CHU CHO ENVIRONMENTAL

Tsay Keh Dene Environmental Outreach Week

Final Report

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Tsay Keh Dene Environmental Outreach Week: Final Report

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Prepared For

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Executive Summary

Environmental Outreach Week was a collaborative effort between Chu Cho Environmental and Tsay Keh Dene Nation's (TKDN) Department of Education, and aimed to engage TKDN youth in experiential learning activities focused on conservation, sustainability, and cultural revitalization. The program was designed in response to the ecological and cultural impacts of the construction of the W.A.C Bennett Dam and the creation of the Williston Reservoir, which disrupted traditional ways of life and severed the community's connection to the land. Environmental Outreach Week sought to address these losses by providing opportunities for on-the-land learning and intergenerational knowledge transmission, in alignment with Action 12 in the Peace Region Cross Ecosystem Action Plan: “Conduct stewardship and education related to aquatic and terrestrial conservation,” which is included under Sub-Objective 5: “build, maintain and improve relationships with Indigenous Nations and local stakeholders that support conservation and sustainable use projects in the FWCP Peace Region”.

The implementation of Environmental Outreach Week involved a combination of classroom-based learning and hands-on outdoor activities tailored to the needs and interests of students across different age groups. Activities included lichen and plant identification walks, wildlife monitoring methods, insect trapping and identification, interactive games, and GIS scavenger hunts. Program planning was guided by collaboration with TKDN's Department of Education and aimed to align with curriculum objectives and cultural relevance.

Throughout Environmental Outreach Week, over 40 students actively participated in a total of 13 classroom sessions and field sessions. The delivered activities aimed to foster increased awareness of local environmental issues, enhance understanding of indigenous knowledge, and strengthen connections with cultural heritage. Feedback from students, teachers, and community members highlighted the program's effectiveness in promoting learning and fostering a sense of community.

Moving forward, recommendations for future iterations of Environmental Outreach Week include: increasing staffing resources to provide more individualized learning experiences; engaging elders to deepen students' connection to their cultural heritage; and incorporating more teachings based on indigenous knowledge in program activities. By implementing these recommendations, Environmental Outreach Week can continue to serve as an important program for environmental education in TKDN.

Acknowledgements

We extend our appreciation to the Fish and Wildlife Compensation Program (FWCP) for their support of Environmental Outreach Week. Special thanks to the Tsay Keh Dene Nation Department of Education for their partnership in aligning program activities with curriculum objectives and cultural relevance. Additionally, we extend our gratitude to the students and teachers who participated in Environmental Outreach Week.

1 Introduction

Environmental education is a vital component of fostering ecological awareness and stewardship among youth, particularly in Indigenous communities (FNESC 2022), like Tsay Keh Dene (TKD). Environmental Outreach Week sought to engage students in the Tsay Keh Dene School in experiential learning activities aimed at promoting conservation, sustainability, and cultural revitalization. Chu Cho Environmental and TKD Nation's (TKDN) Department of Education collaborated to facilitate the creation and delivery of this educational program in alignment with the goals of TKDN's Department of Lands, Resources, and Treaty Operation, and Department of Language and Culture, and the priority actions within the Fish and Wildlife Compensation Program (FWCP) Peace Region Action Plans. This work aligned with Action 12 in the Peace Region Cross Ecosystem Action Plan: "Conduct stewardship and education related to aquatic and terrestrial conservation," which is included under Sub-Objective 5: "build, maintain and improve relationships with Indigenous Nations and local stakeholders that support conservation and sustainable use projects in the FWCP Peace Region".

The construction of the W.A.C Bennett Dam and subsequent creation of the Williston Reservoir irreversibly altered the territory of Tsay Keh Dene Nation, flooding over 170,000 hectares of riverine, riparian, and upland habitats in the Peace, Parsnip, and Finlay River valleys. This devastating disturbance had profound ecological and cultural impacts, documented in the documentary *DƏNE YI'INJETL – The Scattering of Man,* directed by Tsay Keh Dene citizen Luke Gleeson. The Williston Reservoir, the largest reservoir in British Columbia and the seventh largest reservoir globally, flooded and bisected the Territory of Tsay Keh Dene Nation, resulting in significant habitat loss and alteration. This ecological disruption facilitated increased forestry activities, mineral exploration, and mining within the Territory, exacerbating habitat loss and impacting wildlife populations, including at least 15 at-risk species, and species significant to TKD culture and subsistence.

Culturally and linguistically Sekani, the Tsay Keh Dene traditionally lived in harmony with their environment, moving seasonally throughout their 3.2 million-hectare territory. However, the creation of the Williston Reservoir led to the destruction of settlements, gravesites, and culturally significant features, disrupting traditional ways of life and severing the community's connection to the land. The resettlement to the current village site of Tsay Keh Dene further exacerbated the disconnection, particularly among younger generations. To address the ecological and cultural losses, it is essential to provide opportunities for environmental education and land-based learning for youth (Wright & Mathews 2015). By increasing connectedness to the land and facilitating inter-generational knowledge transmission, the preservation of Sekani language and culture can be ensured. Youth education plays a crucial role in fostering informed decision-making and promoting socially-responsible and environmentally-focused development within TKD Nation (Bartlett et al. 2012).

The planning process for Environmental Outreach Week bared these factors in mind. An additional factor that came up to in planning discussions was to foster on the land learning for students of all ages. The school principal highlighted the utilization of a new outdoor learning area and getting students familiar with this area as an important objective of this Week. Therefore, we collaborated with educators to design

activities for students of all ages that linked science and outdoor learning to the curriculum they were being taught in classroom.

2 Objectives and Linkage to FWCP Action Plans

The objective of Environmental Outreach Week was to engage students from the Tsay Keh Dene School in experiential learning activities aimed at fostering environmental awareness, conservation principles, and cultural revitalization. Through a collaborative effort between Chu Cho Environmental and TKDN's Department of Education, the program sought to provide students with hands-on opportunities to explore their local environment, develop a deeper understanding of ecological concepts, and strengthen their connection to their cultural heritage. By integrating outdoor learning experiences with TKDN's curriculum objectives and cultural relevance, Environmental Outreach Week aimed to empower students to become informed and proactive stewards of their environment. These objectives directly aligned with Action 12 in the Peace Region Cross Ecosystem Action Plan (FWCP 2020), “Conduct stewardship and education related to aquatic and terrestrial conservation” which is included under sub-objective 5: “build, maintain and improve relationships with Indigenous nations and local stakeholders that support conservation and sustainable use projects in the FWCP Peace Region”.

3 Methods

3.1 Program Development

Consultation with the school principal, vice principal, and a former Tsay Keh Dene School teacher played an important role in shaping the design and implementation of Environmental Outreach Week. Their insights and expertise provided valuable guidance in tailoring the program to meet the specific needs and interests of the school. The school principal and vice principal emphasized the importance of fostering on-the-land learning experiences for students of all ages, highlighting the use of a new outdoor learning area as a key objective. The outdoor learning area is an area approximately 5 kilometres from the community of Tsay Keh Dene along the shore of L Lake and Bluff Lake. This area was developed to engage students in the natural environment and provide linkages to traditional ecological knowledge. Their input influenced the selection of activities and the development of a curriculum that integrated science and outdoor education with TKDN's existing curriculum objectives. The perspectives of a former teacher at the Tsay Keh Dene School brought valuable insights into effective teaching methodologies and strategies for engaging students in hands-on learning experiences. Their collective input ensured that Environmental Outreach Week not only aligned with educational goals but also resonated with the cultural context and values of the TKDN.

3.2 Program Delivery

The implementation of Environmental Outreach Week involved a blend of classroom-based learning and hands-on outdoor activities, designed to engage students in immersive learning experiences. Activities included:

- lichen and plant identification walks
- wildlife monitoring methods
- insect trapping and ID
- GIS-based scavenger hunts to explore species present in Tsay Keh Dene territory

Details on these activities, including objectives, learning outcomes, and required materials are provided in Appendix 1. The activities were planned based on the guidance with TKD's Department of Education to ensure alignment with curriculum objectives and cultural relevance. The TKD School has around 50 students, with most classes being fewer than 10 students, Students were put into the following four grade groups: K-2, 3-5, 6-8 and 9-12. For the K-2 and 3-5 classes. We completed plant and lichen walks with the younger grade groups, allowing the students to explore and learn about the local flora. The Grade 6-8 class participated in insect trapping and identification activities, providing them with insights into local insect biodiversity. Students in Grades 9-12 set up wildlife cameras in the outdoor learning area, contributing to wildlife monitoring efforts. Each age group also engaged in GIS scavenger hunts and mapping activities, with some sessions taking place in the outdoor learning area and others in the community and around the school.

In addition, four wildlife cameras were placed at Ingenika Point throughout the winter (Jan – Mar) 2024. The cameras were retrieved in Spring 2024, and the images were reviewed with the students to discuss camera trap data analysis and interpretation.

4 Results

We completed a total of 13 classroom sessions October 2-6, 2023, and engaged over 40 students from Kindergarten to Grades 11. Students actively participated in each activity, demonstrating enthusiasm and curiosity about their environment. Notable outcomes included students' increased awareness of local environmental issues, enhanced understanding of indigenous ecological knowledge, and strengthened connections with their cultural heritage. Additionally, feedback from both students and teachers highlighted the program's effectiveness in promoting learning and fostering a sense of community.

The activities were structured to cater to the distinct learning levels and interests of students. For the youngest participants, encompassing grades K-2 and 3-5, educational walks focused on plant and lichen identification provided opportunities for hands-on exploration of the local flora. These experiences aimed to instill curiosity and foundational knowledge about the natural environment in an accessible and engaging manner. In the intermediate grade levels (6-8), the curriculum shifted to more specialized activities, such as insect trapping and identification. These sessions delved into the intricacies of local insect biodiversity, offering students deeper insights into ecological systems and the interplay between different organisms within the ecosystem.

The focus for students in grades 9-12 expanded to encompass wildlife monitoring efforts through the setup of wildlife cameras in the outdoor learning area. This activity not only contributed to ongoing scientific research but also empowered students to actively participate in conservation efforts within their community. Across age groups, students engaged in interactive games, scavenger hunts, and mapping activities designed to reinforce learning outcomes and foster a deeper connection to their surroundings. Sessions were strategically divided between outdoor learning areas and community settings to maximize exposure to diverse environments and encourage exploration beyond the confines of the classroom.

Overall, the implementation of Environmental Outreach Week demonstrated the effectiveness of blending traditional classroom instruction with experiential outdoor learning to create a holistic educational experience. By tailoring activities to the specific needs and interests of each age group, the program successfully facilitated meaningful engagement with the natural world while promoting cultural awareness and stewardship of the environment.

Figure 1. Photos from the outdoor and classroom learning sessions. Left: Grades 6-8 students learn about insect trapping and malaise traps. Right: Grades 2-5 students learn about GIS after scavenger hunt mapping activity.

5 Discussion

The results of Environmental Outreach Week underscore the importance of experiential learning in promoting environmental literacy and cultural revitalization among youth in indigenous communities like Tsay Keh Dene. Providing students with hands-on opportunities to engage with their local environment, the program facilitated a deeper understanding of ecological concepts while fostering a connection to the land. The collaboration between Chu Cho Environmental and TKDN's Department of Education was instrumental in ensuring the program's success. By aligning activities with the school's curriculum objectives and cultural relevance, Environmental Outreach Week not only complemented classroom learning but also empowered students to apply their knowledge in real-world contexts. This collaborative approach highlights the importance of integrating indigenous perspectives and traditional ecological knowledge into environmental education initiatives, thereby enriching students' learning experiences and promoting cultural continuity.

The activities conducted during Environmental Outreach Week catered to the diverse learning needs and interests of students across different age groups. From plant and lichen identification walks for younger students to wildlife monitoring efforts for older students, the program provided a comprehensive range of experiences designed to foster curiosity and exploration. By engaging students in hands-on activities such as insect trapping, wildlife camera setup, and GIS scavenger hunts, Environmental Outreach Week encouraged active participation and critical thinking while reinforcing key learning outcomes.

The deployment of wildlife cameras during the program provided valuable insights into local wildlife populations and habitat use. The data collected from these cameras not only contributed to ongoing scientific research but also provided students with a tangible connection to conservation efforts within their community. This hands-on experience of monitoring wildlife in their natural habitat not only enhanced students' understanding of ecological processes but also instilled a sense of stewardship for their environment. Feedback from both students and teachers highlighted the positive impact of Environmental Outreach Week on learning outcomes and community engagement. Students expressed enthusiasm for the interactive activities and newfound appreciation for their environment, while teachers noted improvements in student engagement and understanding of environmental concepts. Testimonials from the school principal and vice principal further underscored the program's value in promoting on-the-land learning and fostering a sense of pride in students' cultural heritage.

Moving forward, the success of Environmental Outreach Week provides a blueprint for future environmental education initiatives in Tsay Keh Dene. By prioritizing hands-on, experiential learning opportunities and fostering collaboration between community stakeholders, such programs can play a pivotal role in promoting environmental stewardship and cultural revitalization among youth. Additionally, ongoing monitoring and evaluation efforts of future Environmental Outreach Weeks will be crucial for assessing the long-term impact of these initiatives and identifying areas for improvement. Environmental Outreach Week serves as a testament to the power of education in empowering youth to become informed and proactive stewards of their environment.

6 Recommendations

For future iterations of Environmental Outreach Week or similar initiatives, the following recommendations are suggested:

1. Continue collaboration with TKDN Department of Education to ensure alignment with curriculum objectives.
2. Expand hands-on outdoor activities to further engage students in experiential learning.
3. Incorporate feedback from teachers, and school principals to enhance program effectiveness.

Based on the outcomes and feedback from Environmental Outreach Week, additional recommendations can be made to further enhance the effectiveness and impact of future environmental education initiatives in Tsay Keh Dene:

1. **Increase Staffing Resources:** To provide more individualized and hands-on learning experiences for students, it is recommended to allocate additional staff members or volunteers to support program delivery. Having a higher staff-to-student ratio would allow for more personalized guidance and supervision during outdoor activities, ensuring that each student receives the attention and support they need to fully engage with the learning process.

2. **Engage Elders:** To deepen students' connection to their cultural heritage and traditional ecological knowledge, it is recommended to incorporate more interaction with elders from the community. These individuals can serve as valuable resources, sharing their insights, stories, and wisdom about the land, wildlife, and traditional practices. By involving elders in program planning and delivery, Environmental Outreach Week can further promote cultural revitalization and intergenerational knowledge transmission. Due to challenges with weather and duration of activities, elders were not able to partake in the activities in Fall 2023.

3. **Incorporate Indigenous Knowledge:** To enrich students' understanding of local ecosystems and promote respect for indigenous ways of knowing, it is recommended to integrate more teachings and practices based on traditional ecological knowledge into program activities. This could include incorporating traditional land management techniques, storytelling sessions led by elders, and guided nature walks focusing on cultural plant and animal species. By highlighting the value of indigenous knowledge, Environmental Outreach Week can foster a deeper understanding of indigenous perspectives on environmental conservation and sustainability.

By implementing these recommendations, future iterations of Environmental Outreach Week can build upon the successes of the program while addressing areas for improvement. By prioritizing individualized learning experiences, engaging with elders, incorporating traditional ecological knowledge, Environmental Outreach Week can continue to serve as a transformative platform for environmental education.

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Appendix 1: Activity Summaries

Activity 1: Scavenger Hunt

Duration: 2-3 hours

Type: Outdoor/Field Activity

Goals/Learning Outcomes:

- Develop observational and data collection skills using modern technology.
- Foster teamwork and collaboration among students.
- Enhance understanding of local flora, fauna, and ecological features.
- Promote cultural awareness through engagement with traditional ecological knowledge.

Preparation and Set-Up Description:

To prepare for the scavenger hunt, start by installing and testing Survey123 software on iPads. Ensure that all devices are fully charged and functioning properly. Create a detailed scavenger hunt list tailored to different grade levels, including specific plants, animal tracks, and natural features found in the local environment. Coordinate with an elder or knowledge holder to participate in the activity, providing cultural and educational insights about the scavenger hunt items. Prepare the classroom space with necessary equipment for data visualization after the hunt, ensuring that QGIS or ArcMap software is installed and ready for use.

Conduct a reconnaissance of the areas where the scavenger hunt will take place to ensure safety and appropriateness of the listed items. Mark any hazardous areas and establish clear boundaries for the activity. Prepare field guides for local flora and fauna and have a first aid kit readily available.

Materials:

- iPads with Survey123 installed
- Printed and digital scavenger hunt lists
- Elder or knowledge holder
- Data visualization software (QGIS, ArcMap)
- GPS devices (optional, for backup navigation)
- Notebooks and pencils
- Field guides for local flora and fauna
- First aid kit
- Water and snacks

Instructions:

1. Introduction:

    - Brief students on the purpose of the scavenger hunt and its educational goals, emphasizing the importance of environmental observation and data collection.
    - Explain how to use Survey123 on the iPads, demonstrating key features and functions.
    - Distribute printed lists of scavenger hunt items to each pair of students.
    - Introduce the elder or knowledge holder and allow them to explain their role in providing cultural insights.

2. Field Activity:

    - Pair up students and assign each pair an iPad and a designated area to explore.
    - Allow students 1-1.5 hours to find and record the items using Survey123, encouraging them to take notes and photographs as needed.
    - Ensure students leave the items as they found them to minimize environmental impact.

3. Data Collection:

    - Supervise students throughout the activity to ensure safety and proper data recording.
    - Assist students with the use of Survey123 and answer any questions they may have.

4. Post-Hunt:

    - Reconvene in the classroom, sync the iPads, and visualize the data using QGIS or ArcGIS.
    - Discuss the findings and insights with the students, with contributions from the elder or knowledge holder.
    - Review any challenges faced and solutions found during the hunt, encouraging students to reflect on their experiences.

Risk Management:

- Ensure all students understand the importance of leaving items as they found them.
- Always supervise students during the scavenger hunt, particularly in unfamiliar or potentially hazardous areas.
- Provide instructions on the proper use of iPads and software to prevent damage.
- Have a first aid kit available and be prepared for any minor injuries or incidents.
- Familiarize students with safety protocols, including staying within designated areas and working in pairs.

Example output:

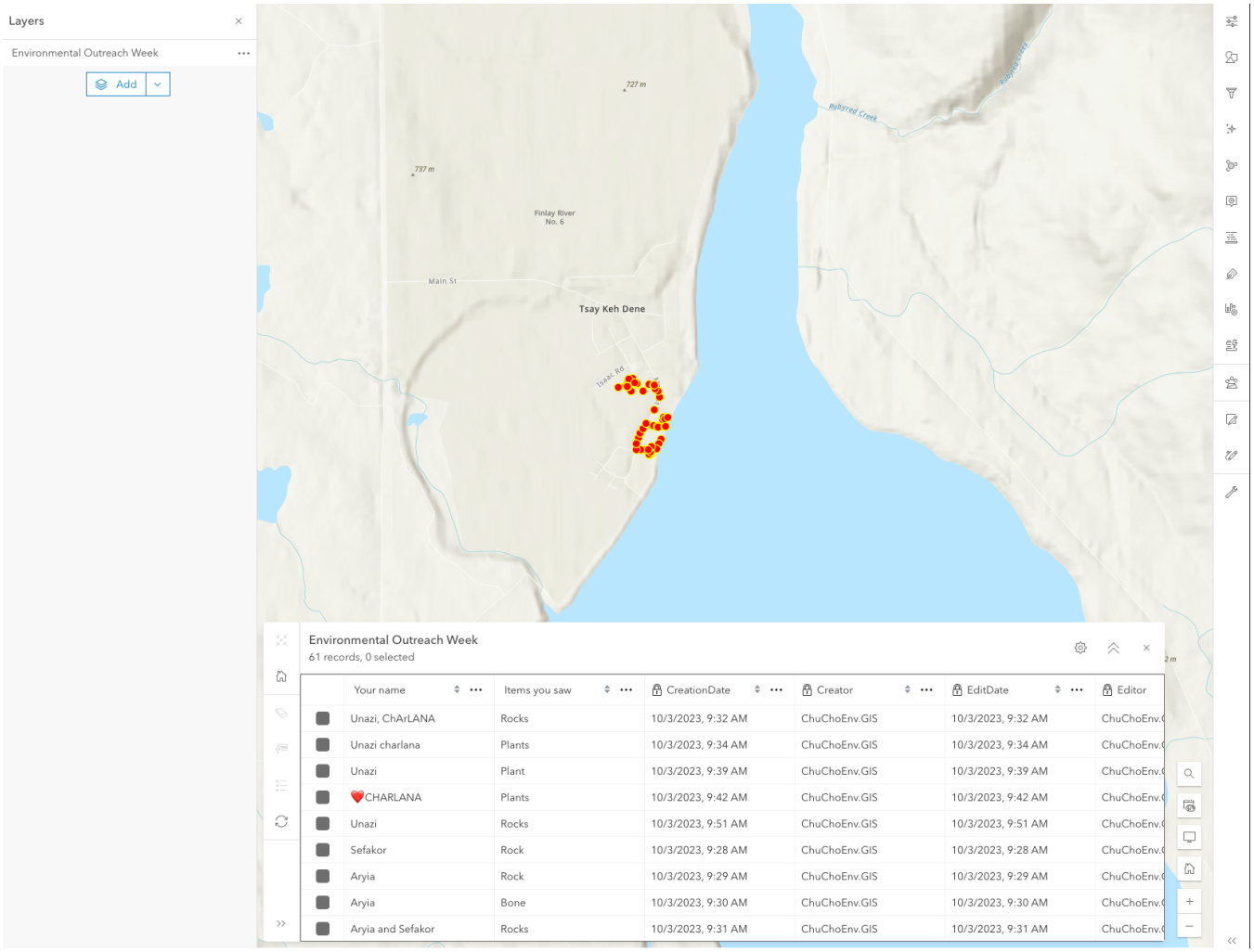

Figure 2. Map and data table for GIS mapping activity completed with grade 3-5 class. Data collected by all students is uploaded to a single location and can be visualized on a map in Survey123.

Activity 2: Insect Trapping and Identification

Duration: 1.5-2 hours

Type: Outdoor/Indoor Activity

Goals/Learning Outcomes:

- Develop skills in setting up and using insect traps.
- Learn to identify various local insect species.
- Understand the role of insects in the ecosystem.
- Foster curiosity and engagement with local biodiversity.

Preparation and Set-Up Description:

The day before the activity, set up malaise traps in various locations to capture insects. Ensure school microscopes are clean and functional. Prepare printed and digital access to insect identification imagery from the provided website. Plan a demonstration for setting up and taking down a malaise trap. Collect insect identification keys, magnifying glasses, and specimen containers. Ensure the field site is safe and suitable for student activities.

Materials:

- Malaise traps
- School microscopes
- Insect identification keys and guides
- Magnifying glasses
- Specimen containers
- Insect identification imagery (https://www.amentsoc.org/insects/what-bug-is-this/insects.html)
- Notebooks and pencils
- Gloves (for handling insects)
- Dissection kits (optional, for more detailed examination)
- First aid kit
- Field guides for local insects

Instructions:

1. Introduction:
    - Explain the purpose of the activity and the importance of studying insects in the ecosystem.
    - Demonstrate how to set up and take down a malaise trap, emphasizing the importance of proper technique to capture a variety of insects.

2. Field Activity:

    - Collect insects from the malaise traps set up the day before.
    - Provide students with gloves and specimen containers to safely handle and collect insects.

3. Identification:

    - Use microscopes to inspect and identify the insects, guiding students through the identification process using the provided imagery and keys.
    - Encourage students to take detailed notes and sketches of the insects they identify, discussing their findings and any interesting observations.

4. Discussion:

    - Discuss the role of each identified insect in the ecosystem, exploring concepts such as pollination, decomposition, and food webs.
    - Encourage students to ask questions and share their observations, fostering a deeper understanding of local biodiversity and ecological interactions.

Risk Management:

- Ensure proper handling and care of live insects to avoid harm to students and insects.
- Supervise students closely during microscope use to prevent equipment damage and ensure safety.
- Provide clear instructions on the proper handling of insects and equipment, emphasizing the importance of respecting all living organisms.
- Use gloves to prevent direct contact with insects, which might cause allergic reactions or other health issues.
- Have a first aid kit available for minor injuries and be prepared to handle any incidents that may arise.

Activity 3: Lichen and Plant Collection and Identification

Duration: 1.5 hours

Type: Outdoor/Field Activity

Goals/Learning Outcomes:

- Learn to identify various local lichens and plants.
- Understand the traditional uses of plants in Sekani culture.
- Develop skills in pressing and preserving plant specimens.
- Foster a connection to the local environment and cultural heritage.

Preparation and Set-Up Description:

Plan a walk to collect various lichens and plants, selecting locations rich in biodiversity. Arrange for an elder to join the activity and provide insights on traditional uses of plants. Prepare materials for pressing and preserving plant specimens, including newspapers, blotting paper, and heavy books or plant presses. Familiarize yourself with local plant species and gather reference books for identification. Ensure the field site is safe and suitable for student activities.

Materials:

- "Sekaní Ethnobotany: Traditional Role of Plants Amongst the Sekaní People" by Alison Davis
- "Plants of Northern BC" by Andy MacKinnon, Jim Pojar, Ray Coupe
- Plant pressing materials (newspapers, blotting paper, heavy books or plant presses)
- Field guides for local lichens and plants
- Notebooks and pencils
- Collection bags or baskets
- Hand lenses or magnifying glasses
- GPS devices (for marking collection sites)
- First aid kit
- Gloves (for handling plants)

Instructions:

1. Introduction:
    - Brief students on the purpose of the walk and what they will be collecting, emphasizing the importance of biodiversity and traditional knowledge.
    - Introduce the elder and allow them to explain their role in providing cultural insights and knowledge about the plants.
    - Discuss safety and respectful collection practices, ensuring students understand the importance of leaving the environment undisturbed.

2. Field Activity:

    - Walk with students to collect different lichens and plants, providing guidance on proper collection methods.
    - Invite the elder to share knowledge about the collected plants and their traditional uses.
    - Ensure students collect a variety of specimens and note the collection locations using GPS devices.

3. Post-Collection:

    - Return to the classroom and demonstrate how to press and preserve the plants, emphasizing the importance of proper technique to maintain specimen integrity.
    - Assist students in starting their own plant collections, providing guidance and support as needed.
    - Use field guides to help students identify their specimens, encouraging them to take detailed notes and sketches.

4. Discussion:

    - Discuss the importance of plants in the ecosystem and traditional uses, exploring concepts such as medicinal and culinary applications.
    - Encourage students to share their findings and observations, fostering a deeper connection to the local environment and cultural heritage.

Risk Management:

- Supervise students during the walk to ensure safety and proper collection methods.
- Provide instructions on the proper handling of plants and equipment, emphasizing the importance of respecting all living organisms.
- Ensure students are aware of and avoid any hazardous plants, providing guidance on safe collection practices.
- Have a first aid kit available for minor injuries and be prepared to handle any incidents that may arise.
- Educate students on potentially hazardous plants

Activity 4: Wildlife Camera Trap Activity

Duration: Set up: 2 hours, Viewing: 1 hour each

Type: Outdoor/Indoor Activity

Goals/Learning Outcomes:

- Develop skills in setting up and using wildlife cameras.
- Understand the importance of wildlife monitoring and conservation.
- Learn to analyze and interpret wildlife data.
- Foster a sense of stewardship for the local environment.

Preparation and Set-Up Description:

Discuss with older students the ideal locations for setting up wildlife cameras, taking into consideration factors such as animal movement patterns and habitat suitability. Prepare and test cameras beforehand to ensure they are functioning properly. Set up cameras around the school's outdoor classroom and other suggested areas, marking the locations with GPS devices. Leave the cameras in place for at least one week to capture wildlife activity. Prepare computers with MegaDetector software for analyzing the photos, ensuring the software is installed and functioning properly.

Materials:

- Wildlife cameras
- Computer with MegaDetector software
- Reference materials:
  - https://wildcams.ca/protocols/#Setup
  - https://pypi.org/project/megadetector/
  - https://camelotproject.org/
- GPS devices (for marking camera locations)
- Notebooks and pencils
- Field guides for local wildlife
- First aid kit

Instructions:

1. Introduction:
   - Discuss the criteria for choosing wildlife camera locations with older students, emphasizing the importance of habitat suitability and animal behavior.
   - Explain the purpose and importance of wildlife monitoring, highlighting its role in conservation efforts.

2. Field Activity:

    - Walk with students to set up the cameras in pre-discussed locations, providing guidance on proper installation techniques.
    - Mark the camera locations using GPS devices to ensure accurate data collection and retrieval.

3. Monitoring:

    - Leave cameras in place for one week to capture wildlife activity.
    - Collect the cameras after the designated period and bring them back to the classroom for analysis.

4. Data Analysis:

    - Review photos with students using MegaDetector software, guiding them through the classification and interpretation process.
    - Discuss findings with younger students, identifying animals together and exploring their behaviors and habitats.

Risk Management:

- Ensure students are supervised during the setup and collection of cameras, particularly in unfamiliar or potentially hazardous areas.
- Discuss wildlife safety and proper behavior around camera sites, emphasizing the importance of respecting wildlife
- Provide clear instructions on the use and handling of cameras and equipment, ensuring proper care to prevent damage
- Have a first aid kit available for minor injuries and be prepared to handle any incidents that may arise.