

# NWSRI VIDEO SERIES

## VIDEO 7 - MONITORING PROGRAMS

This video explains in more depth the four main monitoring programs of the NWSRI. Go to the [www.nechakowhitesturgeon.com](http://www.nechakowhitesturgeon.com) and click on the Research and Outreach tab to learn more about these projects.

**Total Length: 11:34 minutes.** Below are some key questions to think about.

**Monitoring Programs - Introduction:** 00:00 to 01:43

- Watch the introduction part first, then STOP and as a class list everything you know already about each of the programs. THEN watch the each section of the video and add to your lists any new facts you learn.

**Juvenile Monitoring Program:** 01:43 to 04:55

- Using the [Set-Line worksheet](#) as a resource, draw out a set-line diagram of your own and illustrate and label it with as much detail as you can.
- Why do you think it is important to understand where young sturgeon go in the watershed, how big they grow and how many survive?
- What do researchers do if they catch a young sturgeon that doesn't have a PIT tag or radiotag? Why?

**PIT Tag Monitoring:** 04:55 to 06:35

- Why are PIT tags so useful for sturgeon research (see [PIT Tag worksheet](#))?
- Go to the [Where is My Fish](#) webpage and check if sturgeon released by students in your school have been recaptured.

**Spawn Monitoring Program:** 06:35 to 08:55

- With help from the [Spawn Monitoring worksheet](#), name the three monitoring methods and equipment used in each stage.
- Create a timeline that includes the sturgeon life cycle and the timing of the spawn monitoring programs ([Life Cycle Lesson 3-2](#) and [Presentation](#)). How do they overlap?
- Why do you think larval sturgeon move more at night-time?
- Why do you think wild sturgeon eggs and larvae are collected by technicians? What is it about the river that makes it harder for sturgeon eggs and larvae to survive?

**Radiotelemetry:** 08:55 to 09:42

- Write a paragraph about how the radiotelemetry equipment works and another paragraph about why it is useful for following sturgeon.

**Emergency Live Release Boat Kit Program:** 09:42 to 11:34

- What fish species do local First Nations fish for as part of their Food, Social and Ceremonial Fishery?
- Watch the [Every Sturgeon Counts](#) video for more information about the history of sturgeon and First Nation peoples. Use the [Every Sturgeon Counts worksheet](#) to help guide your discussion.
- What can a sturgeon do to a gill net if it gets caught? And what tools are in the Kit to help when a sturgeon is caught in a net.

## DEFINITIONS

Throughout the video, the narrator uses scientific language. Here are some definitions to support your understanding.

**By-Catch:** The unwanted fish that are caught through either targeted commercial fisheries and ceremonial, social and sustenance fisheries.

**Technical Working Group:** The group of individuals that meet and make recommendations for helping the Nechako White Sturgeon. The Community Working Group does the public communication of the research work that is lead by the Technical Working Group.

**Mark-Recapture:** A mathematical modeling method to estimate the number of individuals in a population.

**Abundance:** Number.

## ASK AN EXPERT:

**Invite an Elder or community By-Catch Monitor into the classroom to talk about the Food, Social and Ceremonial Fisheries and the impact of sturgeon on the fisheries.**

If you can't invite someone into the classroom, do extra learning on the historical importance of fish and other foods in First Nation traditions, culture and history.

**More available at:**

[www.nechakowhitesturgeon.org](http://www.nechakowhitesturgeon.org)

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