

## Community Waters Class Summary Table

### Public Record



This is an example of what could end up in class summary table you will be creating with your students during each of lessons two through six. Yours though will likely look very different depending on what your students bring up in discussions.

Activity	What did we observe?	What did we learn?	How does it help us explain and/or solve stormwater in the city?
<p>2: Rain on Land</p> <p><i>“How does rain affect soil”</i></p>	<ul style="list-style-type: none"> <li>– Puddles</li> <li>– The soil turned wet and muddy</li> <li>– Some water went over the land like a river and out the drain hole</li> <li>– Some soil in the bucket.</li> <li>– Less water came out than we put in.</li> </ul>	<p><i>From the experiment:</i></p> <ul style="list-style-type: none"> <li>– soil absorbs rain water</li> <li>– water can carry soil with it</li> </ul>	<ul style="list-style-type: none"> <li>– Stormwater can soak in to soil but if there is too much it can move across the surface and cause erosion.</li> </ul>
<p>3: Schoolyard Stormwater</p> <p><i>“What happens to stormwater when it falls on our schoolyard?”</i></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> <p>Blank schoolyard map</p> </div>	<ul style="list-style-type: none"> <li>– Water soaked in some places better than others.</li> <li>– Water flowed across impervious surfaces</li> <li>– Storm drains (or ditches)</li> <li>– Places where puddles form</li> </ul>	<ul style="list-style-type: none"> <li>– Water soaks into pervious surfaces.</li> <li>– Water flows across impervious surfaces.</li> <li>– Stormwater runoff causes &lt;Specific problem identified by students&gt; in our schoolyard</li> </ul>	<ul style="list-style-type: none"> <li>– Water moves across impervious surfaces.</li> <li>– Impervious surfaces increase the amount of stormwater runoff.</li> <li>– Stormwater runoff travels through our schoolyard.</li> <li>– Water goes into storm drains.</li> </ul>

Activity	What did we observe?	What did we learn?	How does it help us explain and/or solve stormwater in the city?
<p>4: Plants</p> <p>“How do plants affect stormwater runoff?”</p> <p>Photo or sketch of tubs</p>	<p>Class Data Table</p> <ul style="list-style-type: none"> <li>– Runoff filtered through plants moved ___ ml less soil.</li> <li>– The soil-only water was a lot dirtier looking than the one from the plants tub.</li> </ul>	<ul style="list-style-type: none"> <li>– Plant roots hold onto soil making it harder for water to move the soil</li> <li>– Plants slow down water and soak some of it up.</li> </ul>	<ul style="list-style-type: none"> <li>– Plants help slow the water down and soak it in.</li> <li>– Plants can help make stormwater cleaner.</li> <li>– Plants can be a big help with stormwater!</li> </ul>
<p>5: Local Stormwater Systems</p> <p>“Where does our stormwater runoff go and what problems does it cause?”</p> <p>Pipes map</p>	<ul style="list-style-type: none"> <li>– There are a lot of stormwater &lt;pipes and/or ditches&gt;* in our area.</li> <li>– Water in our neighborhood goes into &lt;stormwater pipes or combined pipes or stormwater ditches&gt;*</li> <li>– Our water ends up in &lt;a creek, or the lake, or the Puget Sound&gt;*</li> </ul> <p>* Will vary depending on neighborhood.</p>	<ul style="list-style-type: none"> <li>– There are hidden pipes that help move stormwater.</li> <li>– Our water ends up in &lt;a creek, or the lake, or the Puget Sound&gt;.*</li> <li>– Our water causes problems when &lt;too much floods the creek or it causes a combined sewer overflow or it carries pollution into the lake or sound&gt;.*</li> </ul> <p>* Will vary depending on neighborhood.</p>	<ul style="list-style-type: none"> <li>– Stormwater runoff in the city goes into pipes and ditches.</li> <li>– Putting stormwater into stormwater pipes causes problems elsewhere.</li> </ul>
<p>6: Neighborhood Stormwater</p> <p>““What happens to stormwater in our neighborhood?”</p> <p>Tape map or blank scavenger hunt sheet</p>	<ul style="list-style-type: none"> <li>– Our neighborhood has a lot of impervious surfaces.</li> <li>– There are steep hills* in our neighborhood.</li> <li>– We saw &lt;*&gt; storm drains.</li> <li>– Gravel moved on to the road by stormwater runoff.*</li> <li>– There is a stormwater ditch* near our school</li> <li>– ....</li> </ul> <p>* Observations could vary widely depending on the neighborhood.</p>	<ul style="list-style-type: none"> <li>– What we have been studying actually exists around our neighborhood(s).</li> <li>– We can identify what is going on with stormwater no matter where we are.</li> <li>– Stormwater runoff causes &lt;Specific problem identified by student(s)&gt; in our neighborhood.</li> </ul> <p>* Will vary depending on neighborhood.</p>	<ul style="list-style-type: none"> <li>– We need to also be thinking about what is happening with stormwater outside the schoolyard.</li> <li>– We should add storm drains to our explanatory model.</li> <li>– There are things that help with stormwater already existing in our neighborhood.*</li> </ul> <p>* Will vary depending on neighborhood.</p>

This is up to date for the 11/20/17 version of Community Waters.