

# O R E G O N T R O U T

January 13, 1995

Mr. Ron Klein  
Greenspaces Program  
METRO  
600 N.E. Grand Avenue  
Portland, OR 97232

Dear Ron:

We have now completed our 1994 Salmon Watch program. Salmon Watch 1994 was a tremendous success thanks to generous contributors such as the Metro Greenspaces Environmental Grant Program.

Enclosed please find a copy of our Billing Form for reimbursement of Salmon Watch 1994 expenses pursuant to our Metro grant. We would appreciate reimbursement in the amount of \$4,000 at your earliest convenience.

## 1994 PROGRAM REPORT

41 teachers, over 100 volunteers, some 40 agency naturalists, 8 Native Americans, and over 1200 students participated in Salmon Watch 1994 in Portland and Eugene. Salmon Watch teachers and volunteers each attended one of six all-day Saturday training sessions over the summer.

The training included a classroom and field session to provide a program overview and to educate teachers and volunteers about salmon, habitat and factors affecting salmon populations. Deb Scrivens at Metro played an instrumental role in Salmon Watch training. We are grateful for Deb's hard work and her dedication to the Salmon Watch program.

On September 28, 1994, Oregon Trout and its partners held the Salmon Watch 1994 Kick-off Reception in Portland, hosted by Portland General Electric Company. Over 80 Salmon Watch participants attended the reception to demonstrate their support for the program.

Beginning in September, participating middle and high school students received in-class instruction from their teachers using a specially-designed, multidisciplinary Salmon Watch curriculum. Following their classroom lessons, students participated in

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field trips to observe salmon spawning in their native streams. Field trip sites included the Sandy River (at Oxbow Park), Clackamas River and others.

During their field trips, students were taught by an assembly of teachers, parents, volunteers, agency naturalists (including numerous Oxbow Park staff), and (where available) Native Americans. Field trips included a range of student activities including: observation of salmon spawning behavior, water quality testing, studying macroinvertebrates, nature walk, Native American storytelling, stream mapping, journaling, fish painting, poetry reading and other activities.

### **PROGRAM BUDGET**

The projected 1994 program budget was \$62,555. Actual expenditures (to date) for the 1994 program were \$ 46,528.01. An itemized expense report is enclosed.

### **GOALS OF PROGRAM**

Oregon Trout's Salmon Watch program goal was to educate middle and high school students, teachers and parents about the importance of wild salmon conservation through a cooperative, experiential environmental education program. Our specific objective for 1994 was to reach 30 teachers and their students in Portland and 10 teachers and their students in Eugene. We exceeded this objective: 31 Portland and 10 Eugene teachers participated in the 1994 program.

### **IMPACT OF PROGRAM**

The Salmon Watch program has instilled greater understanding about the plight of the salmon in students, teachers, volunteers, parents, and other participants. A few sample comments from Salmon Watch 1994 participants are illustrative:

"I have been teaching for 20 years and have been involved with many different types of field trips...The Salmon Watch 1994 field trip will stand out as one of the best... The response I received from our class and parents was remarkable. [It] touched their 'feelings' about our environment."

Brian Barber (Teacher, Thurston Middle School, Springfield)

"[My students] seem to have deepened their understanding of the interconnectedness of all living beings and the importance of diversity...They loved it."

Debra Hart (Teacher, Cal Young Middle School, Eugene)

"This was a great experience for me...The kids seemed to have a great time."

Matt Sprecher (Salmon Watch Volunteer from EWEB)



"I think it's a worthwhile program...I enjoyed being with people who are aware of our deteriorating environment and doing something about it."

Jim Funkhouser (Retired teacher and Salmon Watch Volunteer)

"My role was to teach the children about the life histories of salmon...Many kids were interested in what I had to say and I feel most will remember their experiences for a long time."

Randy Prock (EWEB Biologist and Salmon Watch Volunteer)

The program has also brought different "competing" interest groups together in cooperation to help educate youth and improve the status of salmon populations. Interest groups represented in Salmon Watch included environmentalists, anglers, foresters, power industry representatives, federal, state and local resource agency personnel, Native Americans, and members of the general public.

Student community projects are now underway to benefit salmon and/or their habitat. These projects include salmon spawning surveys, streamside revegetation, letter campaigns to politicians in support of salmon conservation, designing and selling salmon t-shirts to raise funds for Salmon Watch 1995, teaching elementary students about salmon, and many other diverse student projects.

We are also pleased that the program has generated considerable media attention. I enclose some media articles about the Salmon Watch program for your information.

## **EVALUATION OF PROGRAM**

Salmon Watch 1994 teachers and volunteers have now been given extensive evaluation forms to complete and return to Oregon Trout. (A sample evaluation form is enclosed for your information.) Most of the evaluation forms have now been sent back to Oregon Trout. We will be reviewing them over the next several months as we plan for Salmon Watch 1995.

The response to the program from students and adult participants has been very enthusiastic. But as with everything, there is always room for improvement. We plan to expand and improve the 1995 Salmon Watch curriculum and training. We also will look for additional accessible salmon-spawning sites for field trips as we expand the program. Oregon Trout will also be working over the next year on the community project component of Salmon Watch in order to enhance the ability of students to make a difference for wild salmon.

## **FUTURE EXPANSION OF SALMON WATCH PROGRAM**

Plans are underway to expand the 1995 program in the Portland and Eugene areas. Funding permitting, we also expect to bring Salmon Watch to schools in Corvallis and Salem. In 1995, we hope to reach approximately 2500 students in Oregon.

The program to date has gone exceedingly well, particularly given the constraints of only one paid staff person to administer such a complex and rich (and therefore labor-intensive) program. In only its second year, the program has not yet begun to reach its full potential. The growing demand for this program exceeds our current capacity and resources to supply the program to interested teachers. We therefore will need greater annual financial resources to enhance and expand the program.

We appreciate your \$4,000 contribution to the Salmon Watch 1994 program. We have been pleased to list Metro as one of Salmon Watch's financial supporters. Your financial endorsement has helped us raise funds from other sources. We hope to continue to merit Metro's support in the future.

Thank you again for your contribution to Salmon Watch. Please do not hesitate to call me at (503) 222-9091 if you have any questions or would like additional information. Happy New Year!

Sincerely,



Lizanne Saunders  
Director of Education

enclosures

P.S. Ron, we hope to get you personally out on a Salmon Watch field trip in 1995!



# This school of fish teaches about life of salmon

■ An outing to Oxbow Park in Gresham typifies what the Oregon Educational Act for the 21st century will mean

By LISA LEE DANIELS

of The Oregonian staff

The 11-year-old's eyes followed the silvery salmon as they swam in circles, slapping the water with their bodies while they carved holes in the riverbed for their eggs.

For months Michael F. Olson had heard grown-ups fuss over the fish, their declining numbers and the chance that some types might end up on an endangered species list. He knew little about salmon, other than it tasted good the night his father fixed some for dinner.

But after watching these spawning fish swirl around their nests on the bottom of the Sandy River, Michael felt he understood what the fuss was all about.

"I used to say 'it's just a fish,'" he said. "But now I'm saying 'it's like eating one of us. They're as important as people.'"

Michael's outing at Oxbow Park in Gresham typifies what more and more students will experience under Oregon's Educational Act for the 21st century. The education reform plan emphasizes hands-on lessons for students, community and business involvement

in the educational process and exercises that help students see and think about the world around them.

The exercise that brought Michael and his classmates to the banks of the Sandy is called Salmon Watch. Oregon Trout joined with 11 public and private groups last year to start the program in environmental education. By showing students the fish in their natural habitat, Salmon Watch sponsors believe youngsters can develop a deeper appreciation for wildlife and better understand their classroom lessons.

"The idea is to teach them that there is a balance" of man and nature in the

world, said John P. Moore, a volunteer Salmon Watch instructor. "There is a lot to take and a lot to give back."

Tuesday morning Michael and 24 other students from Portland's George Middle School rode out to Oxbow Park to learn about salmon. The trip culminated several lessons on the fish, from studying their beginnings as newly hatched alevin to their deaths after they plant their seed in river bottoms.

On the hourlong bus ride to Oxbow, the students even pretended they were

Please turn to  
**FISH, Page B7**

## Fish: Lessons tie man, nature

■ Continued from Page B1

fry — young fish — struggling to navigate miles of waters as they headed out to sea.

Once at the park they heard volunteers talk about commercial fishing. They studied the quality of the river water. They listened to Ed Edmo of the Shoshone-Bannock tribe tell Northwest tribal legends that illustrated man's relationship with nature.

"We have to have respect for other people and our friends who have roots and wings," Edmo says. "Friends are all these living things."

Educators statewide have praised Salmon Watch, which will include 1,300 middle and high school students in the Portland and Eugene areas this year and hundreds more throughout the state in the next five years.

"Salmon is tasty," Michael said. "But from now on I'm not going to fish for them, just eat the ones at Safeway."

# Students get an up-close look at nature

Register Guard 10-7-94

■ **Salmon Watch:** Kids from South Eugene High School trek to the McKenzie headwaters to explore fish habitat.

By BOB KEEFER  
The Register-Guard

**W**HILE HALF A DOZEN classmates watched from solid ground, Emily Berkey was standing barefoot in a small stream under an old growth forest canopy, holding a thermometer in the chilly water.

"Forty-three degrees," she said. "It's not too cold. I do this all the time. I go wading in the McKenzie. I think it's great. I love being outside in this weather."

Then she shrieked at the sight of a brown Cascades frog. "It's so cute!"

Berkey, 16, was one of 24 students from South Eugene High School who made a daylong trip up to the headwaters of the McKenzie River last month to explore salmon habitat with their earth science teacher, Ken Shindledecker.

The Salmon Watch trip was sponsored by Oregon Trout, which provided volunteer nature interpreters for the occasion, as well as the Oregon Department of Fish & Wildlife, which sent fisheries biologist Jeff Ziller to explain the intricacies of watershed ecology to the students.

It was Ziller who gave Berkey the

thermometer as a small group of students clustered around a cold spring that feeds ultimately into the McKenzie and its salmon spawning grounds.

"The water that comes out of here is the beginnings of life for salmon," he said. "When you're walking through what looks like dry land, you're walking through land that collects this water. And that land is very important for maintaining the quality of the water."

The students spent the day exploring forest and stream and hearing about salmon from a variety of points of view, including Native American.

Bonnie Drummond, a retired teacher and member of the Yakima/Cowlitz tribe in Washington, talked about the importance of salmon in the life of Northwest Indians.

"Fishing and fish are very important to me, and to my family," she said. "And to Native American people. We had to have fish to survive. We don't use any more than we need of salmon. You use what you need for your family. Mother Earth feeds us. Mother Earth provides food for us. You wouldn't live without her — and neither would I."

Roseanne Lestenkof, a Forest Service employee and a Lakota Sioux Indian, described the relationship this way: "Indian people believe that all things have life. All plants have life. And they are connected to us. So we give thanks for all of them. We need them all. We can't survive without them around us. But they don't

Turn to NATURE, Page 2E



Andy Held

Andrea Balogh hikes near the headwaters of the McKenzie on a field trip.

## NATURE

Continued from Page 1E

need us. They would survive if we weren't here."

The high schoolers learned how to walk quietly on a forest path, picked up beer cans that had apparently been in the woods for more than 30 years, and had various other adventures, including getting very wet (several) and getting lost in the woods (one). All, though, were happy to spend the day away from the classroom learning about biology first-hand.

"It's a lot better than sitting in the classroom," said 16-year-old Tanner Osuna, a senior.

"It's more fun this way," agreed Miryam Selko, a 17-year-old senior. I think you get to learn more. I learned the most from the Indian ladies. They were saying stuff about how important everything around here is. It makes me think we should take good care of it."

## The Oregonian

9-24-94  
**Expose youth to salmon adventure**

*Salmon Watch program teaches schoolchildren to value their resource heritage; other states should copy it*

**R**estoring the once-abundant runs of Pacific Northwest wild salmon for future generations to enjoy might take generations to achieve.

That's why it is important that schoolchildren learn more about the salmon's life cycle and the long-term value of watershed management.

Salmon Watch, a program begun in Portland last year by Oregon Trout and 11 public/private partners, is doing that in spectacular fashion. The program includes teacher and volunteer training, classroom instruction, student projects and field trips to observe wild salmon spawning.

Last year, 18 teachers and 450 students from Portland-area schools par-

ticipated. This year, 42 teachers and more than 1,300 students from Portland and Eugene are enrolled.

Based on student surveys taken last year, Salmon Watch field trips are instilling in young people a deeper appreciation of their natural heritage. This is especially important in urban areas that are isolated from the natural environment.

Young Oregonians who are able to understand and relate to the natural world on a personal level, not just through their textbooks, are more likely to make informed decisions as adults about natural resource issues.

Washington and Idaho ought to design their own Salmon Watch programs for next year.

# EXEMPLARY E.E. PROGRAMS

## IN THE PACIFIC NORTHWEST

Photos courtesy of Oregon Trout



Students investigate the spawning grounds of wild salmon.

## Salmon Watch 1994

*A cooperative teaching program enables students to hear differing perspectives about the salmon dilemma*

Plans are already underway for Salmon Watch 1994, an exciting new annual, environmental education program for middle and high school students in Oregon. Sponsored by Oregon Trout and its partners, Salmon Watch in its pilot 1993 program served some 450 students from 18 Portland-area classrooms.

Salmon Watch is designed to teach students the value of preserving their wild fish heritage and the importance of being well-informed and responsible citizens. The program has received enthusiastic reviews

from participating teachers and students.

*"This Salmon Watch field trip was a magical time that these children will not quickly forget. They are still talking about their Salmon Watch experience."*

-Richard Petersen, Teacher,  
Beaverton High School

*"I thought it was just going to be another boring [field trip] and I was not going to learn anything but I think this field trip was one of the best one I have been on..."*

-Kelly, 11th grader, Reynolds  
High School

*"The more experience they get doing science in the real world the better. Many of our kids rarely get out of their neighborhood... It was also good for the girls to see women biologists working for the Forest Service."*

-Judi Elli, Teacher, Tubman  
Middle School

An estimated 1000 students from 40 science classrooms from the Portland area and Eugene will participate in Salmon Watch 1994. Oregon Trout expects to expand the program statewide within several years.

Oregon Trout, a non-profit, environmental organization formed in 1983, is the leading voice for the conservation of our native fish heritage in the region. Oregon

Trout's nearly 4000 members and over 300 active volunteers participate in education and conservation throughout the Northwest.

"These are critical times for wild fish in the Northwest," stated Geoff Pampush, Executive Director of Oregon Trout. Historically, an estimated 16 million wild salmon returned in a given year to their native streams in the Columbia River Basin to spawn. In 1994, probably fewer than 2 million wild salmon will return.

According to Pampush, "Our children are our future. If we want them as adults to value their natural heritage and to make informed decisions about natural resource issues, we must enable them to relate to the natural world on a personal level.

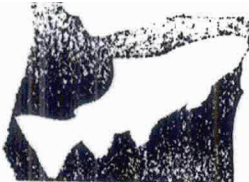
"Oregon youth, however, live increasingly urban lives, isolated from the natural environment. Schoolchildren have fewer and fewer opportunities to experience firsthand in a meaningful way the wonders of the natural world.

"Salmon Watch enables kids to experience personally the relationship between humans and their environment focused at the spawning beds of wild salmon. With their help, we hope we can still save the wild salmon before it is too late."



A teacher helps a student explore the spawning of wild salmon as part of the Salmon Watch 1994 program sponsored by Oregon Trout and other agencies.





# O R E G O N T R O U T

## SALMON WATCH 1994 TEACHERS' EVALUATION FORM

Please take the time to fill out this field trip evaluation form as completely as possible. (Please Note: failure to complete and return this form in a timely manner will disqualify you from participating in Salmon Watch in the future.)

Your candid and thoughtful comments will help us improve the Salmon Watch program for future years. Please type or print legibly. Thanks!!

Today's Date Nov 1

Your Name Gunny Rosenberg

Name of School George Middle School

Date of Field Trip Oct 18<sup>th</sup>

Field Trip Site Oxbow Park

No. of students who participated 25 Age/grade level(s) 6

Names of parent volunteers who participated in your Salmon Watch 1994 field trip:

Burgess Crim  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Names and affiliations of other adult participants on your field trip:

Name	Affiliation
<u>Elizabeth King</u>	<u>D.O.E</u>
<u>John Moore</u>	
<u>Alexander Sizikh</u>	<u>World Forestry Center</u>
<u>Ecl Edmo</u>	<u>Native American Consultant</u>
<u>Lisa Karnopp</u>	<u>UW electric power</u>
_____	_____
_____	_____
_____	_____

Describe field trip weather conditions (i.e., sunny, cloudy, rainy, temperature, windy, etc.):

great day clear!! Cold cold cold.  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*PLEASE COMPLETE REVERSE SIDE\*\*\*

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How helpful was your site preview in preparing you for your field trip?

Excellent \_\_\_\_\_ Very Good Y Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Comments: I went & met with Elizabeth Moore. We ended  
UP NOT going to the place that I visited - due to a tip  
that the viewing was better elsewhere.

How would you rate the contribution of the agency naturalist(s) on your field trip?

Excellent \_\_\_\_\_ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Comments: She was sick - and couldn't make it - but Deb  
Serbirens called with the tip of where the  
fish were

N.A. ✓

How would you rate the contribution of the volunteers on your field trip?

Excellent ✓ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Comments: Ed Edmo was brilliant. His stories set the stage.  
Liza did a great job leading a group. John & Elizabeth  
were the adult leaders while students were the teachers

How would you rate the contribution of the Native American(s) (if any) on your field trip?

Excellent ✓ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Comments: Thank you!!!

What did you like best about your field trip? Being outside by a river

- Having Jimmy demonstrate how fish make a red in a  
model & students turn to see & hear it -  
Letting us all use all our senses to perceive what  
was in front of us.

\*\*\*PLEASE COMPLETE REVERSE SIDE\*\*\*

What did you like least about your field trip? \_\_\_\_\_

it was great

What part of the field trip did your students find most meaningful? \_\_\_\_\_

seeing the fish

What part of the field trip did your students find least meaningful? \_\_\_\_\_

They loved it

How would you rate your students' overall reaction to the field trip?

Excellent ☒ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Comments: \_\_\_\_\_

Were there logistical problems/solutions (e.g., transportation, etc.) you would like to share? \_\_\_\_\_

it was a great spot.

How could you improve your field trip next time? \_\_\_\_\_

... I have to think more about this...



Do you believe that participation in Salmon Watch 1994 has affected your students' attitudes toward the natural world in any way?

yes ☒ no ☐ maybe ☐ undecided ☐

Comments:

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Describe community project(s) on behalf of the salmon that your students have undertaken or will undertake as part of Salmon Watch 1994:

*We are still designing the project*

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How could the student community project component of the Salmon Watch program be improved in the future?

*end of year I will evaluate.*  
*I am letting the students develop ideas for the project.*

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Did you attend the Salmon Watch 1994 Kickoff Reception on September 28, 1994?

yes ☐ no ☒

Comments:

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\*\*\*PLEASE COMPLETE REVERSE SIDE\*\*\*

How would you rate the support/coordination of the Salmon Watch 1994 program by Oregon Trout's Director of Education?

Excellent ☒ Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Comments: Although many "hoops" to jump through - this  
ensures that the trip & work afterwards  
will be good.  
Really excellent

Have you or your students sent thank you notes to all of your Salmon Watch 1994 field trip participants? ☒ Yes \_\_\_\_\_ No (If not, please do so as soon as possible!)

How could the Salmon Watch program be improved for future years?

\_\_\_\_\_?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If given the opportunity, would you like to participate in Salmon Watch in the future?

Yes ☒ No \_\_\_\_\_ Maybe \_\_\_\_\_ Undecided \_\_\_\_\_

Comments: YES

If you were to participate in Salmon Watch in the future, would you be willing to take your students on future Salmon Watch field trips to the same site as you did this year?

yes ☒ no \_\_\_\_\_ maybe \_\_\_\_\_ undecided \_\_\_\_\_

If not, why not? It was a GREAT SITE!

\*\*\*PLEASE COMPLETE REVERSE SIDE\*\*\*

SALMON WATCH 1994  
TEACHERS' EVALUATION FORM  
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Please suggest other middle and high school teachers in Oregon who might be interested in participating in Salmon Watch in future years:

Teacher's Name \_\_\_\_\_ School \_\_\_\_\_ Daytime Phone No. \_\_\_\_\_

John Kent Wilson High School

Would you be willing to help organize Salmon Watch in 1995?  
yes \_\_\_\_\_ no X maybe \_\_\_\_\_ undecided \_\_\_\_\_

If so, please check the activities you would like to be involved in:

- \_\_\_\_\_ Steering Committee
- \_\_\_\_\_ Evaluating 1994 Program
- \_\_\_\_\_ Publicity
- \_\_\_\_\_ Fundraising
- \_\_\_\_\_ Training Program
- \_\_\_\_\_ Improving Curriculum
- \_\_\_\_\_ Recruiting Teachers
- \_\_\_\_\_ Recruiting and Organizing Volunteers
- \_\_\_\_\_ Previewing Sites
- \_\_\_\_\_ Mentoring Teachers New to the Salmon Watch Program
- \_\_\_\_\_ Developing Classroom Guest Speakers Component
- \_\_\_\_\_ Organizing Student Community Projects
- \_\_\_\_\_ Other: \_\_\_\_\_

Additional Comments (Please feel free to use reverse side of this page as additional space for comments if necessary.):

*Thank you!*

Please attach a copy of your field trip schedule / agenda to this form.

Please return your evaluation form by mail to Oregon Trout, 5331 S.W. Macadam Ave., Suite 228, Portland, OR 97201, at your earliest convenience and in no event later than November 15, 1994.



# SALMON WATCH 1994

## TEACHERS' EVALUATION FORM

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