
SQUAMISH RIVERS & ESTUARY

Squamish Streams Around the Corner

Grades: 4-7

Subject, Science, Language
Arts

Time required: 30 – 60 minutes

Key Concepts:

Everyday actions make a difference in watershed and estuary health..

Objectives:

To identify local streams and protected areas

To use research, mapping and interviewing skills;

use a variety of ways to collect and record data;

Key Words:

water
Streams, protected areas

Skills:

Analysis, discussion, listing, writing/
drawing



Background:

In British Columbia, there are many different types of protected areas. They include public lands in networks of national, provincial and regional parks, wildlife management areas, recreation areas, wilderness areas, ecological reserves, nature sanctuaries, greenways and municipal parks, cultural heritage sites, heritage buildings and more. They also include areas that are protected but not owned by the public but are protected by a range of federal, provincial or local regulations. These types of protected areas include local areas such as water-courses (rivers, streams, lakes, ponds, wetlands) and their riparian (streamside) areas, environmentally sensitive areas, and other areas of noted local importance.

Materials

- Maps
(community & school)
- Student Journals
- Pencil or pen



Squamish Streams Around the Corner

Protected areas range in size from vast expanses of wilderness areas to tiny pockets of nature covering a few hectares or less. Together, protected areas on public and private lands provide ways to protect natural ecosystems such as streams as well as to enhance and restore local natural areas.

As students study their community map, they will find streams nearby. Visiting these areas will increase their knowledge and may lead to active involvement in caring for these streams and the organisms that live there.

Procedure:

1. As a class, brainstorm as many different kinds of protected areas that might be found nearby the school. Use the students' list to locate all of these places on a community map. Some of these areas may include: rivers and streams, parks and green spaces, and trails.
2. Go to the map folder of the teacher CD and find the map of your school. Hand out the map to students. In groups of two or three, ask them to find local landmarks and then to find examples of parks, streams/rivers, green spaces and trails on their map.
3. Discuss different ways that they could find out more about their local stream or protected area. This might include making observations, interviewing people, reading newspaper clippings, pamphlets or historical records, and studying photographs and

memorabilia.

4. Ask each group to brainstorm a list of places and people in their community that might be able to help them answer the following questions about their stream:
 - What is protected here?
 - Why is it protected?
 - Who or what is it protected from?
 - How is this place protected?
 - What are the costs (monetary and other) of protecting this place?
 - What are the costs (monetary and other) of *not* protecting this place?
5. Organize a walking field trip to the local stream or river. On the field trip day, visit the site and ask them to take their journals and write about:
 - what they see, hear, feel and/or smell at the site
 - how they feel visiting the site.
5. Back in class, ask students to present their findings. The conversation might center around what surprised them most at the site they visited. Challenge them to discuss the questions listed above.

Extensions:

1. Ask students to write a short sentence or poem (such as a haiku) which sums up what they learned about the stream they visited.

Evaluation:

Have students describe the stream or river nearby the school and why it is important to protect it.

Resource:

This activity has been adapted from “Protected Areas around the Corner” from Protected Areas (1995). Available from Wild BC. www.wildbc.org

Taking it home:

Go visit the stream or river closest to your house – can you find out its name?

References:

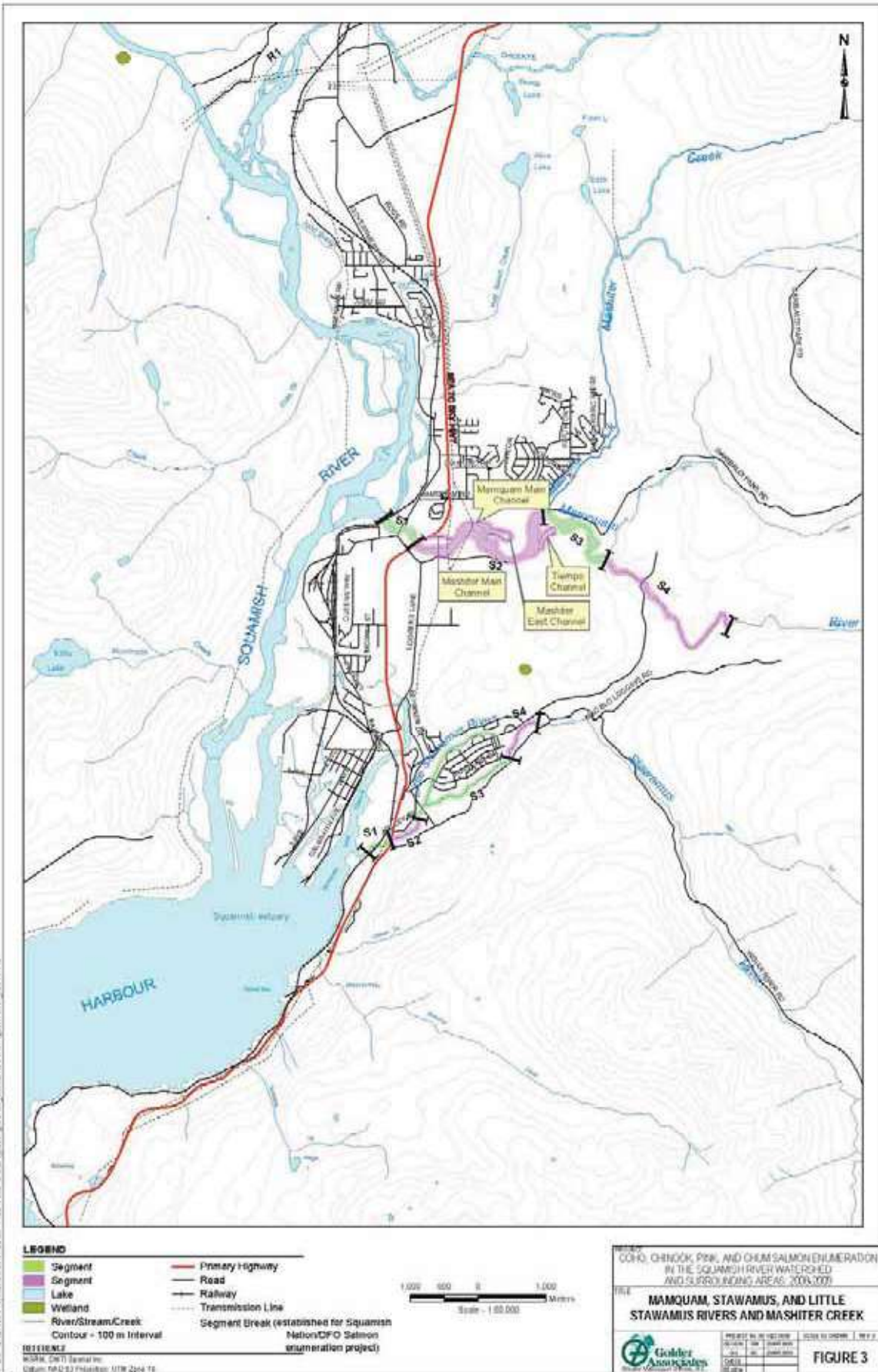
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Golder Associates. 2007. Report on the Conceptual Management Plan for Site “A” of the Squamish Estuary. For the Squamish Nation, Squamish, BC

Staniforth, Sue. 2009. Get Outdoors!: an educators guide to outdoor classrooms in parks, schoolgrounds, and other special places. Available from Wild BC www.wildbc.org



Source: Golder Associates

Taking it Home...

Name: _____

Go visit the stream or river closest to your house.
What is the name of the river or stream?

What type of fish do you think live there?

Did You Know??

Local streams and rivers are important habitat for the four most common species of salmon that live in our watershed.

These fish have been a traditional source of food for thousands of years to local First Nations.

Squamish Nation elders recalled that around 1900, the chum salmon were so thick in the Squamish River around Brackendale that it was apparently possible to "cross the water on their backs."!!! Wow, that is a lot of fish!

