

MAKING MUSIC

Put your discoveries about the beach, salmon, and the watershed to music or circle round for a chant.

Here's an example of a song
(to the tune of "Home on the Range"):

Oh, give me a home
Where the salmon all roam
Beneath the long pier in the Sound.
When we splash past Cove Park,
We will school in the dark
And pair off for the creek where we're bound.

Chorus

Swim, swim up the creek
Where Fauntleroy waters run deep.
Swim close in a school
O'er riffle to pool
And spawn to make coho brand new!

In the ocean I'll grow
'Til I'm big and will know
How to travel back where I was born.
In the cove I'll abide
'Til the moon makes high tide,
Then I'll leap up the creek to my home.

Pace this chant with a drum beat.
Jump up on *leapin'* and *chuk*.
("Skookum-chuk means "clean water.")

Heya! Heya! Heya! Heya!
Heya! Heya! Heya! Heya!
Mother Salmon, Father Salmon,
Sister Salmon, Brother Salmon.
Come back, salmon; help us, salmon.
Feed us, salmon, leapin' salmon!
Heya! Heya! Heya! Heya!
Heya! Heya! Heya! Heya!
Skookum ----- chuk!

Created by the students of Seattle's Kapka Cooperative School, with help from teachers Andrea Smith, Jamie Shilling, and Elaine Jacques, plus parent volunteer Pam Robinson.

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CLUES

At this link in the water chain, the clues are very important. They will help you learn a lot about where you are. Start at the **sidewalk entrance** to Cove Park and **answer each riddle** until you find the marker:

1. Look for my round, sharp, bumpy edges; *rolling* to the sea, in time I become sand. What am I? _____
2. See me along the path, yellow and green straight lines *waving* in the wind. What am I? _____
3. Find me *thrashing* to shore, tossed and rolled by storms; a balancing act. What am I? _____
4. Tiptoe crab-like over me, *dazzling* all, my tide-washed crystals going on for miles. What am I? _____
5. Run back and forth with me in big waves, *rolling* forward, my tide *carrying* a salty taste. What am I? _____
6. Look up at the glare and feel my weather *sweeping, swooshing, dripping*. What am I? _____
7. Quick! Run and hide behind my wooden legs; hear mussels *crackling* in the air. What am I? _____
8. Lean over my flowing water, the promise of salmon *leaving, coming* home. What am I? _____
9. Follow my green, crunchy, slippery, twisting line, *washing* on shore at high tide. What am I? _____
10. Look at my stern; in real life I was carved from wood, my paddle *dipping*, home ahead. What am I? _____

HABITAT TREASURE HUNT

With a partner or as a team, find as many "natural treasures" as you can on the beach. **Describe** them in words OR **draw** pictures.

ANIMALS

PLANTS

MINERALS

Label each "treasure" with the letter for the job or jobs it is doing in this habitat:

- A** = Feeding birds, fish, or other animals
- B** = Feeding plants on land or in the water
- C** = Protecting baby or adult animals
- D** = Keeping plants or animals wet
- E** = Helping salmon migrate
- F** = Removing pollutants from the water
- G** = _____

THE MARKER

GULL, CRAB, OTTER WAITING FOR SALMON

represents the creatures that live in the sky, on the beach, and in the water here. Salmon is the "traveler" who meets them on its journey.

The **crab** is holding on! It reminds everyone who sees this stone of the importance of never giving up on the goal of clean water.

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

Overall design and petro glyph detail by Tom Jay

BEACH STEWARDSHIP

The beach is a fun place to visit and explore. It is also a carefully balanced habitat that requires all the tender loving care you can give it:

- ✓ Walk carefully so that you don't crush animals on the sand or rocks.
- ✓ Pick up litter as you go but leave any sharp glass.
- ✓ Leave animals and empty shells where you find them on the beach.
- ✓ Handle beach animals as little as possible and keep them wet.
- ✓ Do not force animals from rocks; look at them where they are.
- ✓ Gently turn over rocks to see what's underneath and put them back as they were.
- ✓ Fill in any holes you dig in the sand so that the animals living down there don't wash away with the tide or smother under too much sand.
- ✓ Show others how to be good stewards, too.

GETTING THERE

Cove Park is adjacent to the Fauntleroy Ferry Terminal on Fauntleroy Way SW. The most predictably available street parking is on upper Fauntleroy Way SW (the bluff overlooking the terminal). Take the stairs down and cross the arterial at the crosswalk to Cove Park. An alternative is to park in the south lot at Lincoln Park, then walk one long block south to Cove Park. By bus, take Metro 54 to the ferry terminal stop.

1. Explain that Cove Park is separated from private property by a wooden fence. Stress that everyone must respect private property by not straying from the park.
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 youngster
 - a copy of the "Explorer's Guide" for this site
 - a pencil
 - a clipboard or heavy cardboard for support.
4. Bring a drum if you plan to chant.

SEASON AND SAFETY

This site is a pleasure to visit on all but the coldest and wettest days of the year. Advise youngsters to dress for cooler temperatures and more wind than are forecast for inland locations.

Because youngsters will be near the water and tempted to climb logs on the beach, we suggest **one adult for every three children, kindergarten through second grade.**

APPROXIMATE TIME

45-60 minutes (depending on choice of activities)

At this site, young "explorers" will

- observe different natural habitats within a larger habitat.
- observe and record information about a sandy beach habitat.
- recognize the interdependence of living creatures.
- relate the cove to the Fauntleroy Creek watershed.
- recognize ways to be responsible stewards of the beach.

RIDDLE ANSWERS

Explain that the riddle will take youngsters to the stone marker for the beach link in the water chain. Work through the riddle slowly, encouraging them to talk about what role each answer plays in beach habitat and in the life cycle of salmon.

1. **Rocks** (*shelter for crabs and other beach animals; sand replenishment over time*)
2. **Grasses** (*food, shelter, and nesting for birds, insects, and other small land animals*)
3. **Logs** (*food, shelter, and nesting for small land animals; as they decompose, food for aquatic plants and animals*)
4. **Sand** (*shelter for beach animals, moisture retention*)
5. **Puget Sound** (*food for aquatic plants and animals, including salmon*)
6. **Sky** (*rain and sun for all living things*)
7. **Ferry pier** (*symbolic of the influence of people on natural habitat*)
8. **Creek** (*habitat for freshwater life, including salmon; food for birds and aquatic life in the cove*)
9. **Seaweed** (*food for aquatic and beach life*)
10. **Canoe** (*symbolic of wise habitat stewardship*)

TREASURE HUNT

Conclude this activity with a discussion of habitat relationships. Challenge youngsters to consider how Fauntleroy Creek, the beach, and Puget Sound affect one another and how, individually and together, they affect salmon. Observations might include

- Sand is the "common ground" between saltwater and fresh.
- The creek brings food from the land to the beach.
- Waves and the tide bring food from the sound to the beach and carry food back to saltwater habitat near the shore.
- Sand forms tidepools that migrating salmon use to make the transition between freshwater and saltwater.
- Some mineral "treasures" on the beach are natural. Many, though, are garbage that can sicken or kill the plants and animals that live here, including salmon smolt and spawners.
- Some waterfront homes have walls to control the beach. New walls are not allowed now because we have learned that they upset the natural balance of beach habitat.