SALMON WATCH
BENTON COUNTY

Teacher's Guide

2023

Benton Soil and Water
CONSERVATION DISTRICT

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Salmon Watch History and Goals

Welcome to Linn Benton Salmon Watch! This interactive, outdoors-based program provides 5th-8th graders in Linn and Benton counties with a unique experience that we hope they will never forget.

Salmon Watch is a FREE experiential field trip program that teaches youth about salmon and healthy watersheds. Similar Salmon Watch programs happen all over the Pacific Northwest and are coordinated by various local organizations in partnership with schools and volunteers. The Linn-Benton Salmon Watch program is coordinated by a committee representing the Calapooia Watershed Council, South Santiam Watershed Council, Benton Soil and Water Conservation District, Oregon Department of Fish & Wildlife, Siuslaw National Forest, and a leadership cohort of retired teachers and other community experts.

SALMON WATCH'S MISSION

The Salmon Watch environmental education program teaches middle and high school students about the importance of wild salmon conservation in watershed management. The program is designed to instill in students and other participants a deeper appreciation of their wild salmon heritage and the importance of being well-informed and responsible citizens. Salmon Watch touches the hearts and minds of children to save the wild salmon.

HISTORY

Salmon Watch was founded by Oregon Trout (later The Freshwater Trust) in 1993. Over the past two decades, the program has educated more than 60,000 schoolchildren in Oregon. The program was discontinued by The Freshwater Trust at the end of 2010 (due to a shift in organizational mission) and is now back by popular demand under the leadership of the World Salmon Council.

WHY IT'S IMPORTANT

If we want our children as adults to value their natural heritage and to make informed and thoughtful decisions about natural resource issues, we must enable them to understand and relate to the natural world on a personal level.

Our youth, however, live increasingly urban and technological lives, isolated from the natural environment. Salmon Watch enables students to connect with nature and experience the relationships of humans to their environment through learning about the life cycle of wild salmon.

Salmon Watch also inspires hundreds of public agency experts and others to volunteer as field trip station educators, sharing their expertise and real-world experiences. These volunteers in turn help students to increase their knowledge of how scientific research in ecology is done. Engaging with these professionals also allows students to learn about diverse natural resource and STEM career opportunities.

Overall, Salmon Watch serves as a successful model of cost-effective collaboration among private and public organizations working together to enhance education as well as protect salmon populations and the ecosystems that sustain them.

HOW IT WORKS

Using salmon as the focal point, Salmon Watch provides comprehensive, multidisciplinary education in the classroom, field study and in-stream observation, and community service projects.

The curriculum incorporates diverse perspectives and innovative learning designed to enhance the critical-thinking and problem-solving skills of students and other participants.

On field trips, students conduct hands-on activities to understand salmon biology, identify macroinvertebrates (aquatic insects), conduct water quality monitoring, explore riparian zones and collect and disseminate data. This gives teachers a path to bridge field experiences back into the classroom and facilitate STEM educational opportunities.

Salmon-friendly projects in which students participate throughout the school year include hands-on stream restoration efforts, salmon spawning surveys, teaching younger kids about salmon, making presentations to community groups, art projects, installing rain catchment systems, and many other diverse activities chosen by the teachers and students.

PROGRAM GOALS

We aim to help participants:

- Appreciate the interdependence between humans and the ecosystem in which we live
- Recognize wild salmon as an important indicator of watershed health
- Understand the value of protecting native fish stocks
- Receive core-standard, STEM oriented education in the classroom
- Raise community awareness about healthy watersheds

Program Logistics

SALMON WATCH CLASSES

This program is designed for students in Grade 5, though students in grades 4th-8th also benefit from the experience. Ideally, one class attends Salmon Watch at a time with a maximum of 30 students, but two classes from one school may be accommodated at the same time if necessary. Students are divided into 4 groups that rotate through each of the 4 stations throughout the day.

TIMING AND LOCATION

Linn Benton Salmon Watch programs run from late September to early November, depending on which county your school is located in. Linn Benton Salmon Watch takes place in two locations: Clemens County Park in Alsea for Benton County students, and River Bend County Park for Linn County students. The curriculum and schedule for these two programs varies slightly. This guide is written primarily for Benton County participants.

CHAPERONES

A minimum of 4 chaperones is required for each class – one chaperone for each group. If necessary, the teacher may act as the 4th chaperone, but it is recommended that the teacher is not attached to a group so that they may move between the stations freely and assist where needed.

VOLUNTEERS

A minimum of 4 volunteers is required for each program – one to lead each of the 4 stations. For larger programs, additional volunteers may be requested by the Program Coordinator.

DRIVING DIRECTIONS TO CLEMENS COUNTY PARK

From Corvallis, take Highway 20 west through Philomath. Turn left onto Highway 34. Continue on this road for about 14 miles (take care on the windy portions and watch out for large trucks). A few minutes after you

pass the Thyme Garden, turn left onto Seeley Creek Road. Follow this road around a sharp right turn until you cross the bridge into a large parking lot. If possible, please park on the side with the restrooms to save room for the bus(es).

SCHEDULE

Please note that this is an "ideal" schedule where schools arrive and depart on time, stations run on time, etc. The program may be modified to suit different school and student needs.

TIME	ACTIVITY
9:15am	Volunteers Arrive
10:00	Students and Chaperones arrive, use the restrooms, and get into their 4 groups
10:10	Circle Up for introductory talk/Kalapuya Story by Program Coordinator
10:30	Station 1
11:05	Station 2
11:40	Lunch
12:10	Station 3
12:45	Station 4
1:20	Circle Up for conclusions
1:30	School departs

STATION ROTATIONS

GROUP	10:00	10:30	11:05	11:40	12:10	12:45	1:20
A	Arrival, Introduction, Salmon Story	Observation Deck	Riparian Ecology	Lunch	Macro Invertebrates	Salmon Stories	Conclusions and Goodbyes
B		Riparian Ecology	Observation Deck		Salmon Stories	Macro Invertebrates	
C		Macro Invertebrates	Salmon Stories		Observation Deck	Riparian Ecology	
D		Salmon Stories	Macro Invertebrates		Riparian Ecology	Observation Deck	

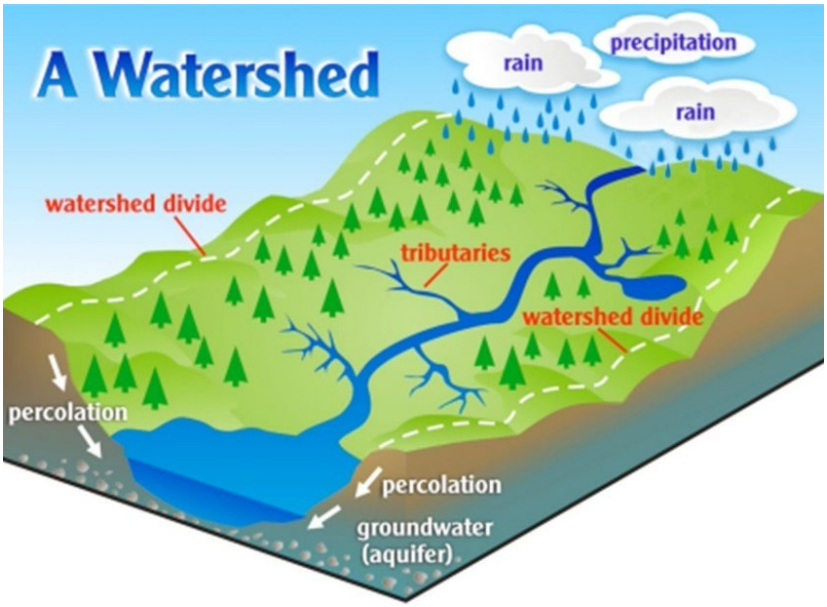
Background Information

Benton County Salmon Watch takes place at Clemens County Park in Alsea, nestled in the Oregon Coast Range off Highway 34. Here, the **Alsea River** flows along the edge of the park, with a tributary, **Seeley Creek**, flowing through the south end of the park. Salmon are known to spawn in both bodies of water. This is one of the few publicly-accessible places in our region where you can still see salmon migrating and spawning.

The two species of salmon which spawn here are **Coho** (*Oncorhynchus kisutch*) and **Chinook** (*Oncorhynchus tshawytscha*). Both of these species were plentiful before the arrival of European settlers, but now, many populations are in decline.

Salmon are amongst the few species of fish that can live in both freshwater and saltwater. They begin their lives in rivers and streams, born from eggs that were laid by their parents who then die soon after. The baby salmon then make their way downstream to the ocean, where they spend 2-5 years growing big and strong, before finally returning to the same river where they were born – often spawning within inches of where they were born themselves! Males compete fiercely to mate with as many females as they can. Females lay thousands of eggs in a nest they build called a **redd.** Within a few days, both parents die, but their lives are not in vain – their decaying carcasses nourish the trees along the river and also the small insects or **macro-invertebrates** which will feed their babies.

Salmon populations are being carefully monitored by scientists and environmental agencies because they are both economically important, and also excellent indicators of watershed health. A **watershed** is an area of land where the bodies of water within that area all flow to the same end point. Clemens Park is in the Alsea River watershed.



Salmon can tell us a lot about the health of the watershed because their successful migration and reproduction is dependent upon healthy rivers and streams. Young salmon are very sensitive to environmental factors such as water temperature, dissolved oxygen, and predators. Adult salmon return to the same place where they were born to spawn, so if that passageway becomes blocked (for example by a dam), or there is not enough water to swim upstream, they may not be able to reproduce. If a salmon population is declining, it is likely due to unfavorable conditions in the waterways where they spawn.

The region where our program takes place is the traditional homeland of three different peoples: the **Kalapuya Peoples**, who traditionally inhabited the Willamette Valley and the eastern slopes of Marys Peak; and the **Alsea** and **Yaquina Peoples**, who primarily lived along the coast but also ventured onto Marys Peak's western slopes. Today, the descendants of these peoples are members of the **Confederated Tribes of the Grand Ronde** and the **Confederated Tribes of Siletz Indians**. Salmon have always been extremely important to these peoples, both as a food source, and a spiritual symbol. For Indigenous peoples, salmon are considered to be not just animals, but relatives – family. Their return to their spawning grounds each year is welcomed with communal feasts and expressions of gratitude for these fish that give their lives to feed the people.

This mural is an Indigenous representation of the connections of salmon to land, water, sky and people. The artist Clayton Gauthier is a Cree/Dakelh Artist who resides in Prince George, British Columbia.

Salmon feed all in their path - from the mountains to the sea. The circle depicts salmon's lifecycle; salmon travel from rivers to the ocean (feeding the orcas) and return to the rivers (feeding our forests, animals, and people).

SOURCE: https://www.pac.dfo-mpo.gc.ca/education/docs/sacred-smon-sacre-pub-eng.pdf

LEARN MORE ABOUT SALMON HISTORY AND TRIBAL CONNECTIONS here.

Overview of Stations

Benton County Salmon Watch has 4 learning stations that students rotate through during their field trips. These stations provide the bulk of learning for the program, while also providing opportunity for students to explore the natural areas of Clemens Park, make observations, ask questions, and get to know their Station Leaders – many of whom are scientists or experts in the fields of salmon biology and conservation.

Station 1: Salmon Observation

OVERVIEW

Students hike to the farthest reaches of our program area to view a stream restoration site and a salmon spawning area.

LEARNING GOALS

- Students will understand that salmon are very special species that spend some of their life in freshwater, and some of it in saltwater.
- Students will be able to describe the salmon life cycle and developmental stages.
- Students will observe salmon spawning in the river and learn how to identify males versus females.
- Students will gain appreciation for the incredible navigation abilities of salmon.
- Students will learn about the physical changes that salmon undergo throughout their lives, and why these changes occur.

VOCABULARY

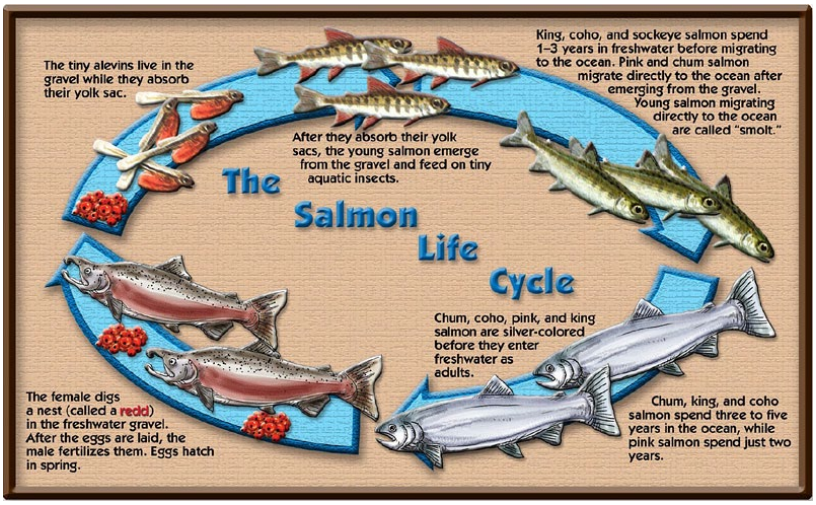
Redd, Alevin, Smolt, Spawn, Yolk Sac, Fry, Parr Marks, Imprinting, Magnetite

WAYS TO PREPARE YOUR STUDENTS

- Watch this salmon life cycle video (YouTube, 5 mins)
- Have students color and label this salmon life cycle diagram
- Read "The Life Cycle of a Salmon" book together or in small groups
- Play the Salmon Life Cycle Quizlet
- The amazing story of salmon (Freshwaters Illustrated video, 6 mins)

MORE LEARNING RESOURCES

- Salmon life cycle video (YouTube, 5 mins)
- How salmon find their way back home (Article)
- Amazing salmon scent abilities (Article)
- Salmon Migration (StoryMap)
- The amazing story of salmon (Freshwaters Illustrated video, 6 mins)
- Questions and answers about salmon (USGS)



Station 2: Riparian Ecology

OVERVIEW

Students use scientific tools and their own observations to learn about stream health, and the connections between living and non-living things in a watershed.

LEARNING GOALS

- Students will understand that interactions between fish and forests are complex and changing.
- Students will appreciate the importance of healthy forests for healthy salmon populations, and vice-versa.
- Students will learn how riparian areas provide functions or 'jobs' in the watershed, but only if they are healthy.

VOCABULARY

Riparian, ecology, erosion, stream bank, survey, runoff, canopy, riffle, pool, run

WAYS TO PREPARE YOUR STUDENTS

- Watch Video: How forests, rivers, and salmon were meant to be together (4 mins)
- Explore the Salmon River 360: Virtual Tour
- Watch Video: Welcome to the Riparian Zone (3 mins)

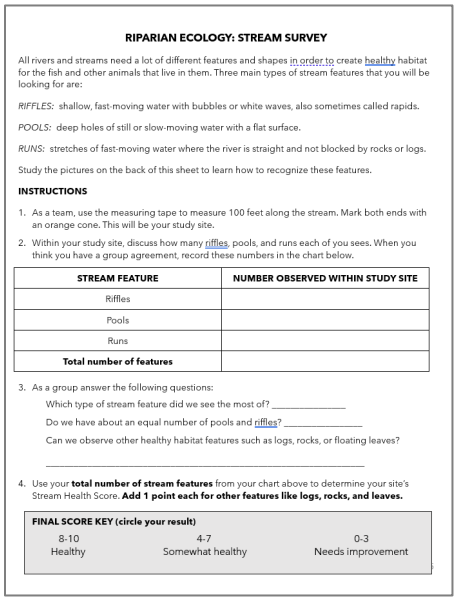
MORE LEARNING RESOURCES

- Measuring Stream Canopy Closure using a Spherical Densiometer (Video)
- Introduction to Riparian Areas (World Salmon Council)
- What are riparian ecosystems?

RIPARIAN ECOLOGY: SHADE SURVEY

The shade provided by overhanging trees and bushes along a stream provide very important benefits for fish and other riparian animals. Shade helps to keep the water cool and provides dark places for young salmon to hide. Insects also tend to fall off leaves into the water, providing a tasty snack for young salmon!

A *densiometer* is a tool that scientists use to measure the amount of shade in an area. This tool has a mirror with boxes drawn on it (24 boxes total). When you hold the densiometer out in front of you, it reflects the tree canopy overhead. The number of boxes in the mirror that have shade in them is used to determine the percentage of canopy cover.



RIPARIAN ECOLOGY: STREAM SURVEY

All rivers and streams need a lot of different features and shapes in order to create healthy habitat for the fish and other animals that live in them. Three main types of stream features that you will be looking for are:

RIFFLES: shallow, fast-moving water with bubbles or white waves, also sometimes called rapids.

POOLS: deep holes of still or slow-moving water with a flat surface.

RUNS: stretches of fast-moving water where the river is straight and not blocked by rocks or logs.

Study the pictures on the back of this sheet to learn how to recognize these features.

INSTRUCTIONS

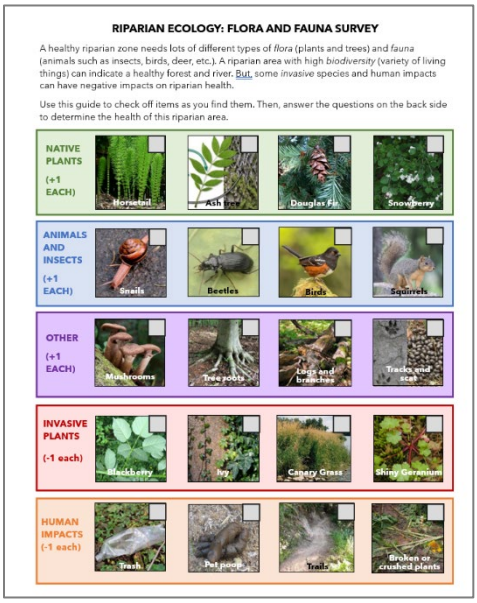
1. As a team, use the measuring tape to measure 100 feet along the stream. Mark both ends with an orange cone. This will be your study site.
2. Within your study site, discuss how many riffles, pools, and runs each of you sees. When you think you have a group agreement, record these numbers in the chart below.

STREAM FEATURE	NUMBER OBSERVED WITHIN STUDY SITE
Riffles	
Pools	
Runs	
Total number of features	

3. As a group answer the following questions:
   Which type of stream feature did we see the most of? _____
   Do we have about an equal number of pools and riffles? _____
   Can we observe other healthy habitat features such as logs, rocks, or floating leaves?
   _____
4. Use your **total number of stream features** from your chart above to determine your site's Stream Health Score. **Add 1 point each for other features like logs, rocks, and leaves.**

FINAL SCORE KEY (circle your result)

8-10	4-7	0-3
Healthy	Somewhat healthy	Needs improvement



Station 3: Water Quality

OVERVIEW

Students will use scientific tools and perform tests to determine water quality and watershed health in the Alsea River, and discuss what the results indicate about the ability of salmon to survive there.

LEARNING GOALS

- Learn how to conduct stream water quality tests measuring pH, dissolved oxygen, temperature and turbidity
- Practice detailed data recording methods
- Analyze and make judgments on the quality of water based on collected data
- Discuss the connections between water quality, salmon, and overall watershed health

VOCABULARY

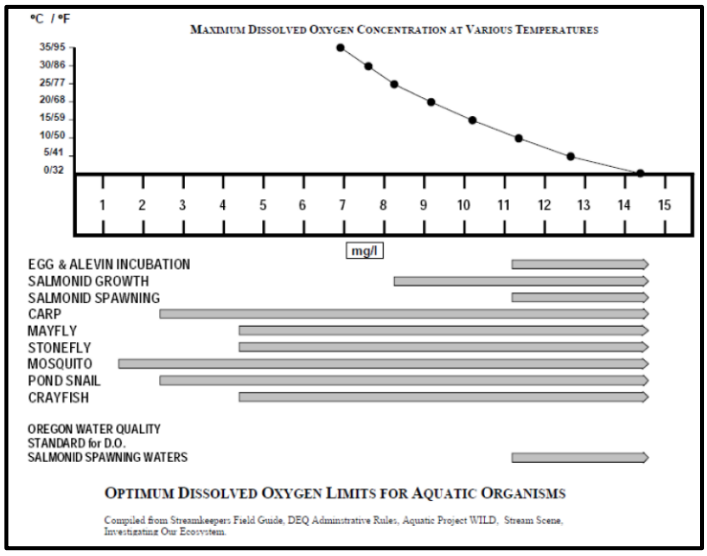
Turbidity, pH, dissolved oxygen, water quality, Farenheit

WAYS TO PREPARE YOUR STUDENTS

- Explore the How's My Waterway? Interactive tool for your area (enter your school address or another local landmark address)
- Watch Video: Water Quality testing in the field (9 mins)
- Learn about water pollution and take the quiz on this website

MORE LEARNING RESOURCES

- An introduction to water quality and monitoring (U.S. EPA)
- Dissolved Oxygen Test step-by-step (Video)
- An overview of riparian systems and potential problems (OSU)



Station 4: Aquatic Macroinvertebrates

OVERVIEW

Students will collect and identify insects and other macroinvertebrates from the stream and learn how these species can help indicate the health of a stream and the larger watershed.

LEARNING GOALS

- Learn how to collect macroinvertebrate samples from a stream
- Practice scientific methods, species identification, and inquiry
- Explore how the presence or absence of living things can indicate the well-being of an ecosystem

VOCABULARY

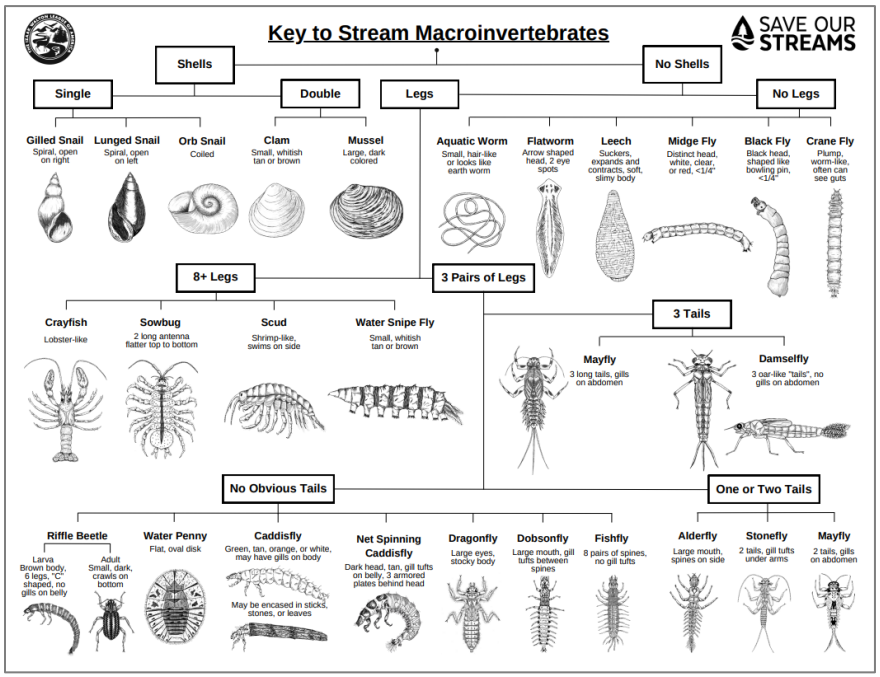
Macroinvertebrate, Aquatic, D-net, Tolerance, Sensitivity

WAYS TO PREPARE YOUR STUDENTS

- Print out these info and coloring sheets for a number of common aquatic macroinvertebrates
- Do the Build-A-Bug activity: ask students to invent their own aquatic invertebrate species based on what adaptations and features they would need to survive in a stream.
- View this slideshow and review the aquatic invertebrate facts

MORE LEARNING RESOURCES

- Macroinvertebrate page at Encyclopedia Britannica
- How macroinvertebrates are used in scientific research
- Suggestions for teaching about aquatic invertebrates



Pre- and Post-Program Activities to Extend Learning

World Salmon Council Classroom Curriculum

The Salmon Watch curriculum is designed to provide a holistic, multi-disciplinary and watershed-based approach to environmental education, using the salmon as the key indicator species of watershed health and the cultural icon of the Pacific Northwest.

The learning units contain many different ideas, lessons, and supplementary resources to help in your teaching about nature, salmon, water quality, and human choices. Resources include student hand-outs, sample lesson plans, PowerPoint presentations, and more.

Salmon Watch Streaming

This "virtual field trip" series includes six eye-catching short films created by award-winning filmmakers at Freshwaters Illustrated, interactive online quiz games, 360° Virtual Tours that bring the river to you, and more. Access all of these resources for FREE by clicking "I'm an Educator" and then completing the request form. You can also sign up for the World Salmon Council newsletter for more information about all of the great work they do!

Secret Lives of Salmon Classroom Curriculum

"Secret Lives of Salmon" is a place-based educational curriculum developed by the Cascade Head Biosphere Reserve, Oregon Coast Aquarium, and the Lincoln County School District. This 3rd Grade program explores the life cycle of Pacific salmon species, providing students an overview of wild salmon adaptations and habitats, how they differ from hatchery-raised fish, and ways that humans affect aquatic species.

Resources within this program include five videos which guide students through the salmon life cycle in the awe-inspiring Cascade Head Biosphere Reserve on the Central Oregon Coast. This video series is a learning journey paired with interactive activities, providing the tools needed for a complete lesson plan. This program will provide hands-on opportunities for learning and exploration about local species, human-environment interactions, ecosystem interconnectedness, and more.

Online Student Pre- and Post-Assessment

World Salmon Council has created an online Salmon Watch assessment form that makes it easy to gauge students' knowledge both before and after the program. The assessment includes questions about each field trip station, their beliefs about conservation, and their understanding about the importance of salmon in the ecosystem. Direct each student to the link above, and make sure when they are done, they hit SUBMIT. Their responses will be used by World Salmon Council to assess the Salmon Watch program.

Alternatively, Benton SWCD has created a Google Forms version of the above assessment that you can use. Unlike the WSC form above, this version allows both the teacher and our Salmon Watch Program Coordinator to access student responses. (Responses will be e-mailed to all participating teachers at the conclusion of Salmon Watch season).

Access the Google Form student assessment here.

Teacher Responsibilities and Task list

The guidance and supervision of Salmon Watch teachers and chaperones before, during, and after the program is crucial for success. Please read this guide carefully and ensure that all participating teachers and chaperones review this information well before your program date.

TEACHERS SHOULD:

- Check their e-mail frequently for communications from the Program Coordinator and respond quickly when requested.
- Sign up for their Fall field trip by the deadline provided (usually by the end of September).
- Order their bus and substitute teacher (if needed) as soon as possible.
- Attend a Salmon Watch Teacher Training in September (optional for previous participants)
- Visit your field trip site before your scheduled program date (optional – contact your Program Coordinator if you would like a guided tour of the field trip site).
- Recruit at least 4 adult chaperones at least two weeks before your scheduled field trip.
- Provide the below Chaperone Responsibilities page to all of your chaperones and ensure that they understand program logistics, schedules, etc.
- Incorporate Salmon Watch-related topics and activities into your classroom lessons as appropriate.
- Discuss proper field trip behavior, attire, and safety protocol with students prior to field trip.
- After the field trip, complete and return Student Assessments.

TEACHER TASK CHECKLIST AND TIMELINE

Pre-trip Administrative Tasks:

_____ Work with Program Coordinator to select field trip date(s) (June-August)

_____ Reserve a school bus for your field trip (June-August)

_____ Arrange for substitute teacher if needed (August-September)

_____ Attend two-hour training session (new teachers mandatory, returning teachers optional) (September)

_____ Complete preliminary visit to field trip site (optional) (May-October): Identify restrooms, safety hazards, field trip station locations, lunch gathering area, etc.

Curriculum Tasks:

_____ Incorporate Salmon Watch curriculum into your classroom instruction before and/or after field trip (September-May) – SEE PAGE 13 FOR SUGGESTIONS

_____ Show students this Salmon Watch Field Trip Preparation Slideshow (1-3 days before field trip)

Field Trip Tasks:

_____ Confirm your field trip schedule with the Program Coordinator (At least 2 weeks before your trip)

_____ Invite parents or other approved school volunteers to serve as chaperones on your field trip (Confirm a minimum of 4 chaperones at least 2 weeks before your trip)

_____ Provide Chaperone Responsibilities sheet (on next page) to all adult volunteers (the week before your trip)

_____ Send the Salmon Watch Program Information and Packing List sheet home with each student (the week before your field trip) – ENGLISH AND SPANISH VERSIONS ON PAGES 17-18

_____ Send the Student Waivers home to be signed by parents, and collect signed forms to submit to Program Coordinator (By date of your trip) – ENGLISH AND SPANISH VERSIONS ON PAGES 19-20

_____ Have parent chaperones fill out Adult Waiver form, and collect signed forms to submit to Program Coordinator (By date of your trip) – FORM ON PAGE 21

_____ Reiterate field trip packing list, schedule, and behavior expectations (the day before your trip)

_____ Prepare and bring any additional materials/worksheets you want students to bring (day of trip)

_____ Prepare and distribute student and chaperone name tags (day of field trip)

_____ Facilitate your field trip: Monitor student safety/behavior, help facilitate students' learning experience, take photos/video to send to Program Coordinator

Follow-up Tasks:

_____ Have students write thank you notes to volunteers and send to Program Coordinator (optional and always appreciated!)

_____ Have students complete assessments and send to Program Coordinator (No later than two weeks after trip)

_____ Send any photos and video you took during your field trip to the Program Coordinator

_____ Complete the online teacher evaluation form (this will be sent to you in November – submit by December 1st)

SALMON WATCH CHAPERONE RESPONSIBILITIES

Thank you for volunteering to be a chaperone at your school's upcoming Salmon Watch field trip. You have an amazing experience ahead of you! Being a Salmon Watch Volunteer is a challenging and rewarding job. Jump in! Get involved! Above all, have fun!

Here are a few suggestions to help you.

What is my role as a Chaperone?

You will be working with students in the field, sharing your perspective and maximizing their learning experience. Please demonstrate exemplary behavior and attitude in the natural environment. Your curiosity will lead others to follow suit.

You are responsible for the health and safety of these people when they are engaged in activities led by you. Safety must be a top priority. It's better to be too conservative than to have an injury. Don't let kids climb on logs or boulders. If you have a student and/or adult along who is not surefooted, make sure they get assistance.

Student Management

- Introduce yourself and help your group get to know you.
- Learn the kids' names and know how many students are in your group.
- Clearly communicate expectations and potential hazards and reinforce rules and boundaries set forward by the Program Coordinator and Station Leaders.
- Keep a constant head count of your group.
- Monitor students for behavioral issues. Ensure they are acting respectfully toward each other, the Station Leaders, and the environment around them.
- Support Station Leaders by helping them to get students' attention, quiet students down when needed, and pull aside any students causing distractions or issues so that Station Leaders can provide instruction.

How can I help students get the most out of their field trip?

- Talk with the teacher about their goals for the trip. Be sure you understand the plan and schedule for the day.
- Review Salmon Watch activities before your trip (available online at www.lbsw.org).
- Utilize "teachable moments" during the day: be alert to unique opportunities that may offer a springboard for further discussion.

DRIVING DIRECTIONS TO CLEMENS COUNTY PARK

From Corvallis, take Highway 20 west through Philomath. Turn left onto Highway 34. Continue on this road for about 14 miles (take care on the windy portions and watch out for large trucks). A few minutes after you pass the Thyme Garden, turn left onto Seeley Creek Road. Follow this road around a sharp right turn until you cross the bridge into a large parking lot. If possible, please park on the side with the restrooms to save room for the bus(es).

SALMON WATCH PROGRAM
PARENT INFORMATION SHEET AND PACKING LIST

Field Trip Date: _____

Field Trip Location: Clemens County Park, Alsea

Salmon Watch is an exciting outdoor field trip that we hope your child remembers for the rest of their life! Your child will spend the day learning about rivers, fish, ecology, and how they can help local ecosystems. This field trip is led by staff at Benton Soil and Water Conservation District and a team of dedicated volunteer Station Leaders.

What will my child do on this field trip?

- Hike on trails (these are all generally wide and flat)
- Spend time along the river and creek
- Use scientific tools and do experiments to learn about the ecosystem

Important: You can expect that the weather may be wet and/or cold. The field trip takes place entirely outside – there are no indoor facilities at Clemens Park. Your child may also be entering the creek (up to their ankles). The packing list below will help make sure your child is as comfortable as possible.

Make sure your child wears or brings:

- ☐ Warm, thick jacket (such as fleece) – not just a hoodie!
- ☐ WATERPROOF jacket with a HOOD (we will provide ponchos to those who need them)
- ☐ Waterproof pants or waders if you have them
- ☐ Warm winter hat
- ☐ Winter gloves or mittens
- ☐ Waterproof boots (if you have them) or hiking shoes (we will provide extra waterproof boots to those who need them)
- ☐ Warm socks and bring an EXTRA pair of warm socks
- ☐ Water bottle

If you have any questions, please contact your child's teacher at:

_____

Thank you!

PROGRAMA DE "SALMON WATCH"
INFORMACIÓN PARA PADRES
Y LISTA DE EMPAQUE

Fecha de Excursión: _____

Lugar de Excursión: Clemens County Park, Alsea

¡"Salmon Watch" es una excursión divertido al aire libre que esperamos que su hijo recuerde por el resto de su vida! Su hijo pasará el día aprendiendo sobre ríos, peces, ecología y cómo pueden ayudar a los ecosistemas locales. Esta excursión está dirigida por el personal del Distrito de Conservación de Agua y Suelo de Benton y un grupo de voluntarios dedicados.

¿Qué hará mi hijo en esta excursión?

- Caminar por senderos (por lo general, todos son anchos y planos)
- Pase tiempo a lo largo del río y el arroyo
- Usar herramientas científicas y hacer experimentos para aprender sobre el ecosistema

Importante: Que el clima sea húmedo y/o frío. La excursión es completamente al aire libre: no hay instalaciones interiores en Clemens Park. Es poisble su hijo también puede estar entrando al arroyo (hasta los tobillos). La siguiente lista de equipaje le ayudará a asegurarse de que su hijo esté lo más cómodo posible.

Asegúrese de que su hijo use o traiga:

- ☐ Chaqueta gruesa y abrigada (como un forro polar), ¡no solo una sudadera!
- ☐ Chaqueta IMPERMEABLE con CAPUCHA (nosotros tendremos ponchos a quienes los necesiten)
- ☐ Pantalones impermeables o waders si los tiene
- ☐ Gorro cálido de invierno
- ☐ Guantes o manoplas de invierno
- ☐ Botas impermeables (si las tiene) o zapatos para caminar (nosotros tendremos botas impermeables adicionales a quienes las necesiten)
- ☐ Calcetines calientes y un par EXTRA
- ☐ Botella de agua

Si tiene algunas preguntas, comuníquese con el maestro de su hijo al:

_____

Gracias!

SALMON WATCH STUDENT WAIVER

Please sign and return to your student's teacher by: _____

In consideration for being permitted to perform the below-described activity(ies), the under-signed parent or guardian agrees to hold harmless the Benton Soil and Water Conservation District, its officers, agents, and employees from and against all liability, claims, and demands, on account of injury, loss, or damage to student, including without limitation, claims arising from bodily injury, personal injury, sickness, disease, or death which the student may personally sustain during the course of performing activities with the Salmon Watch program.

Activities to be performed may include, but are not limited to:

- Walking and hiking on trails
- Activities along and within the river or creek
- Use of scientific equipment and chemicals
- Exposure to the elements including wind, rain, and cold temperatures
- Encounters with toxic plants and wildlife

I am/we are the parent(s)/legal guardian(s) of the student and by my/our signature, agree to be bound by and responsible for all of the provisions of this Release and Indemnification Agreement, on behalf of ourselves, the student, and the successors, Representatives, heirs, executors, assigns, and transferees of ourselves and the student. I/we consent to the execution of this Release and Indemnification Agreement and Participation in the above-described activity(ies).

Signed names of parent(s)/legal guardian(s):

_____ _____

Printed name of signer(s):

_____ _____

Date: _____

“SALMON WATCH” FORMULARIO DE RENUNCIA

Firme y devuélvalo al maestro de su hijo antes de esta fecha: _____

Por tener permiso para realizar la(s) actividad(es) descrita(s) a continuación, el padre o tutor que firma abajo acepta eximir de toda responsabilidad al Distrito de Conservación de Suelos y Aguas de Benton, sus funcionarios, agentes y empleados de toda responsabilidad, reclamo y demanda, debido a lesiones, pérdidas o daños al estudiante, incluidos, entre otros, reclamos que surjan de lesiones corporales, lesiones personales, enfermedades, dolencias o muerte que el estudiante pueda sufrir personalmente durante el curso de la realización de actividades con el programa Salmon Watch.

Las actividades a realizar pueden incluir, pero no se limitan a:

- Caminatas por senderos
- Actividades a lo largo y dentro del río o arroyo
- Uso de equipos científicos y productos químicos
- Exposición a los elementos, incluidos el viento, la lluvia y las bajas temperaturas
- Encuentros con la fauna silvestre

Soy/somos el(los) padre(s)/tutor(es) legal(es) del estudiante y con mi/nuestra firma, acepto ser obligado y responsable de todas las disposiciones de este Acuerdo de Liberación e Indemnización. ment, en nombre de nosotros, el estudiante y los sucesores, Representantes, herederos, albaceas, cesionarios y cesionarios de nosotros mismos y del estudiante. Yo/nosotros damos nuestro consentimiento para la ejecución de este Acuerdo de Liberación e Indemnización y Participación en la(s) actividad(es) arriba descrita(s).

Firmas de los padres/tutores legales:

_____ _____

Escriba los nombres aquí:

_____ _____

Fecha: _____

SALMON WATCH ADULT WAIVER

Please sign and return to your student's teacher by: _____

In consideration for being permitted to perform the below-described activity(ies), the under-signed Adult Chaperone agrees to hold harmless the Benton Soil and Water Conservation District, its officers, agents, and employees from and against all liability, claims, and demands, on account of injury, loss, or damage to myself, including without limitation, claims arising from bodily injury, personal injury, sickness, disease, or death which I may personally sustain during the course of performing activities with the Salmon Watch program.

Activities to be performed may include, but are not limited to:

- Walking and hiking on trails
- Activities along and within the river or creek
- Use of scientific equipment and chemicals
- Exposure to the elements including wind, rain, and cold temperatures
- Encounters with toxic plants and wildlife
- Interactions with and behavior management of students

I am aware of the risks and by my signature, agree to be bound by and responsible for all of the provisions of this Release and Indemnification Agreement, on behalf of myself and my successors, Representatives, heirs, executors, assigns, and transferees. I consent to the execution of this Release and Indemnification Agreement and Participation in the above-described activity(ies).

Signed By: _____ Date: _____

Printed Name: _____