migration path! Click [here](#) to watch a video of the salmon cannon in action.

Now, it's your turn! Imagine you are an architect, engineer, scientist, or conservationist hired (with unlimited funding) to come up with an innovative solution for one of the issues described on the next page.

Consider how you might address the issue, then draft a proposal for your idea. Include any drawings, models, or diagrams that would help to explain why your proposal would work. Think outside the box, and be creative!

### Issues:

- **Polluted waters.** The survival rate of young salmon in a spawning stream is negatively affected by agricultural runoff from a nearby farm. The farm has been there for decades, and the farmers are reluctant to move. In addition, the farmers claim that they follow [BC's fertilizer application guidelines](#). However, they are willing to work with you to find a solution as long as it doesn't impede on their crop production. What will you do?

## Connections to Watershed CPR

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### Protect and Restore

Students will consider what is needed to protect salmon populations, and think about creative solutions to environmental issues.



# Innovative Watershed CPR Solutions

- **Fragmentation complications.** A nearby section of the estuary provides essential food, species-specific habitats, migratory corridors, and breeding or nursery areas for many organisms. However, residential development has led to habitat fragmentation as some of the creeks and streams connecting to this part of the estuary are buried to make way for more housing. As a result, fish are no longer able to travel between fragments and certain habitats and resources are now inaccessible, threatening the area's biodiversity. Developers say they are abiding by existing regulations, but are willing to work with the community to find a creative solution to this issue. What will you propose?
- **Salmon buffet.** Fish ladders are structures that provide detour routes for migrating fish to navigate past particular obstructions on rivers. However, to get up the fish ladders, salmon have to congregate at the bottom, which creates a bottleneck. This becomes a problem for migrating salmon when sea lions or harbor seals take advantage of the resulting 'salmon buffet'! How might you alleviate this problem?

When you're finished, share your proposal with your class, a friend, parent, or sibling. Explain why your proposal is innovative, and how it solves the environmental issue.

## Dive Deeper

What are some other examples of innovative solutions to environmental problems? Research innovative conservation solutions and select an idea that resonates with you. Then, write a summary of the idea, the problem that it solves, and one way you think it could be improved.

- Some examples: trash collecting devices in harbors or rivers, like [Mr. Trashwheel](#) or solar powered paint that can act as a solar panel

What role do you think invention and innovation plays in environmental conservation and stewardship? Do you think we should be spending more time and effort to come up with innovative solutions to environmental problems, or protecting the environment that remains? Why?

Not all people working to develop innovative environmental solutions have jobs that we traditionally associate with environmental protection work (like professional biologists or environmental engineers). What are some different career paths that can contribute to building environmental resiliency? (Examples: ENGOS can often have marketing professionals, designers, educators, event planners, and community outreach specialists working on their teams. Artists and filmmakers can help build a resiliency-building movement by reaching new audiences with environmentally-inspired work.)

## BC Curriculum Connections

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### Grades 9-10 Science

Generate and introduce new or refined ideas when problem solving

### Grade 11-12 Environmental Science

Implement multiple strategies to solve problems in real-life, applied, and conceptual situations

## Canadian Geography Learning Framework Connections

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Apply problem solving to geographic issues for the common good, ask geographic questions, investigate ways in how stewardship contributes to sustainability

# Close Looking

An intimate art experience

Hand coloured photography by: J. Fred Spalding and published by the Camera Products, 1731 Dunbar, Vancouver, BC ([Creative Commons](#))

In this activity, students will examine and make connections with a piece of artwork related to the Fraser Watershed



## Activity Description

**For this activity, you will need:**

- An art piece depicting part of the Fraser River or Watershed.  
The University of British Columbia's Museum of Art has a comprehensive database of artwork that could be used for this activity. Explore their online collection at <http://collection-online.moa.ubc.ca/>
- A way to project the art piece so all students can see it, and the ability to zoom in.
- Student observation sheet (included on the following pages).

Explain to students that they will be taking a 'close look' at a piece of artwork, and recording what they see, what it makes them think of, and how they feel. Hand out student observations sheet.

Before projecting the image onto a large screen, zoom in to one spot of the image (at this point, do not let students see the art piece as a whole). Pause here and model the observation process (e.g. I notice a round shape here. It makes me feel calm, because the shape reminds me of an egg, or the circle of life). Encourage students to describe all of the things that they see - explore line, shape, color, composition, material, and subject matter.

Move the image to another portion of the art piece. Students can either continue as a group, or discuss and document their observation process with a partner. Repeat the observation process, as needed, spending about 30 seconds on each piece until students have seen the entire work of art.

## Connections to Watershed CPR

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### Connect

Students will connect artwork with what they learned from the Watershed CPR program.

# Close Looking

Once you have taken a close look at the entire work of art while zoomed in, zoom out to see the picture as a whole. Lead the class in a discussion on the similarities and differences within close looking observations, and how different elements of the artwork come together to create the full picture.

## Dive Deeper

- How did your understanding of this piece of art change as you observed different parts of the image?
- What was your favourite part about this piece of artwork? Why?
- How would you describe the story that is happening within this piece of art? Is it happening within a certain time, location, or set of circumstances?
- What feeling or emotion do you think the artist is trying to communicate through this art piece?
- What does this art say about the Fraser Watershed? Do you think there is a message the artist is trying to convey through this creation? What might it be?

These questions are adapted from The Museum of Fine Arts – Houston’s ‘Practice Looking at Art’ education resource. For more information on how to get students to engage with art at school and at home, please visit the full web page at <https://www.mfah.org/education/practice-looking-art>.

## BC Curriculum Connections

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### Grade 9 Art Education:

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Reflect on works of art and creative processes to make connections to personal learning and experiences

### Grades 10-12 Art Studio:

Document, share, and appreciate works of art in a variety of contexts

Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge through artistic works

## Canadian Geography Learning Framework Connections

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Interpret and analyze, visualizations, communicate

# Close Looking

**Artwork Title:**

**Date:**

**Artist Name:**

**Observation #1**

I notice....

Which reminds me of...

And makes me feel...

**Observation #2**

I notice....

Which reminds me of...

And makes me feel...

**Observation #3**

I notice....

Which reminds me of...

And makes me feel...

**Observation #4**

I notice....

Which reminds me of...

And makes me feel...

# Get Involved in Citizen Science with iNaturalist

Explore, observe, and connect with nature

Photo: Jeremy Williams, RiverVoices.ca

Students can use iNaturalist to explore their local watershed, record observations, and help collect data for experts such as scientists and resource managers.

## Activity Description

A joint initiative of the California Academy of Sciences and the National Geographic Society, [iNaturalist](#) is an app that connects people with nature, other naturalists, and experts such as scientists and resource managers. Simply record your observations and share your findings.

Have students make observations of plants and wildlife using iNaturalist. Encourage them to make observations at different times of the day, everyday, for two to three weeks. Then, use the filter option in the search bar of the iNaturalist Observations web page to identify the five most commonly observed plants and wildlife in your area.

## Dive Deeper

- Who had the strangest or most unusual finding?
- What surprised you about what you found (either while out collecting imagery or in the results of the iNaturalist Observations web page)?
- Are the most commonly observed plants/wildlife native to the area? What about the least commonly observed plants/wildlife? (Students can conduct some simple research to find out.)
- What does this information tell us about the biodiversity and health of the watershed?
- What role do you think citizen science plays in Watershed CPR?



## Connections to Watershed CPR

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### Connect

This mobile application encourages students to go out, explore, and take notice of their local watershed.

### Protect and Restore

Your observations and findings are shared with scientific data repositories to help scientists find and use your data. Every bit of information can contribute to biodiversity science!

# Get Involved with iNaturalist

## Full Resource

iNaturalist is a joint initiative of the California Academy of Sciences and the National Geographic Society. Learn more about this initiative at <https://www.inaturalist.org/>

## BC Curriculum Connections

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### Grades 9-12 Science:

Experience and interpret the local environment

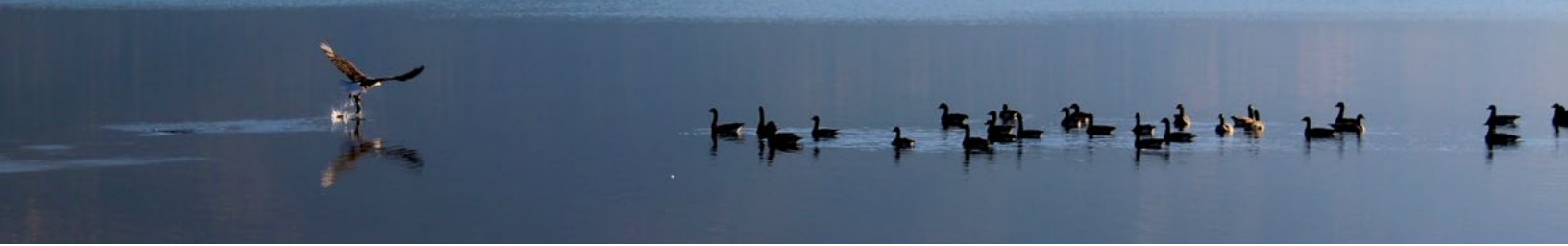
## Canadian Geography Learning Framework Connections

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Observe, collect data, ask geographic questions

# Biodiversity From a Bird's Eye View

## An Introduction to Birding in the Fraser Watershed



In this activity, students will try their hands at birding and explore how bird diversity can contribute to a healthy watershed.

### Activity Description

This activity uses resources from the [Birds Canada website](#).

Students will learn how to identify birds and engage in bird-focused citizen science projects to:

- Increase appreciation, awareness and knowledge of natural systems or local species.
- Nurture a connection to 'place' (school, home, neighborhood, community, parks).
- Build scientific monitoring and ecological literacy skills.
- Conduct meaningful nature study to support curriculum and student inquiry.
- Contribute local nature observations to real-world science for bird conservation.

It can take a while to become an expert birder but, using a few helpful resources and tips, your students will excel at identifying birds before you know it!

To start off, students can create a photo guide of common birds in your part of the watershed using the [Birds Canada Photo Identification Guide](#).

Alternatively, students can download a birding app (such as Audubon Birds) to help them with identifying birds. Encourage students to take note of any unique or interesting birds they find, as well as commonly observed birds.



### Connections to Watershed CPR

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#### Connect

Students are encouraged to go out, explore, and take notice of their local watershed.

#### Protect and Restore

Students will engage in citizen science, by participating in scientific monitoring and research, contributing observations to better the understanding of the natural world.

# Biodiversity From a Bird's Eye View

Once students are familiar with identifying birds, select a Citizen Science program that is most suitable for your classroom.

For example, some programs are long-term and require weekly monitoring, while others involve a single observation count.

## Dive Deeper

Within your class, which bird was spotted by the most students? Are there any birds that were spotted that couldn't be identified? What about any endangered birds?

What surprised you during your birdwatching experience?

What did you notice about the diversity of birds in your part of the watershed? What are some things a high diversity of birds means for a watershed ecosystem? (E.g. consider what this tells us about habitats, food webs, abundance of resources.)

What role do you think citizen science plays in Watershed CPR? What does the information collected tell us about the health of the watershed?

Revisit the Photo Identification Guide and adjust the dates for your region to a different season. Which birds remain the same, and which change? Using this information, what can you reasonably deduce about the population of migratory vs. resident birds in your area?

## Full Resource

Birds Canada is a non-profit, charitable organization built on the enthusiastic contributions of thousands of caring members and volunteer Citizen Scientists. Find more about their education resources at <https://www.birdscanada.org/discover-birds/bird-friendly-schools/>.

## BC Curriculum Connections

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### Grades 9-10 Science:

Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data  
Experience and interpret the local environment

Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

Analyze cause-and-effect relationships

### Grades 11-12 Environmental Science

Experience and interpret the local environment

Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

Analyze cause-and-effect relationships

## Canadian Geography Learning Framework Connections

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Interpret and analyze, observe, patterns and trends, analyze and organize



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**Canada**

Environmental Damages Fund

