

## CLUES

*The journey is almost over,  
Just a few more leaps.*

*Looking toward the rising sun,  
One more task to complete.*

1. Find a wide, round place with a sidewalk cutting through it one way and a "pretend creek" cutting through it the other way.
2. Among the many special stones here, find the stone with the leaping salmon.
3. Because that was so-o-o easy, now try to find the two special words written on small stones in the "pretend creek." **Hint:** One is on the east and one is on the west.

Fifth-grade students at Lafayette Elementary in the Seattle School District and their teacher, Catherine Bloom, provided the framework for this unit.

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206-938-4203.

## NATURE-MADE / PEOPLE-MADE

Find a partner and look around you. Make one list of what you **SEE** that's been made by **nature** and another list of what you **SEE** that's been made by **people**.

### NATURE-MADE

### PEOPLE-MADE

Now listen. What do you **HEAR** that's made by something in nature? What do you **HEAR** that's made by people?

### NATURE-MADE

### PEOPLE-MADE

1. **Underline** all the "**Nature-Made**" things that you think help make this creek habitat **a good place for wildlife** such as birds, fish, and insects.
2. **Underline** all the "**People-Made**" things that you think also make this creek habitat **a good place for wildlife**.
3. Mark an **X** beside any "**People-Made**" things that you think make this creek habitat **not such a good place for wildlife**.
4. **Circle** anything that you marked with an X that you think **you might change for the better**, here or at another creek.

## WHAT DOES THE ECHO TELL YOU?

"Stream Echo" looks something like the creek that flows many feet below it. It has many things to show you and your partner!

1. Find these **stages of the salmon life cycle** in the art:

- eggs maturing in a redd
- salmon fingerlings out on their own
- salmon smolt migrating for saltwater
- a Coho returning to spawn
- a salmon carcass enriching the creek habitat

2. List the **salmon predators** you find in the art:

3. **Circle** which of the following animals has visited "Stream Echo." (Drawings are much smaller than actual size.) **Sketch** any footprints you find that aren't shown here and **label** them with the name of the animal you think might have left them.



## THE MARKER

JOURNEY  
HARD, LONG  
SPAWNING, STRUGGLING, SWIMMING  
WE ALL MUST SURVIVE  
LIFE

is a "diamante" poem that reminds everyone who sees this stone of the salmon's life cycle and its amazing survival over millions of years.

The **leaping salmon** celebrates the life that is possible in and around clean, free-flowing, freshwater creeks and rivers.

The **alevin petroglyph** emphasizes the importance of healthy freshwater habitat to growing salmon and ties this site to other links in the chain of water-based habitats.

*Overall design and petroglyph detail by Tom Jay*

## CREEK STEWARDSHIP

The tall stone at "Stream Echo" recalls that this area once offered fresh water and a safe place to camp to the First People, who depended on a healthy habitat. Here are ways you can help make it a healthy habitat again:

- ✓ Take wrappers and other trash home with you or to a trash can; don't throw it on the ground.
- ✓ Share what you have learned about creeks with family members and friends. Why not bring them here?
- ✓ Invite a parent or other adult to join you on the nature walk in Fauntleroy Park. You'll both have a good time and learn more about this special place. (The walk is printed in the watershed brochure; get a copy at the viewpoint, The Original Bakery, or the Fauntleroy Church/YMCA.)
- ✓ Come witness the return of Coho salmon (along with a few cutthroat trout) to this creek between Halloween and Thanksgiving.
- ✓ Invite a parent or other adult to join you in counting returning salmon; call 938-4203 to volunteer.

## GETTING THERE

The viewpoint above the Fauntleroy Creek fish ladder is on the bluff across from the ferry terminal at the intersection of upper Fauntleroy Way S.W. and S.W. Director St. Park on upper Fauntleroy Way or on S.W. Henderson St. (one block north of Director). By bus, take Metro 54 to the ferry terminal stop, cross the street at the crosswalk, and climb the stairs. The viewpoint will be on your right.

## PREPARATIONS

1. Explain that, like many creeks in the city, Fauntleroy Creek flows through both public property and private property. Today, you will be visiting the public viewpoint above the creek.
2. Preview what you will be doing on this field trip, go over the "Explorer's Guide," and answer any questions.
3. Assemble for each student
  - a copy of the "Explorer's Guide" for this site
  - a pencil
  - a clipboard or square of cardboard
  - a copy of the rubbing page for this site
4. Bring **large crayons** to make rubbings of images on the marker.

## SEASON AND SAFETY

The fish-ladder viewpoint is open year-round and is a pleasant place to visit on all but stormy, cold days. Advise students to dress for the weather.

Assuming you will not be taking children down to the water, we suggest **one adult for every six youngsters, third through fifth grades.**

## APPROXIMATE TIME

At the viewpoint: **40 minutes**

At this site, young "explorers" will

- exercise sight and sound observational skills.
- identify wildlife, including salmon predators, common to a creek habitat in this region.
- compare and contrast natural and artificial influences on a fresh-water riparian habitat.
- consider the balance between the needs of people and the needs of salmon and other wildlife.
- explore what opportunities they have to preserve and enhance fresh-water riparian habitat.

## NATURE-MADE/PEOPLE-MADE

After youngsters have completed their lists, gather round and invite them to call out their findings. Ask these or similar questions:

- Have you heard anything you don't think belongs on the list?
- What do all the nature-made sights/sounds have in common?
- Do the people-made sights/sounds have anything in common?
- Would you say that all the nature-made things are good and the people-made things are bad?
- What people-made things would you like to add or subtract to improve the natural creek environment here for wildlife?

## WHAT DOES THE ECHO TELL YOU?

After youngsters have discovered the life-cycle stages and predators in the art, gather round and ask these or similar questions:

- What must the habitat provide for a salmon to survive as an egg? Fry? Smolt? Spawner?
- Why is the carcass stage so important?
- What predators did you find?
- What other hazards might salmon encounter as they live out their cycle here? In Puget Sound? In the ocean?
- Which animals that left footprints here have you actually seen?
- What animals do you think left the footprints you sketched?

## FOR A STREAMSIDE EXPERIENCE

Activities on the "Explorer's Guide" are at the public viewpoint above the creek, which you may visit at any time without prior arrangement. Call 206-938-4203 to arrange full access to the riparian habitat and a morning or afternoon of habitat exploration tailored to age and learning objectives.