



**IYS(18)36**

## **Results of the IYS Outreach Workshop**

How to communicate the International Year of the Salmon (IYS) to different audiences.



27 and 28 March 2018, Edinburgh, Scotland.

**Host:**

NASCO North Atlantic Steering Committee supported by Fisheries and Oceans Canada (DFO)

**Facilitator:**

Dr Alistair Bath, Memorial University, Newfoundland and Labrador, Canada

Report prepared by NASCO on behalf of the workshop participants.

## Introduction:

The two-day workshop brought together approximately 30 participants (See sheets 1 and 2) representing both government organisations and non-government organisations with communications experts in Edinburgh, Scotland. Participants from around the North Atlantic were joined by people with outreach experience from both the Atlantic and Pacific regions reaffirming the hemispheric nature of the International Year of the Salmon (IYS).

The intention of the workshop was to identify and develop outreach strategies and tools that could be used to engage different audiences in the conservation of wild salmon during the life of the IYS. In doing so, help to share expertise and equip Parties, jurisdictions and NASCO NGOs to undertake the IYS outreach.

Dr Alistair Bath facilitated the workshop using an applied human dimension facilitated workshop approach (AHDFWA), a visual technique that encourages productive and efficient discussion amongst all workshop participants. This record of the workshop has not been interpreted or condensed. It presents the items as discussed by the participants including photographs of the sheets produced over the two days.

| NAME                 | WHERE FROM?         | SOMETHING THAT'S BEEN KEEPING YOU BUSY LATELY. |
|----------------------|---------------------|--|
| 1. Rae Hull          | Vancouver, Canada   | Getting here                                   |
| 2. SAM COLLIN        | EDINBURGH           | AQUACULTURE                                    |
| 3. Heather Deschenes | Boston, MA          | Youth Ocean Stewardship                        |
| 4. BRIAN DAVIDSON    | FMS, EDINBURGH      | CONSERVATION   EVENTS   COMMS                  |
| 5. PAUL KNIGHT       | UK                  | SALMON!  |
| 6. GRANT HORSBURGH   | DEPRA - LONDON      | SALMON + EELS                                  |
| 7. Dwayne Shaw       | MAINE USA           | Conservation hatcheries                        |
| 8. Andy Walker       | SCOTLAND            | FISH + PEOPLE                                  |
| 9. Lawrence Talks    | England             | NASCO  |
| 10. Patricia Edwards | Moncton, NB, Canada | Partnerships / Science Plans                   |
| 11. Mark Glyde       | Seattle, WA, USA    | IYS Messages                                   |
| 12. ANDREW KERR      | SEG EUROPE          | TRAFFICKING EELS                               |
| 13. Steve Sutton     | Canada              | Salmon<br>100 MILLIONS                         |
| 14. SARAH WARNOCK    | ALASKA              | SALMON + PEOPLE                                |
| 15. Kim Damm-Randall | Gloucester, MA      | Salmon + right whales                          |
| 16. NIGEL MILNER     | WALES               | Salmon   |
| 17. ØYVIND FJELSTAD  | NORW                | ASFF / NAHA                                    |

| NAME                       | WHERE FROM?  | SOMETHING THAT'S BEEN KEEPING YOU BUSY LATELY.                    |
|----------------------------|--|---|
| 18. Steph West             | Natural History Museum (London)                    | Writing a new training strategy in UK biodiversity for the Museum |
| 19. Dag Steinar Husby      | Norw. Environmental Agency                         | Wolfs   |
| 20. Anne Kristin Jørgensen | — 12 —   | Possible eradication of <i>Cyrodactylus salais</i> ....           |
| 21. PATRICK Morris         | Bristol  | Wildlife Film Making  |
| 22. Alistair Bath          | Middle Cove  | FRANCE!   |
| 23. Jazze Mann             | Rivers Trust                                       | Comm. Executive   |
| 24. Sarah                  | CEO Atl. Salmon Trust                              | Research - Acoustic Drugging                                      |
| 25. JIM                    | Advocacy - Angler Club <sup>Northern Ireland</sup> | Intensive agriculture   |
| 26. Andrew                 | Salmon & Trout <sup>Scotland</sup>                 | → Salmon Farming ISSUES. Inquiries                                |
| 27. Willie                 | River Clyde Foundation                             | Children - River Programs.  |
| 28. Sarah Robinson         | NASCO  | Workshop  |
| 29. Emma                   | NASCO  | IYS   |
| 30. Alistair               | Rivers Trust                                       |   |
| 31.                        |  |   |
| 32.                        |  |   |
| 33.                        |  |   |
| 34.                        |  |   |

### Format of the Workshop:

A loose agenda was put together to allow speakers to present examples of good practice, but it was kept intentionally flexible to enable discussions to explore issues and develop ideas.

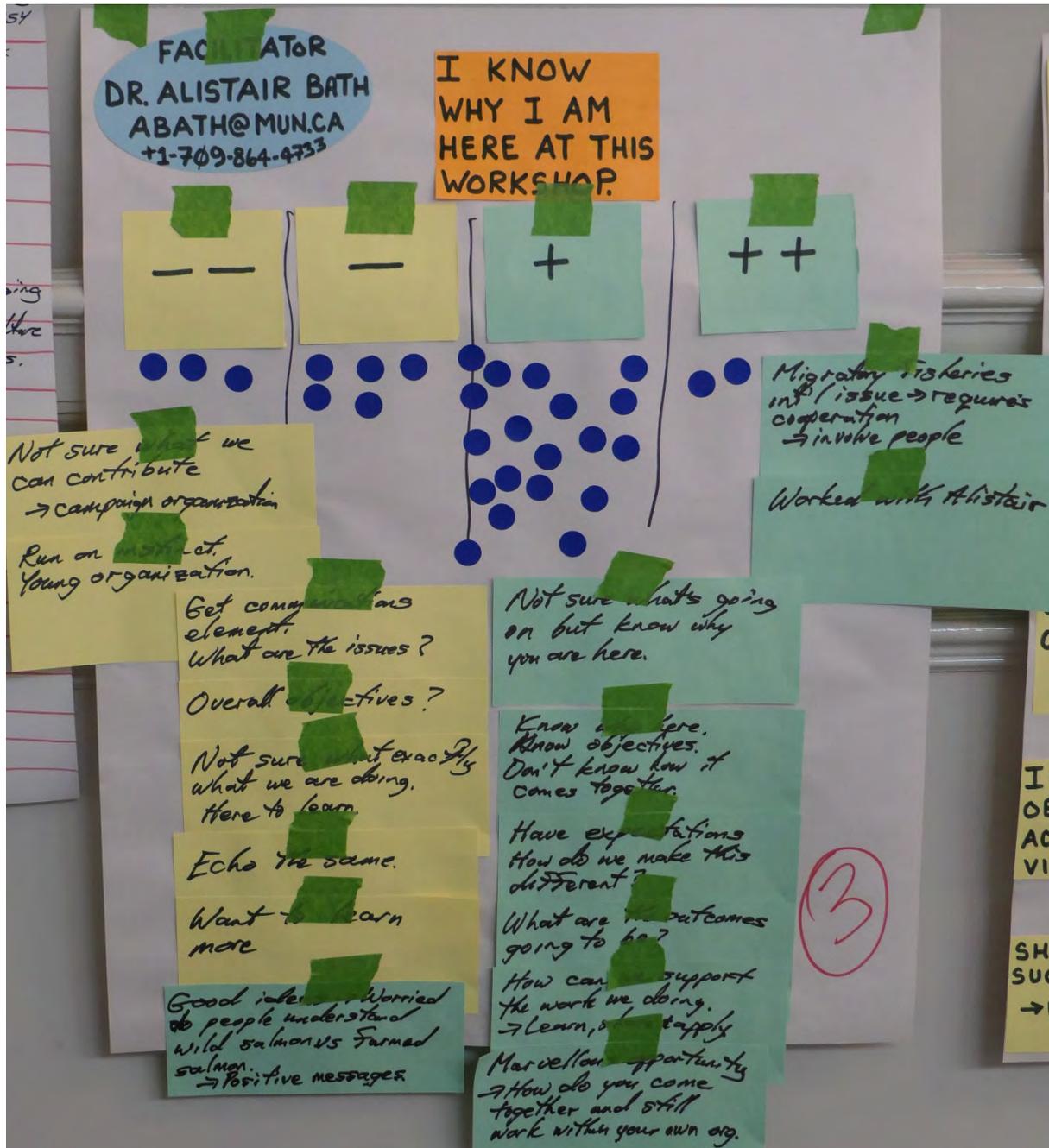
The Facilitator set out the objective of the workshop:

‘Working towards understanding and addressing the key issues of creating a coherent communication/outreach strategy’.

He then explained the process he would take the participants through including; understanding the current situation, exploring the barriers to achieving the IYS vision and turning these obstacles into objectives. The intention was then to focus on as many objectives as time would allow to look at how they could be delivered with a SMART target approach (specific measurable, attainable, realistic, and timed activities) to ensure work was done (see sheet 4).

Discussion rules (see sheet 5) were offered by the facilitator and adopted by all participants to ensure flowing and efficient debate. Understanding the nature of the discussion rules and shapes of cards allows readers of this report to correctly interpret the discussion sheets.

Following a round of introductions participants were asked to indicate how sure they were about why they were attending the workshop by placing a blue dot onto a scale (see sheet 3). The facilitator then questioned people about what influenced their position and added responses to sheet 3.



ROUND OF INTRODUCTIONS

UNDERSTANDING GOALS AND OBJECTIVES

WORK TOWARDS UNDERSTANDING AND ADDRESSING THE KEY ISSUES OF CREATING A COHERENT COMMUNICATION / OUTREACH STRATEGY.

UNDERSTANDING THE CURRENT SITUATION.

UNDERSTANDING OUR VISION

PRESENTATION  
• VISION  
• MESSAGES

IDENTIFY THE OBSTACLES TO ACHIEVING OUR VISION.

SPIN OUR OBSTACLES TO OBJECTIVES

SHARING STORIES OF SUCCESSFUL ACTIVITIES.  
→ LESSONS LEARNED?  
PRESENTATIONS

• TARGETING AUDIENCES  
• REFINING MESSAGES  
• ACTIVITIES  
• OUTCOMES

SPECIFIC  
MEASURABLE  
ATTAINABLE  
REALISTIC  
TIMED

TARGET:

MISSING KEY MESSAGES?  
MISSING KEY AUDIENCES?  
STRAPLINES?

2019 IS JUST AROUND THE CORNER.

FAQs THAT NEED TO BE ANSWERED.

CLEAR, CONCISE, UNIQUE, STRETCH BUT NOT OVERSTRETCH  
• MOTIVATING

THROUGH OUTREACH EFFORTS, THE IYS SEEKS TO RAISE AWARENESS OF WHAT PEOPLE CAN DO TO BETTER ENSURE SALMON AND THEIR VARIED HABITATS ARE CONSERVED AND RESTORED AGAINST THE BACKDROP OF INCREASING ENVIRONMENTAL VARIABILITY.

THE IYS ALSO SEEKS TO STIMULATE NEW INVESTMENT IN RESEARCH AND OUTREACH TO LEAVE A LEGACY OF DATA, KNOWLEDGE AND TOOLS THAT EQUIP A NEW GENERATION OF PEOPLE BETTER EQUIPPED TO INFORM THE CONSERVATION, RESTORATION, & RATIONAL MGMT OF SALMON.

4

Can we tweak the vision?  
→ Why do people care?

Shared understanding of our values.

Need shared values.

Vision - visual picture?

How make year stand out?  
→ Keep momentum going?  
→ Bring issue to the surface.

## DISCUSSION RULES

FOR FLOWING,  
EFFICIENT &  
EFFECTIVE  
DEBATE.

30 SECONDS  
SPEAKING TIME  
EXPRESS 1  
IDEA AT A  
TIME.

WRITE DOWN  
ALL IDEAS.

7 WORDS  
ARE USUALLY  
ENOUGH.

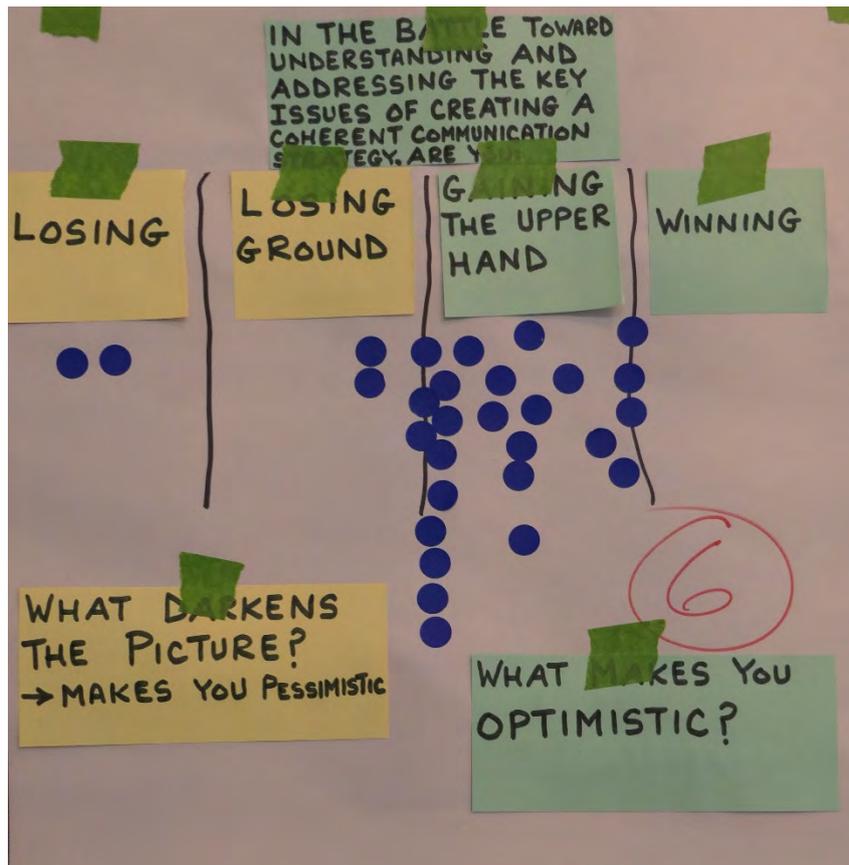
FLASH FOR OBJECTIONS,  
COMMENTS AND  
CLARIFICATION

WRITE  
COMMENT ON AN  
OVAL CARD.

WILLINGNESS TO WORK  
IN SMALLER GROUPS  
AND WORK TOWARD  
SOLUTIONS.

SAYING "YES" WHILE  
THINKING "NO" JUST  
LEADS TO GREATER  
PROBLEMS LATER.

5



### Understanding the current situation:

Participants were again asked to express their opinion and did so by placing their blue dot on one of four options relating to the question: 'In the battle towards understanding and addressing the key issues of creating a coherent communication strategy are you: losing, losing ground, gaining the upper hand or winning?' (Sheet 6). The majority of participants indicated that they felt they were 'gaining the upper hand' but clustered towards 'losing ground'. The result from this exercise led the facilitator to begin an activity to enable participants to explore and understand the issues. Smaller groups were randomly assigned and selected to first consider what darkened the picture and made them feel more pessimistic about creating a coherent communication strategy on yellow cards. These were then grouped when all participants came together again (Sheets 7, 8, 9 and 10) and assigned categories showing the consensus in the room around the challenges being faced. The challenges were grouped under the following categories by the participants:

- Relevance/Purpose
- Momentum Political will
- Motivation
- Inclusion
- Language/Effective communication
- Resources and expertise
- Messages
- International Governmental Organisation vs NGOs
- Competition and Coordination

IDENTIFYING + ENGAGING THE TARGET AUDIENCE

RELEVANCE PURPOSE

WHAT DARKENS THE PICTURE?

ENVIRONMENTAL MESSAGE FATIGUE

How do you share a simple salmon story in a crowded media world?

Overcoming apathy

Lack of public awareness of issues & decline

MOMENTUM

DIFFICULTY IN MAINTAINING INTEREST/ACTION

Ongoing momentum post IYS 2019

How to Use Global Effort to Foster Local Buy-in/Initiatives

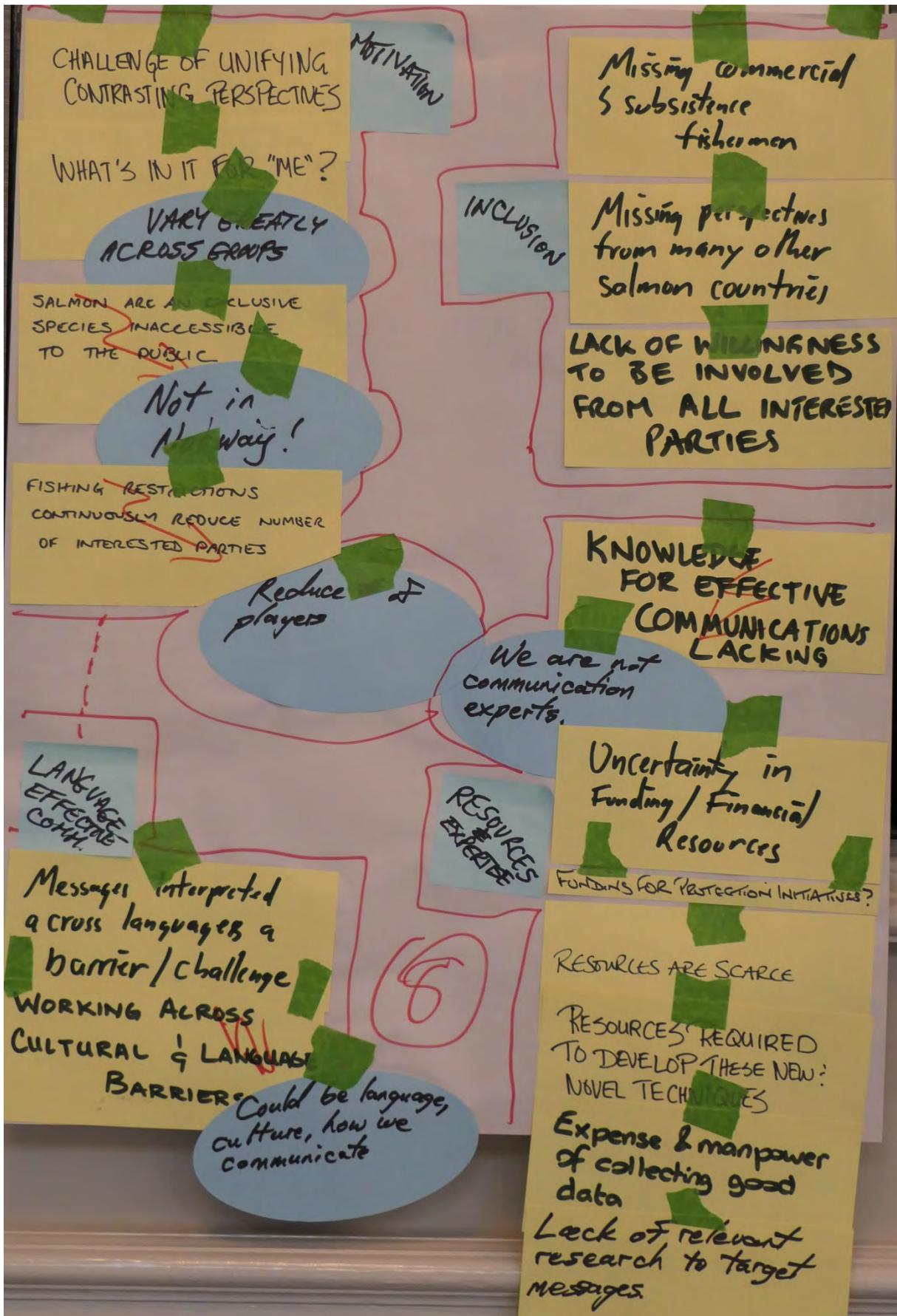
PUBLIC/POLITICAL INERTIA - EASIER TO DO NOTHING - TOO DIFFICULT TO 'TORN THE JOGGENANT' AROUND

POLITICAL WILL

ENV. issues out to other interests.

Does it connect with fatigue? → Want to see dec-makers influenced

7



We DON'T HAVE THE, SAY,  
3 DISTINCT MESSAGES TO  
PUT ACROSS FOR WILDLIFE

MESSAGES

Need to have  
distinct messages.

COMPLEX ISSUES  
DIFFICULT TO COMM.  
SUCCINCTLY

ISSUES ARE VAST

TECHNICAL COMPLEXITY  
DETAIL OF THE ISSUES

COMPLEX ISSUES ARE  
HARD TO COMMUNICATE

LOW UNDERSTANDING  
OF NASCO IYS  
GOALS

NASCO IS NOT  
NIMBLE

IGO  
VS  
NGO

NASCO NOT  
A SMALL NGO  
→ ISSUES TAKE  
TIME TO REACH  
CONSENSUS

HOW HAS IT TAKEN SO  
LONG TO GET  
HERE

DON'T ALLOCATE  
TIME TO WORK  
ON THIS.

LACK OF KNOWING  
WHAT OTHERS DOING  
→ DON'T WORK WELL  
TOGETHER

COMPETITION

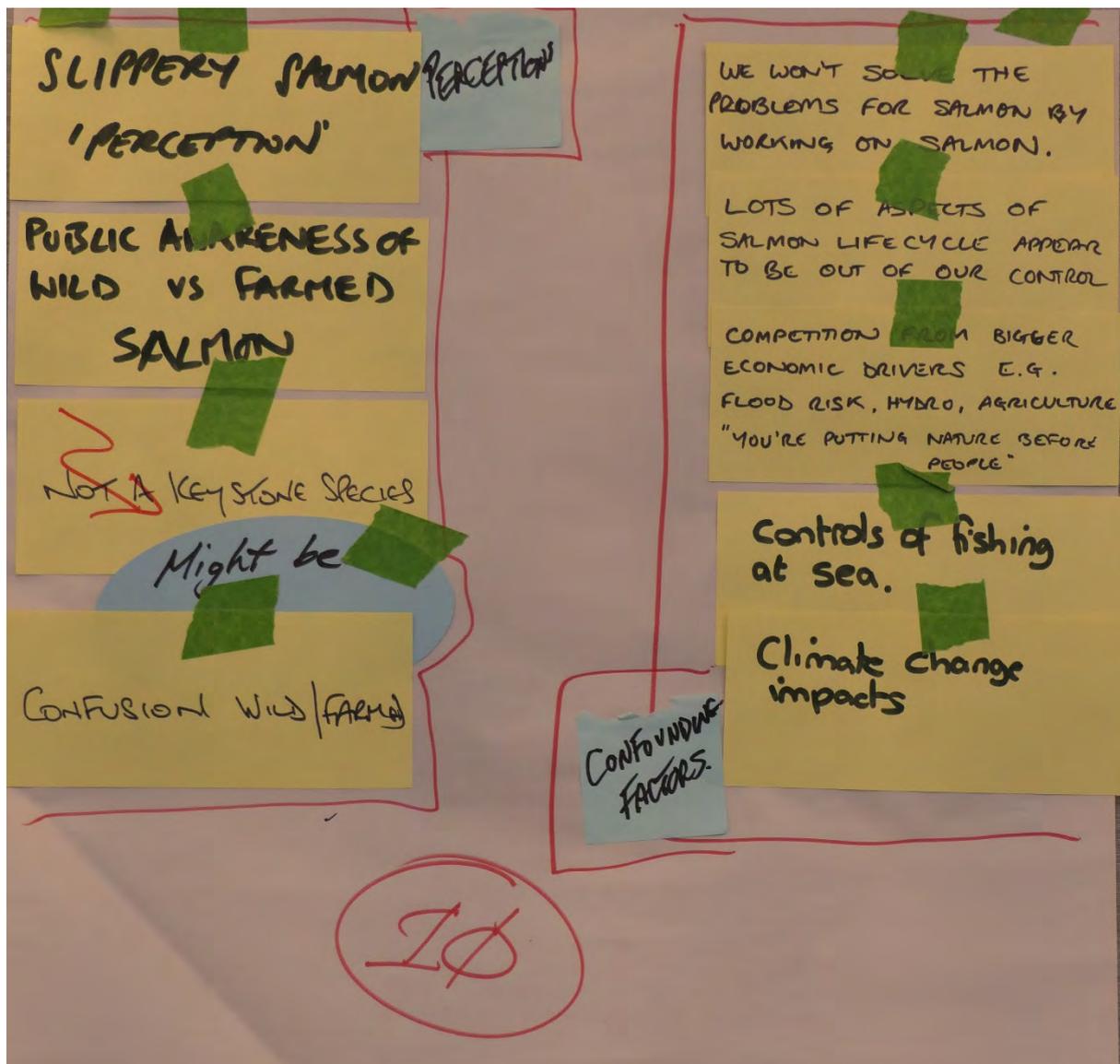
COORDINATION

Work in silos.  
Reinventing the  
wheel. Competing  
for same funding.

Can we turn  
it around to  
collaborative  
→ IYS-green cards

Hard to  
coordinate / resource  
working together.

GENERATING A COHESIVE  
PROGRAMME of INDIVIDUAL  
PROJECTS



In understanding issues that made the group optimistic about the current situation, there was once again a good deal of consensus indicated by the grouping of similar items in the same categories (see sheets 11, 12 and 13). After the smaller group work, the larger group reconvened to discuss the categories to describe the positive comments about the current situation. These optimistic items were labelled as the following:

- Co-operation momentum
- Urgency
- Aquaculture (changes to)
- Relevance
- Learning and Knowledge
- Tool
- Beginnings of Strategy
- Identity
- Structure
- Communication, participatory tools
- Receptivity (external)

WHAT MAKES US OPTIMISTIC?

AQUACULTURE

Change is happening in salmon aquaculture.

THE BALL IS ROLLING

COOPERATION MINDSET

Working collaboratively  
COLLECTIVE AMBITION TO IMPROVE.

Ability to Exchange Ideas & Information

2019 is A Year for Making Positive COMMITMENTS

COLLABORATION OF INTERESTED PARTIES

WE ARE ALL IN THE SAME ROOM

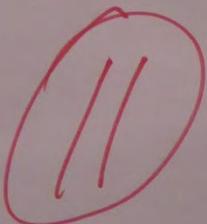
POWER IN COLLECTIVE VOICE

URGENCY

OPPORTUNITY FOR PAN N. ATLANTIC / PACIFIC CO-OPERATION

SHORT TIMESCALE WILL PROMPT ACTION.  
A MESSAGE OF HOPE - SOMETHING CAN BE DONE

Strengthening bonds b/t Countries



More holistic thinking around salmon in the environment

SALMON HAVE BASIC NEEDS THAT ARE RELEVANT FOR SOCIETY

SALMON ARE A SYMBOL THAT ALMOST EVERY COMMUNITY CAN <sup>RE</sup>CONNECT WITH.

MULTITUDE OF DIVERSE CULTURAL CONNECTIONS THAT LEADS TO PASSION

SALMON HAVE A CULTURAL IMPACT THAT OTHER SPECIES DO NOT HAVE

Salmon connect to Core Human Values

RELEVANCE

LEARNING & KNOWLEDGE

Good citizen science

New monitoring techniques

Research is happening

BEGINNINGS OF STRATEGY

CREATING SUITABLE : MOTIVATING MESSAGES FOR TARGETTED AUDIENCES

LOTS OF GOOD IDEAS

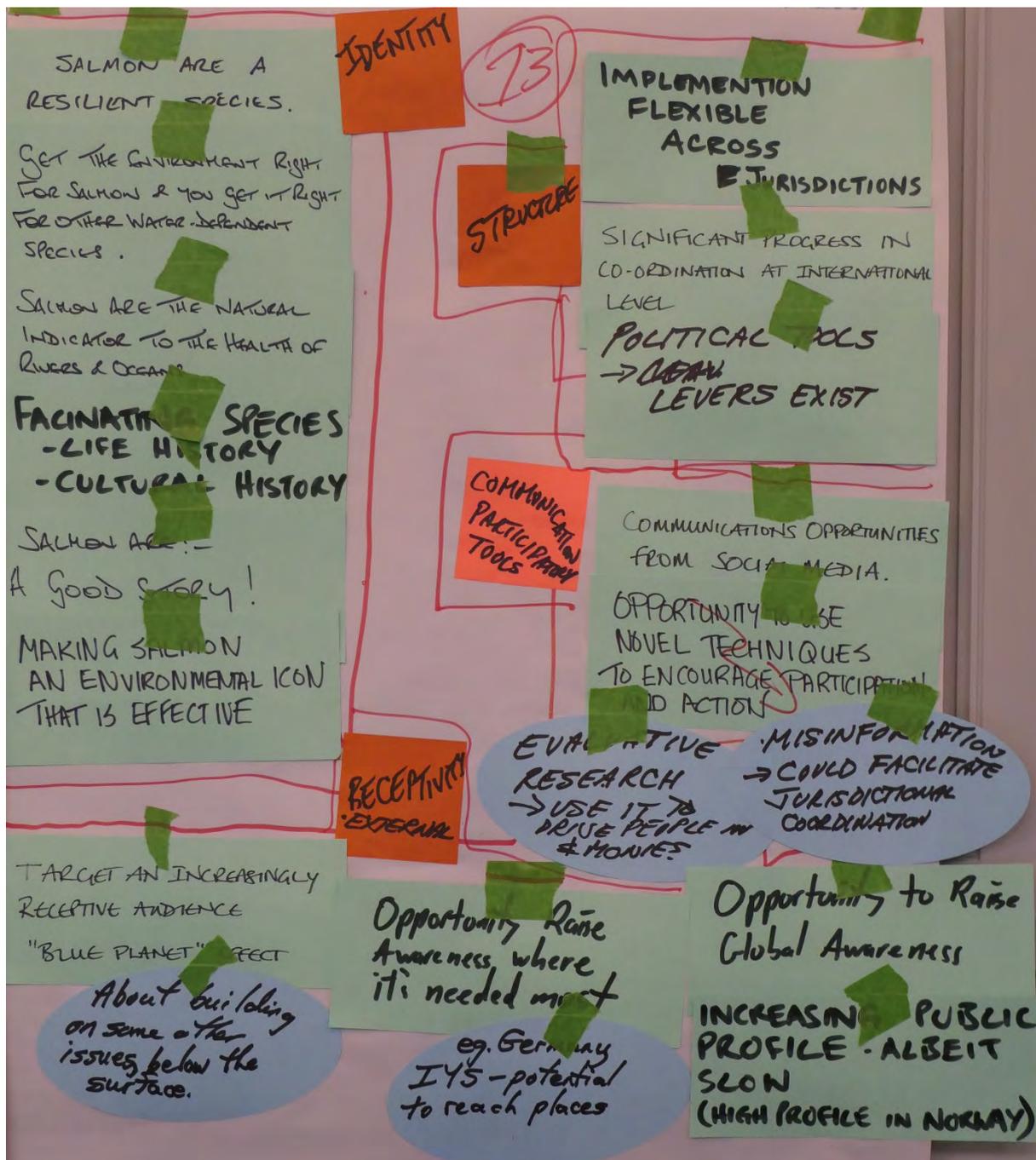
BEGINNING TO IDENTIFY A TARGET AUDIENCE (SEGMENTATION)

WE HAVE KEY MESSAGES TO TAILOR APPROPRIATELY

TOOL

WE HAVE THE ASSETS MAP - WE NEED TO CO-ORDINATE IT - WE ~~NEED~~ NEED TO USE IT - LEARN FROM EACH OTHER - TO FORM THE MESSAGE

12



Dr Emma Hatfield, NASCO Secretary, then gave a short introduction to the work that had been done by the IYS Coordinating Committee which the North Atlantic Steering Committee (NASC) and North Pacific Steering Committee (NPSC) fed into. The nature of being a group of Inter-Governmental Organizations had resulted in the need for some aspects of the IYS messaging to be pre-agreed in order to get sign-off and buy-in from relevant Parties. The key messages (Appendix 1) supplied to the workshop participants were the high-level overarching messages for the IYS and Emma explained that there was an expectation that these would be added to and adapted by the countries, organizations and people using them. She also described the four broad audiences that had been identified and explained that again these were guiding groups, and activities or suggestions resulting from this workshop were anticipated to target

groups within these audiences. Points captured from Emma's introduction and the questions that followed can be seen on sheet 14.

**ANDREW  
"SAVE  
THE  
EELS"**

EXPLORING FUNDING SOURCES TO REALIZE EFFORTS

IMPORTANCE OF FINDING ENTHUSIASTIC, PASSIONATE PEOPLE.

FOCUS ON CHILDREN AS MESSENGERS

PART OF A BROADER CAMPAIGN?  
→ IMPACT?  
SMOCK MESSAGES  
→ IMPACT?

MESSAGES ARE BASIC, CLEAR, SIMPLE.

USING "FUN" / HUMOUR TO DELIVER MESSAGES.

14

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**LAPORACE  
EMMA**

IYS BEEN IN THE PIPELINE FOR AWHILE  
→ NOT STARTING FROM SCRATCH

MESSAGES CAN BE EXPANDED UPON.  
→ NEED TO BRING MESSAGES TO AUDIENCES

ARE THERE KEY ANCHOR EVENTS?

HAVE STEERING COMMITTEES & COORDINATING COMMITTEES.  
→ WORK DONE ON FINDING COMMON MESSAGES BUT...

PRIORITIZE WITHIN AUDIENCES  
→

NOT REALLY BUT LAUNCH WITH MINISTERS IYS COORDINATED EFFORT

SIMPLE, CLEAR OVERARCHING MESSAGES TO USE - FUN & SIMPLE

CAN BE DONE AT INDIVIDUAL LEVEL BUT CAN "TAILOR" MESSAGE FOR AUDIENCES.

NASCO  
→ NOT BIG EVENT

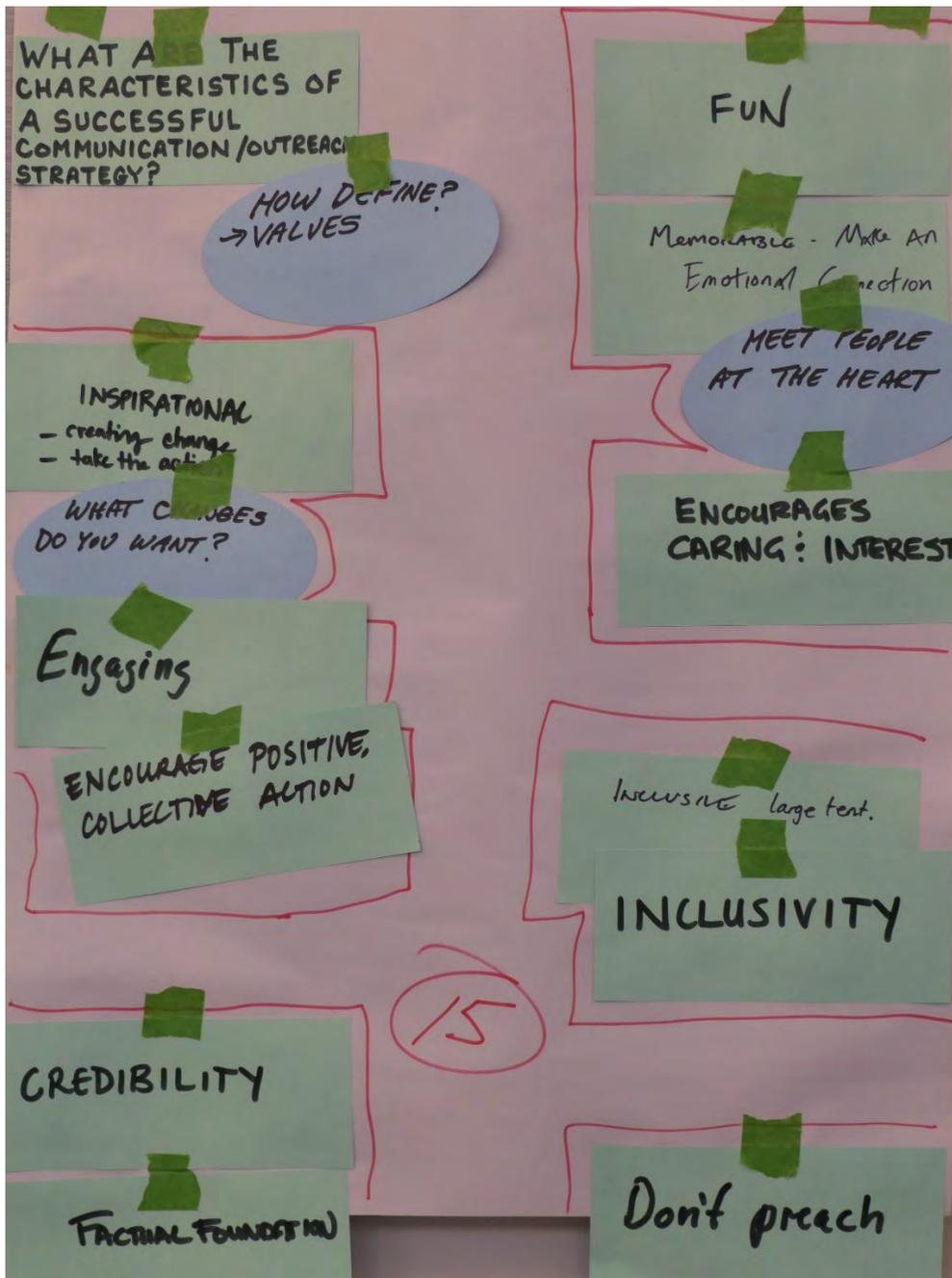
SINGLE THUNDERCLOUD MESSAGE AND/OR AUDIENCE  
→ NEED FOCUS

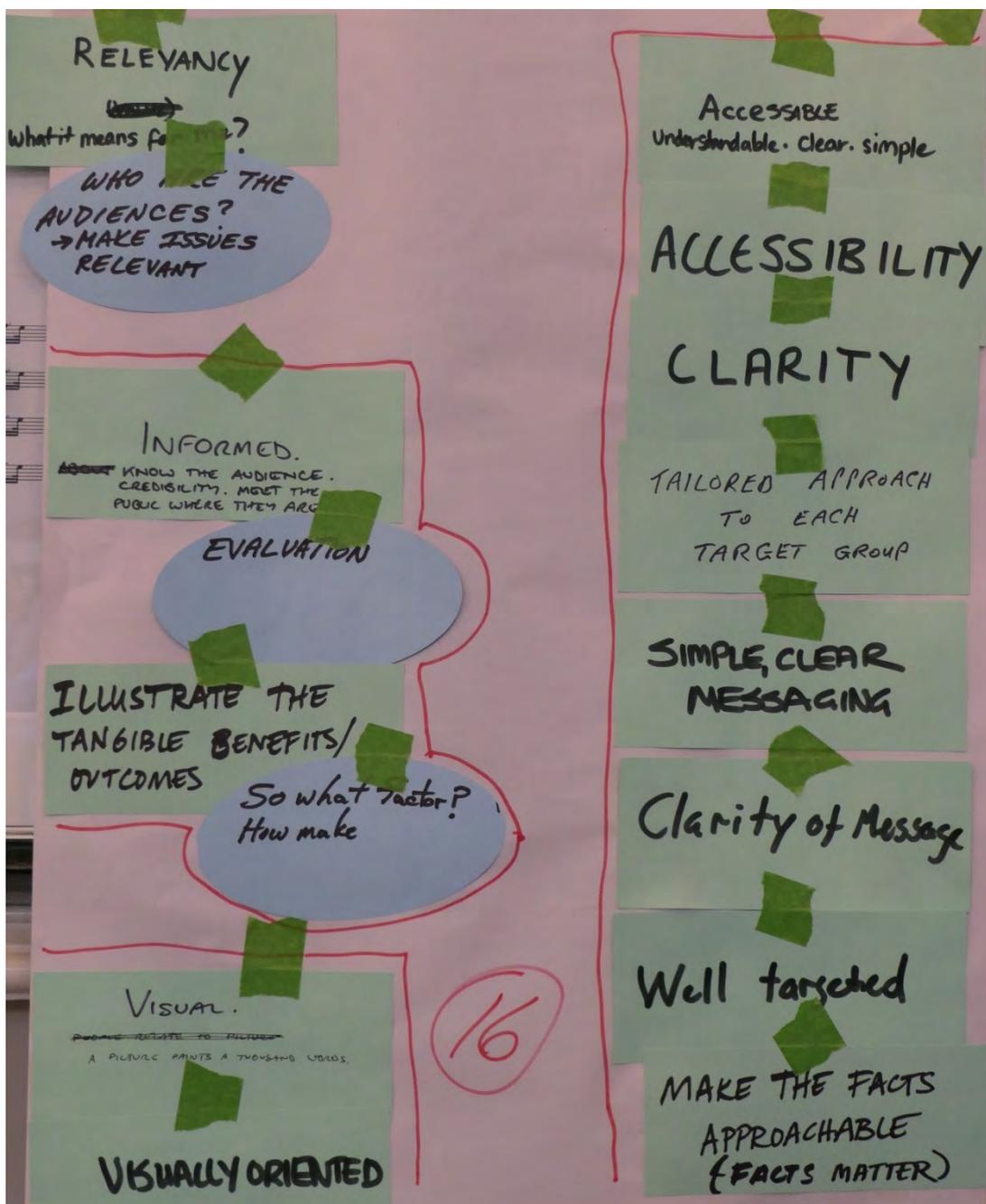
WHAT OTHER TOOLS? RESOURCES?  
→ OUTCOMES?

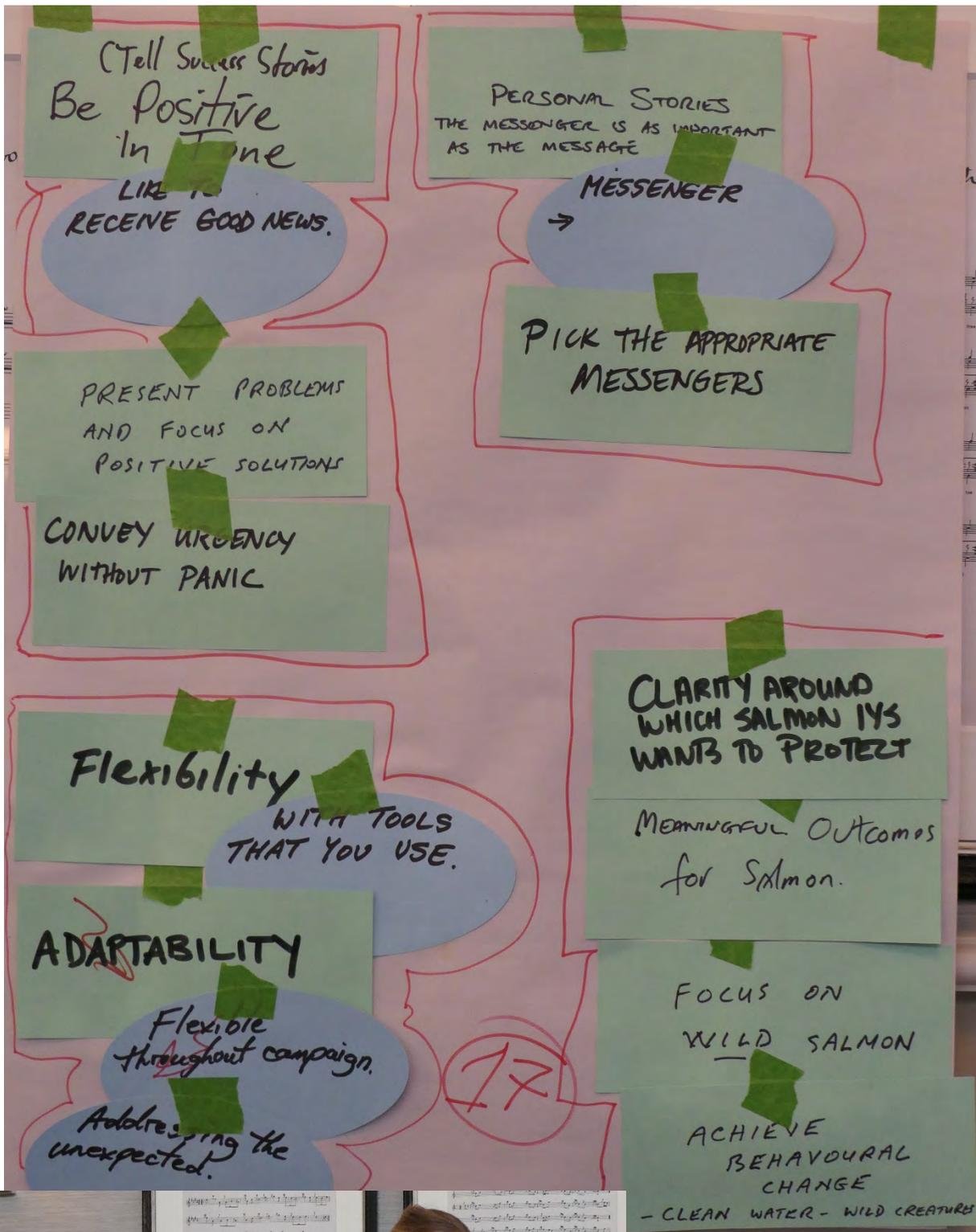
### **Achieving a successful communication/outreach strategy:**

The participants were again randomly assigned to smaller groups to think about: ‘What are the characteristics of a successful communication/outreach strategy?’. Each of the smaller groups presented their discussions and the characteristics were grouped as they were placed on the sheets (see sheets 15, 16 and 17) by all the participants:

- Inclusivity
- Fun – Memorable – Encourages caring/interest
- Don’t Preach
- Credibility – Factual Foundation
- Inspirational – Engaging – Encourage positive collective action
- Relevancy
- Informed – Illustrate the tangible benefits
- Visual
- Accessibility – clarity – Simple and clear – Make facts approachable – well targeted
- Personal stories – Pick appropriate messengers
- Clarity around which salmon the IYS wants to protect – Meaningful outcomes for Salmon – Focus on wild salmon – Achieve behavioural change
- Flexibility – Adaptability
- Be positive in tone – present problems and focus on positive solutions – convey urgency without panic







### Understanding the obstacles to achieving our vision:

After exploring the question: ‘What are the obstacles to achieving our vision?’ in smaller groups the participants came together to group these and the following headings were identified (see sheets 18, 19 and 20):

- Funding and people
- Human Dimension research
- Despair
- Prioritize
- Political
- Media
- Work together
- Time frame
- Message
- Action

Participants were then given two blue dots and asked to place them in answer to the question: ‘What are the biggest obstacles to achieving our vision?’. They were then provided with a red dot and asked to place it in answer to the question: ‘What is the biggest obstacle you can do something about?’. The dots were placed as follows:

| <b>Obstical headings</b> | <b>BLUE dot</b> | <b>RED dot</b> |
|--------------------------|-----------------|----------------|
| Funding and people       | 11              | 4              |
| Human Dimension research | 3               | 3              |
| Despair                  | 0               | 2              |
| Prioritize               | 5               | 0              |
| Political                | 5               | 0              |
| Media                    | 2               | 4              |
| Work together            | 2               | 2              |
| Time frame               | 0               | 0              |
| Message                  | 5               | 1              |
| Action                   | 13              | 7              |

WHAT ARE THE OBSTACLES TO ACHIEVING OUR VISION?

FUNDING & PEOPLE

JOB AR

reach out.  
Skillset - communications expertise -

Find Time  
Seek  
Funding and resources

FINANCE

RESOURCES/  
SKILLS

RESOURCE  
LACKING THE RIGHT PEOPLE  
- SKILLS -

RESOURCING  
EXPERTISE

RESOURCES  
~~Skills~~ Technical Ability, expertise, Money, ~~commitment~~

Insufficient expertise in Persuasive Communications in many organizations.

Resources skilled  
Money + People

DESPAIR

ANGER! DESPAIR  
BARRIER TO  
COMMUNICATING HOPE (ZR)

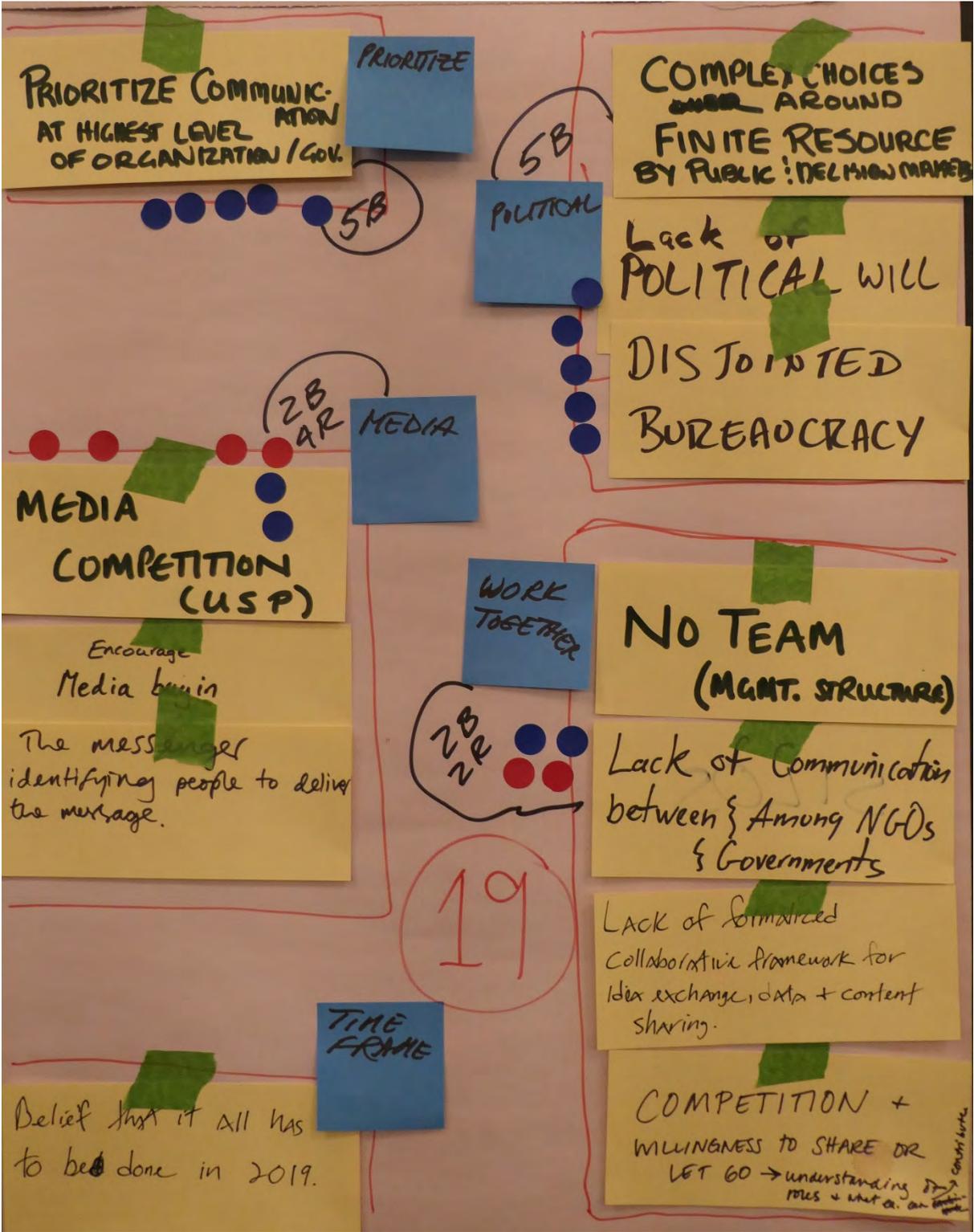
WEBSITE  
MESSAGES  
INTERNAL  
ISSUES  
HAVE  
ACHIEVE POSITIVE  
MESSAGES.

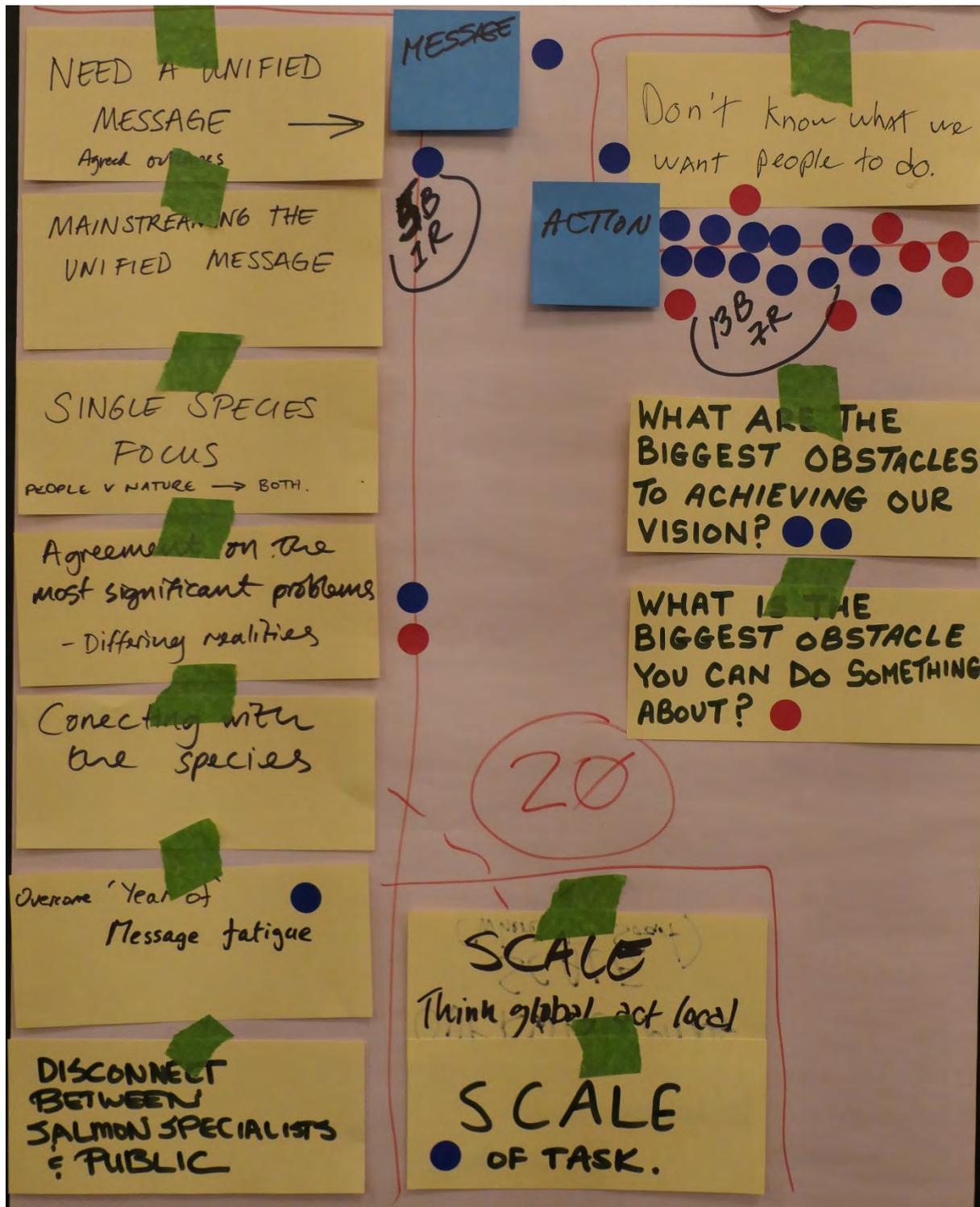
18

AID  
RESEARCH

3R3B

Not enough Human Dimensions research to develop campaigns that are relevant, clear, credible, fun, engaging etc. to achieve behaviour change.





Sheet 21 can be seen on page 42 of this document as it relates to presentations given during the workshop.



Following a busy first day Alistair took the sheets produced by the group and turned the identified obstacles into objectives. He introduced the set of 10 objectives to start off day two (see sheets 22 and 23).

Participants had identified 'Action' as the biggest obstacle to achieving the vision and also identified it as the obstacle most people in the room felt they could do something about. Day two then focused on objective 10 which addressed the 'Action' obstacle (see sheet 23). Participants worked in smaller groups, each focusing in on one of the identified audiences:

- Decision makers and politicians
- Knowledgeable public
- Children and youth
- General public

Groups initially considered activities that could be done in the short term, identified as a six-month time-period and then in the longer term, identified as by the end of 2022. Sheet 24A laid out the information the groups were required to provide. They were asked to start by considering the outcome they wished to achieve and to work back from this to provide the detail. Each group presented their ideas and all participants were encouraged to ask questions.

1.φ

INCREASE FUNDING AND DEVELOP COMMUNICATION SKILLS.

2.φ

CONDUCT HUMAN DIMENSION RESEARCH TO EFFECTIVELY TARGET MESSAGES.

3.φ

ADDRESS ANGER & DESPAIR BY INCREASING POSITIVE STORIES.

4.φ

PRIORITIZE COMMUNICATION ACTIVITIES.

5.φ

GET MEDIA "BUY-IN" FOR SALMON-RELATED STORIES & EVENTS

6.φ

NEED TO BUY-IN TO IYS INTERNALLY AND BUILD RELATIONSHIPS FROM ~~MOMENTUM~~ MOMENTUM.

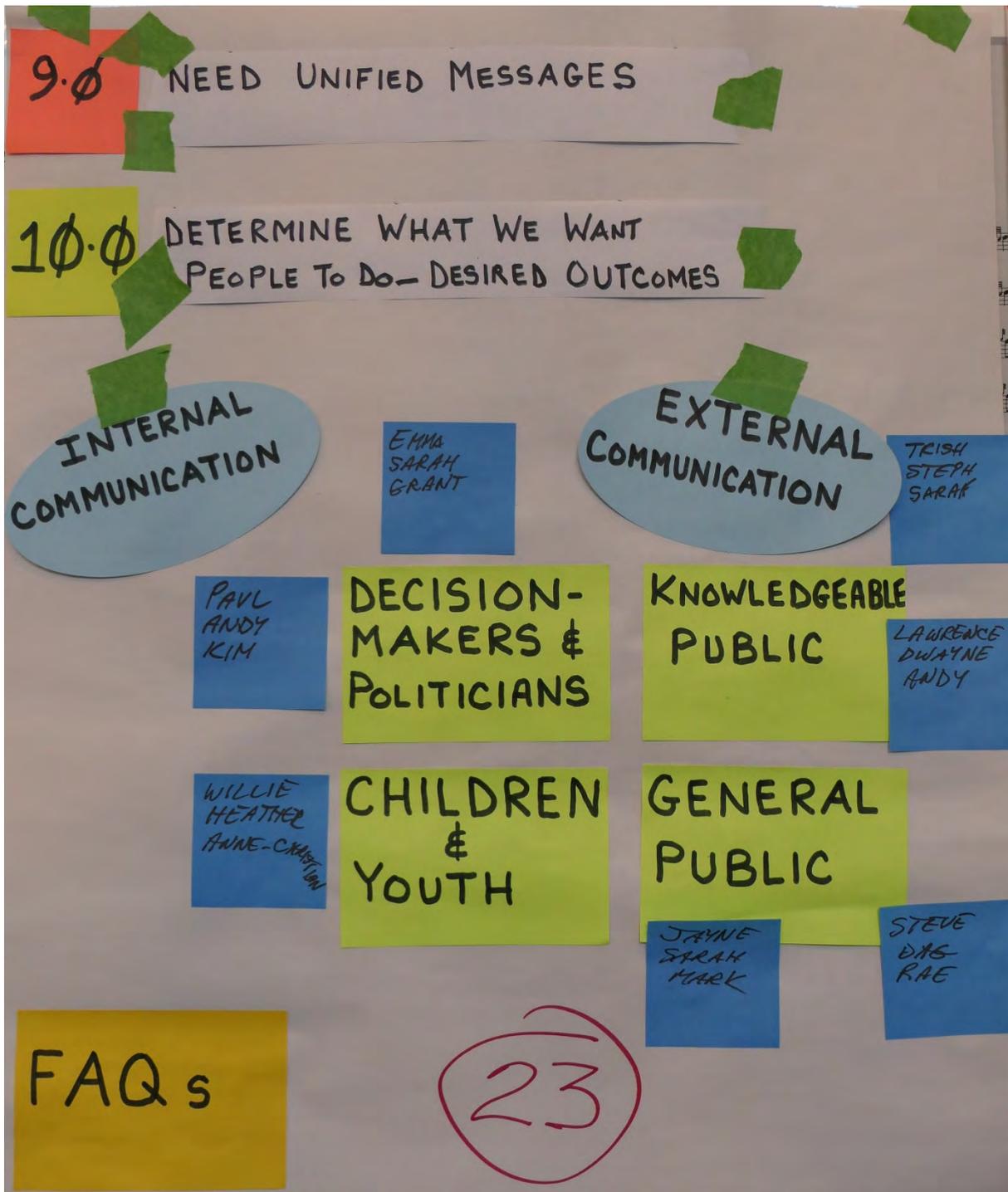
7.φ

BUILD TRUST BETWEEN ALL INTEREST GROUPS TO ENCOURAGE SHARING OF DATA.

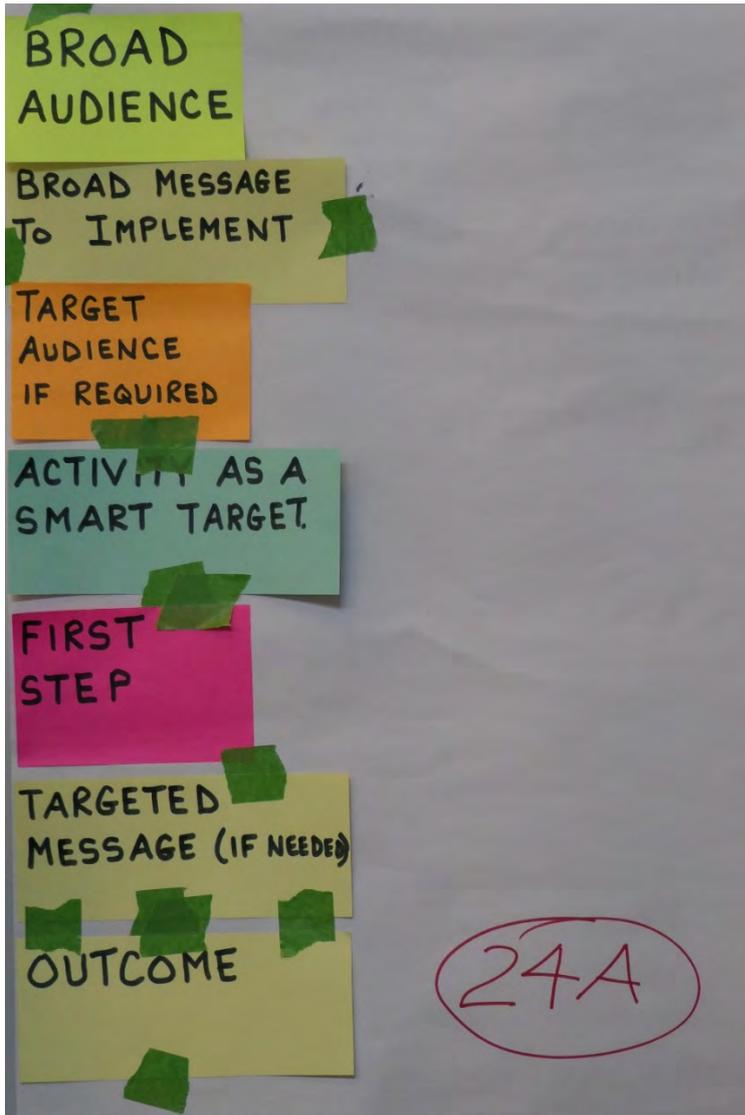
8.φ

CREATE POLITICAL WILL?

22



Sheet 24 can be seen on page 43 of this document as it relates to presentations given during the workshop.





**GENERAL PUBLIC**

A SALMON "RUN"  
→ DIFFERENCES IN LENGTH  
→ 5KM, 16KM +

TRA... PEOPLE - LIKE A SALMON

A River Fit ~~for~~ to Swim for People & Salmon

"SMOLT BOLT"  
"ON THE WATER"

WATER RECREATIONISTS (Wild Swimmers)

WILD SWIMMER RELAY RACE

SOCIAL MEDIA CAMPAIGN. WEBSITE PREPOPULATED FORM - PETITION / LETTER TO MP (TEST MESSAGES)

SPONSORS - OLYMPIC SWIMMING AMBASSADORS. CANOEING AMBASSADORS - PRIZE FOR THE WINNER

FINDING CONTACT AT BBC (- Patrick.) CALL BEAR GRYLLS.

VIDEO / PHOTOGRAPHY OF WILD SALMON (SWIM WITH SALMON VIDEO/PHOTOS)

SHORT TERM (Within 6 Months)

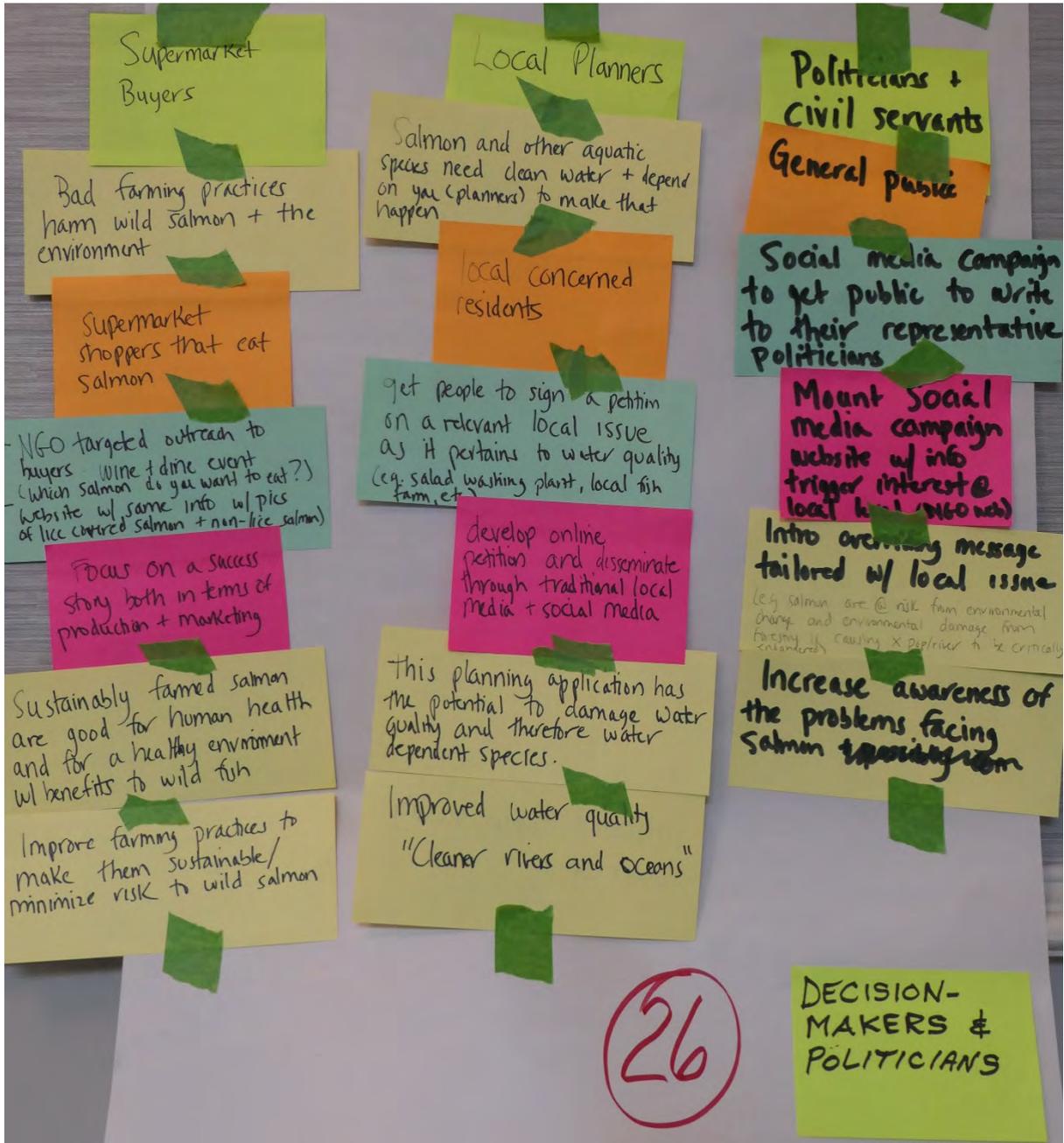
CITIZEN PETITION TO A DECISION MAKER TO PROTECT WILD SALMON.

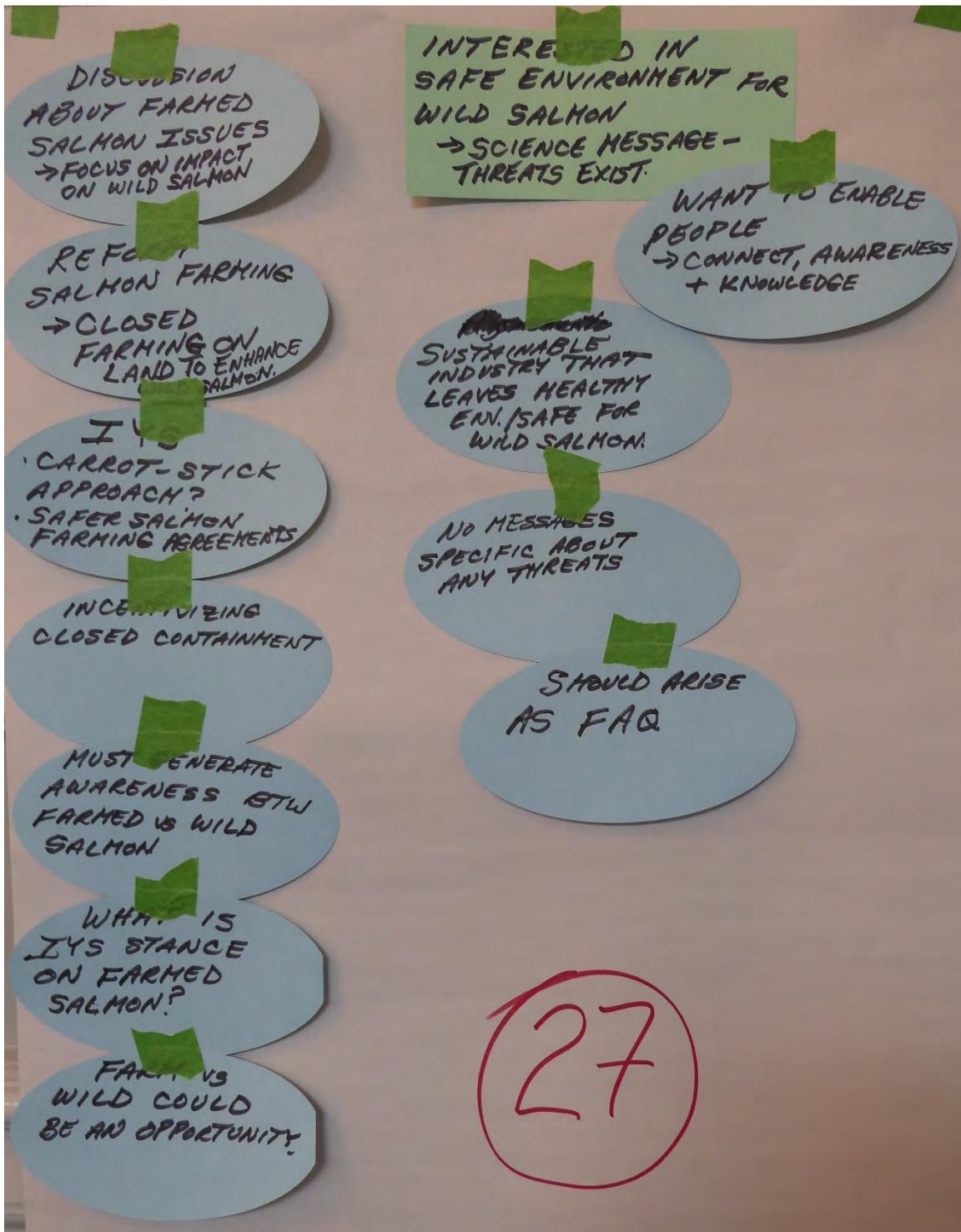
DRIVE CITIZEN DONATIONS - CROWDFUNDER

Understand there are BOTH Wild & Farmed

ATTRIBUTE A VALUE TO WILD SALMON.

25





A side discussion is captured on sheet 27 regarding farmed salmon issues and the impact on wild salmon. It was identified as a topic that would be asked about during the IYS and communications experts in the room recommended that an upfront response is developed for people to use when questioned. It was agreed that it would be captured in the Frequently Asked Questions (FAQs) and also people were reminded that NASCO has an agreed position regarding salmon farming with further information available on the NASCO website or on request from [hq@nasco.int](mailto:hq@nasco.int). Some groups highlighted that they intended to celebrate salmon during IYS and were looking at it as an opportunity to celebrate wild salmon and the relationship people have with it as they are regularly tackling the farmed vs wild debate.

# KNOWLEDGEABLE PUBLIC

Environmental NGO's

Researchers

Fishers (Non-commercial)

Key message: Connection & Action

Key message: Knowledge

Key message: Action

BINGO's (Environmental NGO's)

Researchers  
- Science -  
- Social -

- Recreational  
- Subsistence

Co-create a co-ordinated media campaign around IYS

Researcher survey (Who, where & what)

Initiate Salmon ambassador programme to harness the energy of knowledgeable public to make a +ve contribution (Green!)

- Identify which BINGO's  
- Their core themes (connection to IYS messages)  
- A key contact

- IASRB to IDall projects listed by IYS theme  
- Create a d/base of relevant researchers (social)

Research existing ambassador-led schemes  
- lessons learnt

Connect with BINGO's  
- Large mainstream NGO's (eg WWF) are aware of IYS & are considering including salmon in their messaging/campaigns. (N) C1-5 / A1-4

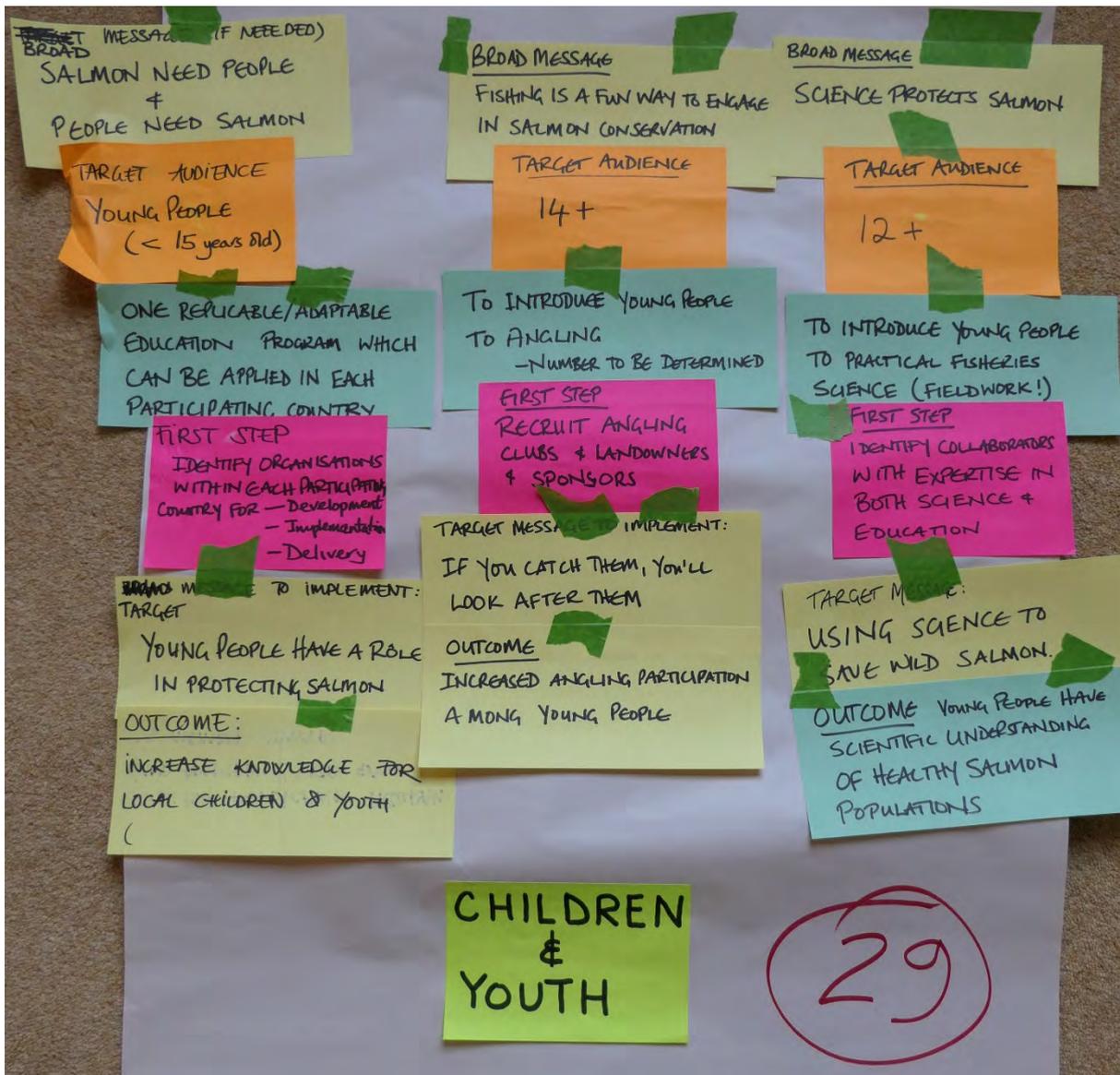
Raised awareness of IYS with researchers  
- Researchers to have identified where their current or planned research fits within the IYS themes K2/K3

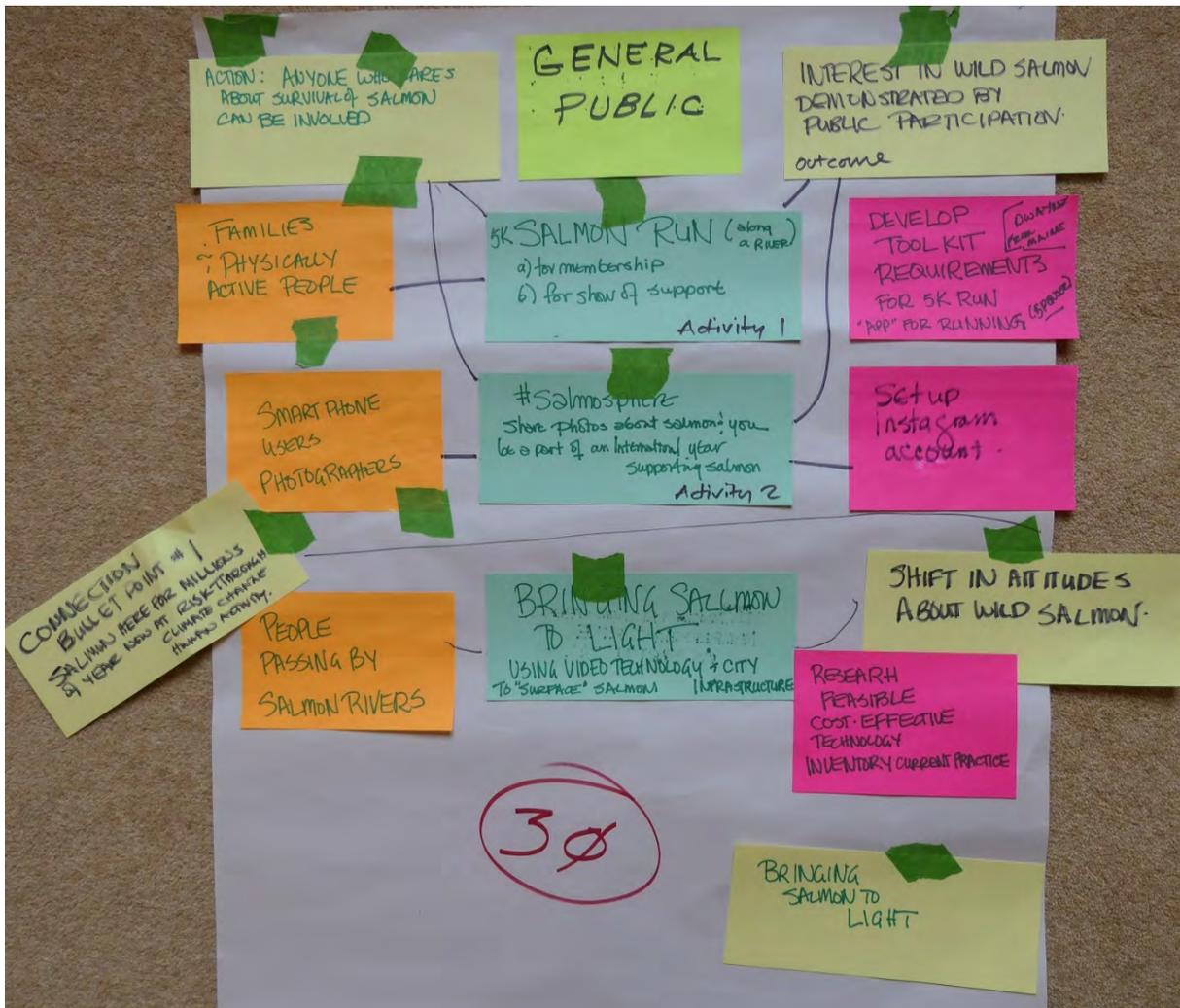
Fishers (of all types) to understand the impact of their activity on salmon need to reward A2 / A4

Message that wild salmon matters.

Raise awareness of the plight of wild salmon - united approach.

28







Youth ages 10+

Web based toolkit for youth to become salmon stewards throughout the duration of 1Y519 and beyond

Identify youth opportunities for Salmon Conservation  
• IDENTIFY WHAT EXISTS

Tools for action

Create a sustainable platform for ~~students~~ youth to learn from a contribute to.

32

- MUSIC PIECE  
→ COMMISSIONED  
→ INTEGRATED IN SCHOOLS
- MUSIC FESTIVAL
- ROAMING THEATRE

Knowledgeable  
Public

Environmental/NGO,  
Fishers  
Researchers

Key message: Knowledge &  
Action

Environmental NGOs  
- non-fishery-related  
NGO networks

Researchers  
- Institutions  
- Student programme.

Fishers  
- Angling groups  
- Umbrella organisations  
(eg FMS/Rivers Trust)

(Co-created) citizen  
science projects to connect  
fishers and researchers and  
create good data.  
→ and others eg. existing cit scis

- Link with cit sci  
expertise (NHM?)  
- Develop network of  
local NGOs to deliver  
- Connect with existing  
relevant cit sci projects

33

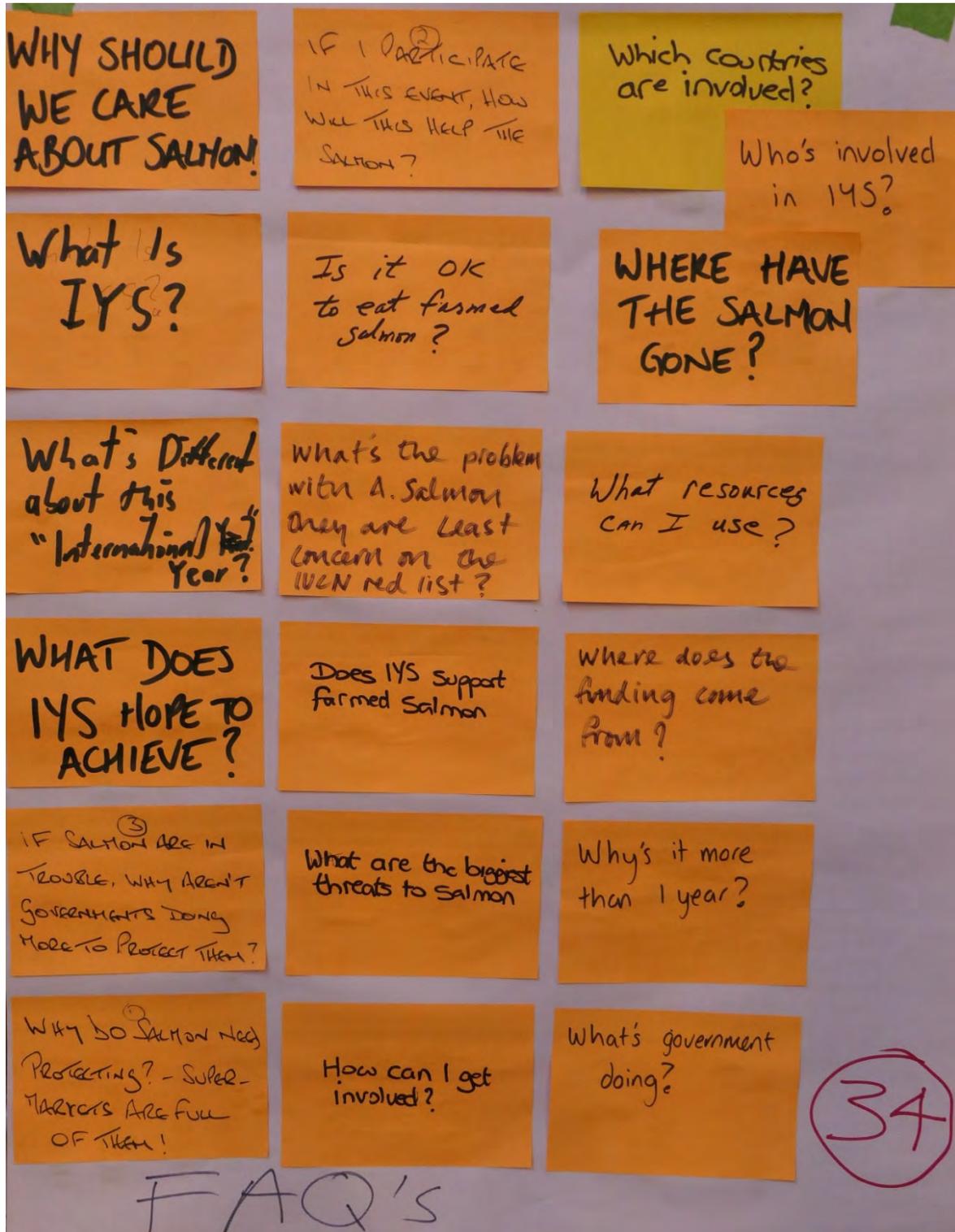
Ongoing programme of  
citizen science

K3/A3

Multi-disciplinary, accessible  
Symposium covering progress  
made during IYS, lessons  
learnt & legacy.  
(multi-location?).

past projects  
often sound  
great - things etc.

To assist the creation of a 'Frequently Asked Questions' document, that can be used as reference for NGOs, Parties and jurisdictions throughout the IYS, participants were asked to come up with a series of questions that people may ask about the IYS. The exercise generated the questions provided on sheet 34. Similarly, the participants were asked to propose what people could be asked to do for salmon conservation as part of the IYS also known as a 'Call to Action'. Sheet 35 shows what the workshop participants came up with. The intention is that these will appear on the IYS website.



**CALLS FOR ACTION WEBSITE**

Host a ~~Salmon~~ House Party 4 Salmon - here's how

UPLOAD AN EVENT

Attend an Event in Your Area

SHARE YOUR PHOTOS  
SALMON AND ME  
#Salmonosphere

See what's going on in your country  
(Link to lead org page)

Become a Salmon Ambassador  
-Various ways-

LEARN ABOUT SALMON ISSUES IN YOUR AREA.

Join a watershed conservation group or start one with a friend!

Sponsor A Kid to go Fishing

CONTACT YOUR POLITICIAN  
↳ Geographical location  
↳ Issue

HOW TO ORGANISE YOUR OWN EVENT

Share your ideas for re-wilding

SUBSCRIBE  
↳ Filtered to location

KNOW WHERE YOUR SALMON COMES FROM

Reduce your negative impacts on the salmon habitat

DONATE  
SPONSOR AN EVENT

Share your support for salmon with your local MP/representative

Donate to Your Local Salmon Conservation Org.

Donate/ Sponsor IYS

35



The facilitator highlighted the importance of assessing activities and ensuring any outreach has the desired impact. He discussed with the group the ideal situation of achieving high impact with minimum effort (=easy). In contrast to this avoiding activity that is identified as difficult to deliver and that would only achieve a low impact (see sheet 36).

The importance of internal communication was also raised (see sheet 37), the workshop couldn't spend time exploring this further but it was recognised as needing to appear in any resulting communication/outreach strategy document.

Throughout the two day workshop examples of good practice were presented by six speakers. There were three examples of specific events or tools used to engage with broad audiences;

- 1) Protect the Eels, an animation made in conjunction with Bristol school children;
- 2) Uninterrupted, where a salmon run was brought into Vancouver City through a cinematic spectacle;
- 3) Survive the Sound, a fish tracking game matching real time data to characterised cartoon fish.

And three examples of approaches to communicating science and engaging different groups in the environment and salmon:

- 4) Communicating science - the Natural History Museum's approach;
- 5) Youth development Programmes, the New England Aquarium;
- 6) Salmon Connect Partnership, Alaska, USA

In sheets 14, 21 and 24, on the following pages of this document, the facilitator captured some salient points from the talks. PDFs of all the talks can be provided to workshop participants on request by emailing [hq@nasco.int](mailto:hq@nasco.int)



Andrew Kerr



Steph West





Heather Deschenes

**Heather Deschenes**  
Manager of Youth Development Programs  
New England Aquarium  
Boston, Ma.



Rae Hull

**UNINTERRUPTED**  
a cinematic spectacle



Mark Glyde

**LONG LIVE THE KINGS**

Tweet & Facebook: @LongLiveKings  
Instagram: LongLive.Kings  
LLTK.org



Sarah Warnock



Welcome  
*Quyanaghalek tagilusi*

Salmon Connect Partnership  
Alaska, USA



SASAP State of Alaska's Salmon and People

First Alaskans Institute

ANDREW  
"SAVE THE EELS"

EXPLORING FUNDING SOURCES TO REALIZE EFFORTS

IMPORTANCE OF FINDING ENTHUSIASTIC, PASSIONATE PEOPLE.

FOCUS ON CHILDREN AS MESSENGERS

PART OF A BROADER CAMPAIGN?  
→ IMPACT?

MESSAGES ARE BASIC, CLEAR, SIMPLE.

SHOCK MESSAGES  
→ IMPACT?

USING "FUN" / HUMOUR TO DELIVER MESSAGES.

14

I'VE BEEN IN THE PIPELINE FOR AWHILE  
→ NOT STARTING FROM SCRATCH

MESSAGES CAN BE EXPANDED UPON.  
→ NEED TO BRING MESSAGES TO AUDIENCES

LAPORANCE  
EMMA

ARE THERE KEY ANCHOR EVENTS?

HAVE STEERING COMMITTEES & COORDINATING COMMITTEES.  
→ WORK DONE ON FINDING COMMON MESSAGES BUT...

PRIORITIZE WITHIN AUDIENCES  
→

NOT REALLY BUT LAUNCH WITH MINISTERS I'VE COORDINATED EFFORT

SIMPLE, CLEAR OVERARCHING MESSAGES TO USE - FEN & SIMPLE

CAN BE DONE AT INDIVIDUAL LEVEL BUT CAN "TAILOR" MESSAGE FOR AUDIENCES.

NASCO  
→ NOT BIG EVENT

SINGLE THUNDERCLOUD MESSAGE AND/OR AUDIENCE  
→ NEED FOCUS

WHAT OTHER TOOLS? RESOURCES?  
→ OUTCOMES?

## STEPH

NEED TO THINK THERE ARE MANY AUDIENCES WITHIN KEY GROUPS.

ACCESSIBILITY ISSUES IMPORTANT

DIALOGUE MODEL  
→ LEARN/EXPLORE THROUGH QUESTIONS

CHANGE LANGUAGE

## HEATHER

BECOME A HUB FOR THE COMMUNITY

Inspiring Stewardship.  
"Live Blue Ambassador" Program  
→ skills as an Ocean Steward and tracking.

ACTION FIRST  
- LEARN LATER

Making it easy for participation

## RAE

HARVEST THE POWER OF THE SYMBOL-SALMON

USE BIG ART TO CAPTURE THEIR HEARTS  
HEART OF THE RIVER - HEART OF THE CITY

NATURE'S RESILIENCE & VULNERABILITY

MULTIPLE PARTNERSHIPS NEEDED.

IMPORTANCE OF GOOD PROPOSAL TO OBTAIN FUNDING.

BUILT AMBASSADOR DATABASE THROUGH USING PARTNER NETWORKS & CREATING GOOD CONTENT  
E.G. ATM

UNINTERMITTED.CA  
→ CONNECT TO TOURISM COMPANIES & OTHER PARTNERS

WEBSITE FUELLED WITH STORIES

INTERACTIVE FEATURES  
"SWIM WITH THE SALMON"  
→ WHICH SALMON ARE YOU?

REWARD  
→ LIGHTS - NAME IN LIGHTS

SELFIES MADE EASY  
→ PUBLIC INVOLVEMENT NETWORKING

GRANDPARENTS AS A TARGET AUDIENCE

21

MARK

GAME-LINKED ALSO  
TO FUNDRAISER

FISH TRACKED IN  
REAL TIME DATA

SARAH

SALMON HAVE A  
PEOPLE PROBLEM

NEED TO ADDRESS  
ALL INTEREST  
GROUPS & GET THEM  
WORKING TOGETHER

EMPHASIS ON  
INTERNAL  
COMMUNICATION  
ISSUES

GATHERING DATA  
ON A VARIETY OF  
SOCIO-ECONOMIC &  
ECOLOGICAL ISSUES

IMPORTANCE OF  
INVOLVING & FINDING  
A KEY PERSON  
(E.G. YOUTH-YOUNG MAN)

24

Dr Alistair Bath had one final exercise for the participants. Giving each individual one more dot, he asked each participant to think about the workshop in terms of content and fun, and then to place their dot into a quadrant according to whether they had 1) very little fun and little was done in terms of content, 2) had very little fun but accomplished a lot in terms of content, 3) had a lot of fun but not a lot of content covered and finally 4) had a lot of fun and felt that we did get a lot done. Almost all dots were placed in the most positive box seen on sheet 38.

