

# Episode 4

## Okanagan Nation Alliance

### **ARROW GRIZZLY BEAR (KI?LAWNA?) HABITAT ENHANCEMENT PROJECT**

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**Backgrounder:** GLOWS (Growing & Learning Opportunities With STEAM) provides opportunities to help youth ages 5-19 find inspiration about their post-secondary education in a variety of STEAM (Science, Technology, Engineering, Art and Math) disciplines. BiodiversiTV is a multimedia learning experience created for Science Literacy Week that showcases biodiversity in the Kootenay region.

#### **Objectives:**

- Explain the purpose of this Okanagan Nation Alliance Project.
- Understand the importance of a diverse range of habitats in the ecosystems grizzly bears require.
- Make the connection between prescribed burns and increased huckleberry growth and food production for grizzly bears.
- Describe the value that grizzly bears bring to the landscapes they inhabit in the context of biodiversity.
- Recognize the integration of traditional knowledge with western science supporting the decision making process of this team of scientists.
- Understand how the traditional ecological knowledge utilized is passed down from Syilx Indigenous people.
- Explain why the team of scientists use drone imagery.
- Correlating temporary full-time summer student work opportunities and permanent full-time employment outcomes.
- Interpret the significance of Indigenous people being a part of this team and project.

#### **Key Questions:**

- Why are grizzly bears valuable to the biodiversity of the landscapes they inhabit?
- How does this team of scientists use GIS mapping?
- Why are huckleberries important to grizzly bears in late summer?
- What is a Wildlife Habitat Area?
- What is the significance of Traditional Ecological Knowledge on this project?
- Why is ONA working to protect grizzly bear habitat?
- What value does drone footage bring to this project?



### ACTIVITY 1 - WATCH BIODIVERSITY EPISODE 4 + SUMMARY

**Supplies:** Legal 8.5x14 size paper for the [Notes PDF](#).

**Prompt:** Ask your learners to take notes on the Notes sheet provided. Visit the KAST website and play [Episode 4 of BiodiversityTV](#) for your learners.

After the video, ask your learners to write a summary of what they learned from this episode using their notes.

### ACTIVITY 2 - UNDERSTANDING SYLIX TERRITORY & GIS MAPPING

**Supplies:** Learners will need a computer

**Task:** Print the [Sylix Declaration & Territory Map](#) (or display on a second monitor) and hand it out to your learners.

**Activity:** Using the [GmapGIS](#) tool, Map the Sylix territory using polygons and/or scribble tools.

### ACTIVITY 3 - BECOME A DRONE PILOT

It took a while for Canada to enact dedicated drone laws, but when we did, we went all out. Canada has some of the strictest drone laws in the world, that being said, the result will make for some of the safest skies in the world.

[Source: Drone Rush](#)

**Prompt:** Ask learners to:

- Research what it takes to become a drone pilot in Canada.
- List the key steps you will need to take to become a drone pilot.
- Is there a Transport Canada approved flight school near where you live?

[Start here.](#)

### ACTIVITY 4 - OPEN DISCUSSION

Ask the key questions recommended in the introduction to gauge if your learners have met the learning objectives outlined for this episode of BiodiversityTV.

#### FEATURED FAVES

**Optional - Explore the podcasts recommended by Addison Fosbery below**

**Featured Faves Podcasts:**

[Crime Pays But Botany Doesn't](#)

[The Meat Eater Podcast](#)