



Kokanee Karnival Youth Education Program

Fall Streamside

Spring Creek Curriculum

Introduction

There are two sections to the Spring Creek Curriculum. This is Part 1 and deals with the site set up, class activities and clean up. Part 2 is the Curriculum for the individual group activities. You will be working with 4th and 5th grade students, ages 9 and 10. The class will usually have 24 to 30 students. The number of Kokanee Karnival instructors will be dictated by the size of the class. We usually have four or five instructors for each class to keep the individual groups to a manageable size. The instructors and other volunteers should be at the site by 8:30 a.m. for set up. The students usually arrive between 9:30 and 10:00 a.m. The students usually have to be on the bus by 1:30 or 2:00 p.m. The clean up is usually complete about 30 minutes after the students leave.

The Part 1 curriculum consists of:

- A. Set Up Activities
- B. Class Instructions and Preparation
- C. Streamside Current Demonstration
- D. End of Day Activities
- E. Working with Young Students

A. Set Up Activities

The group will need to:

- Unload the truck with the materials;
- Spread the black tarp in the flat area;
- Sort the waders and boots on the tarp ranging from small to large sizes;
- Set up the Incredible Journey display near the abandoned hatchery and place 2 sunglasses on the raceway side near the spring;
- Place the container with the remaining 10 sunglasses by the bridge for the streamside walk;
- Tie the Kokanee Karnival banner between two trees;
- Sort the materials for each group and the leaders will place their materials at their selected streamside station.

B. Class Instructions and Preparation

When the class arrives, check with the bus driver and teacher to verify the time the students must be back on the bus. This gives the instructors a method to gauge how much time they have for the individual group activities. The class usually arrives with a teacher, sometimes a teacher's aid and several parent chaperones.



When the class arrives the students are very excited. It is essential to give the class the two main rules for the day. In some cases these two rules are given to the students by the instructor who meets the bus at the turn on to Sternberg Road.

RULE 1 – No running! The students will have waders and boot on, most for the first time, and movement can be awkward. You will need to keep reminding them of the no running rule especially on the streamside and hatchery walks. In addition, the streamside walk is on private land. It is important to tell the students to be respectful and to keep the dust down.

RULE 2 – Bathroom. No students can go to the porta potty alone. Tell them they must tell the teacher or parent chaperon. This is a security and safety rule.

Introduce the KK instructors and volunteers to the class. This helps them know who the responsible adults are for the day.

Now is the fun part. Generally arrange the students from short to tall so they know where to get waders and boots. Tell them they **MUST** change into the waders and boots on the tarp to prevent punctures from rocks and sticks. Suggest they tie their shoes together to make changing at the end of the day easier. Suggest the students sit down to put on the waders, this makes is much easier for them. The instructors, volunteers and chaperones will have to help the students. We have some adult size waders and boots so the teacher and chaperones can change and help with the student groups at the streamside stations.

Tell the students to leave their backpack and lunches near their shoes for now. Tell the students when they are changed to stand under the Kokanee Karnival banners. This serves two purposes, first it helps identify who is done and who still needs help changing and when they are all ready the teacher and chaperones can take a group photo. Another benefit to the changing is that it helps to burn off some of the students the initial excitement. Changing usually takes about 15 to 20 minutes.

C. Streamside Current Demonstration

After the group photo, guide the students to the location for the current demonstration. One instructor will go upstream with the flurocene dye.

Explain to the students the bright green dye is harmless to fish and aquatic life. It is provided to Kokanee Karnival by the Oregon Department of Fish and Wildlife. Tell them this is how a Hydrologist – water scientist, can monitor the stream. By monitoring the flow they are like Junior Hydrologists. Prior to placing the dye in the water suggest the watch the green dye and how the current moves the dye.

Conditions they should observe and you may need to point out are;

- Where the current is fast;
- Where the current is slow;
- Any backwater areas, explain what a backwater eddy is;
- How trees, rocks and vegetation impacts the dye pattern and current.



The instructor will place the dye in the stream and it will flow past the students. Get ready for questions. The dye will be placed in the stream two or three times focusing on the center and edges of the creek.

When the current demonstration is completed the teacher will divide the class into groups of 5 to 7 students. Each instructor will get a group. You may want to go back to the tarp area for the students to get their back packs and lunches. There is no formal lunch period, each group can decide when they want to eat. Kokanee Karnival will have sub sandwiches and sodas for the instructors and volunteers. Each instructor will lead their group to their streamside station.

D. End of Day Activities

When the streamside activities are completed, return to the tarp for changing. They need about 15 to 20 minutes to complete the change, go to the porta potty and board the bus. You will find that the students are more than happy to help you carry the streamside equipment back to the tarp area. Remind them to change on the tarp to protect the waders. When the students are changing it is real important to – **Tell them to tie the wading boots together.** Tying the boots together makes sorting them easier the next day. The instructors, volunteers, chaperones and teacher will have to help the students change.

If time permits, often the classes come together for a summarizing session. One successful approach has been for students in each group write on the large white board what they learned, what they liked and what they feel is important. Then each group relates their findings to the group the class. Practice this in small group first. If there is insufficient time for this activity, discuss the procedure with the teacher and they can do this in the classroom.

When the bus leaves, the volunteers need to clean up the site. Except for the final day at Spring Creek, we can leave the banner and tarp in place. Boots and waders have to be loaded into the bins. The sunglasses at both sites have to be collected. The Incredible Journey display has to be returned. The materials have to be loaded into one or more vehicles for use the next day.

E. Working With Young Students

Set a respectful tone. Introduce yourself and explain to them why you are here to teach. Tell them some of your interests. Ask students to introduce themselves and tell some of their interests. Take this opportunity to learn their names. Calling students by their names is highly useful in establishing rapport.

First there are some guidelines for instructors. The following are some guidelines for working with children provided by ODFW as a part of the Certified Angling Instructor program:

- Do not smoke, chew tobacco or drink alcohol around students
- Do not touch a student
- Do not hug, kiss or hold a student
- Do not hit or restrain any student
- Do not swear or make sexual comments or make sexual innuendos



- Do not embarrass students by making comments about their bodies or behaviors

Set clear expectations at the beginning. For example, when you are talking, they are not. No food except at lunch time. The students need to ask permission to go to the bathroom and only go with an adult.

Hold lecturing to a minimum. While you may have a wealth of knowledge, many students “zone out” when they get to overload. Instead, ask questions, ask for guesses or estimations. Give students a chance to brainstorm without judgments of right or wrong. Students often have many of the answers you are seeking; *ask* them before *telling* them. Use responses such as, “good guess,” “interesting,” “That’s an intelligent observation,” “very smart,” or just repeating the student’s words.

Involve students in the activities. In the pH experiment, for example, one student collects water in the tubes, another adds methylene blue, another turns the device, all students determine color comparisons. You may have samples of ammonia and vinegar to help demonstrate a base and an acid to compare to the relatively neutral stream water.

Don’t let the smartest kid answer everything. Handwavers cause other students to become mentally passive. Call on everyone, especially those who appear distracted.

The classroom teacher will probably have spread the hyperactive kids throughout the groups. Nevertheless, you may need to separate students if they are distracted by each other. Do this matter-of-factly and respectfully. “Billy, come sit over here please.” Seating students beside you slows most hyperactive kids. Engage students by giving them tasks. To get everyone’s attention, use “Eyes on me.”

Avoid sarcasm!! It only works in your own mind.

You are asking for trouble if you “talk down” to them (treating them as though they are little kids). This age group especially hates that and will take it as a sign of disrespect.

If you have a major discipline problem (disrespect, defiance, etc.), have the adult in your group accompany the child to the classroom teacher. This probably won’t occur since the classroom teacher will have dealt with this possibility ahead of time.

You will also find it useful to periodically review what you have previously covered with the students in order to instill more permanent understandings. Ask if they remember vocabulary you have covered, etc. Attention spans will vary; reviewing helps solidify learning.