

Welcome to the Watershed Stewards

Program Introduction:

The Watershed Stewards program is a place-based watershed science curriculum that develops an ethic of stewardship in the next generation through hands-on science and leadership training. High school students learn watershed science concepts through a series of hands-on classroom investigations, and then use their knowledge to implement field-based monitoring and service learning projects to gain a deeper understanding of habitat restoration. Students gain professional skills through working with resource managers in the classroom and field, learning monitoring and restoration techniques. The program integrates leadership training and opportunities for high school students to mentor younger students in their school district during watershed science field trips.

Program Layout:

The program is designed to be a menu of watershed education lessons and activities. Each section contains a series of lessons around a central topic. There are field trip opportunities that align with each section. The MFWWC Education Coordinator can create field trips that are tailored to the curriculum you have chosen, and usually include monitoring, service learning, and working with resource management professionals in the field.

Teacher Support:

The Middle Fork Willamette Watershed Council developed the Watershed Stewards program to support high school science teachers who want to incorporate hands-on watershed science lessons in the classroom and in the field. The MFWWC Education Coordinator supports teachers by introducing the curriculum, providing classroom lessons and teacher training as needed, and planning & managing field trips. Teachers can request reimbursement from the MFWWC for field trip and sub costs related to program participation.

Program Assessment:

Please find the brief Pre/Post Survey in the introduction section. Teachers are asked to administer this assessment with their students before and after Watershed Stewards participation. The assessment provides important data for improving our program and grant reporting requirements, so we can continue to offer a meaningful watershed education program to students at low or no cost to schools.

Watershed Stewards Acknowledgements

Middle Fork Watershed Stewards is a collaborative project made possible by the efforts and contributions of many organizations. The program is maintained and run by the Middle Fork Willamette Watershed Council and overseen by the MFWWC Youth Education Committee. The MFWWC would like to thank the many project partners who have contributed to the project.

US Forest Service, Middle Fork Ranger District

US Army Corps of Engineers, Willamette Valley Project

Oregon Parks and Recreation Department

Oregon Department of Fish and Wildlife

Oregon Watershed Enhancement Board

Oregon Community Foundation

Oakridge School District

Springfield School District

Southern Willamette Forest Collaborative

Mary's River Watershed Council

South Santiam Watershed Council

McKenzie River Watershed Council

Salmon Watch

Oregon Natural Resources Education Program

Oregon State University

Sea Grant Oregon

The Ford Institute Leadership Program

The Confluence Project

*The Middle Fork Watershed Stewards curriculum was designed and built by Erika Coyer
for the Middle Fork Willamette Watershed Council.*

Middle Fork Willamette Watershed Stewards Pre/ Post Survey

Name of teacher _____ School _____

1. Do the concepts and processes you learn in science class help you understand how the natural world works?	Not at all useful → Very useful 1 2 3 4 5 6 7 8 9 10
2. Are you concerned about ecological problems in your watershed?	Not at all concerned → Very concerned 1 2 3 4 5 6 7 8 9 10
3. To what extent can scientific solutions reduce the impact of environmental issues in your watershed?	Not at all → Very much 1 2 3 4 5 6 7 8 9 10
4. If it were your choice and not a requirement, would you be interested in taking more science classes?	Not at all interested → Very interested 1 2 3 4 5 6 7 8 9 10
5. How interested are you in pursuing a science-based career in natural resources?	Not at all interested → Very interested 1 2 3 4 5 6 7 8 9 10
6. How confident are you with collecting data?	Not at all confident → very confident 1 2 3 4 5 6 7 8 9 10
7. How confident are you with analyzing data	Not at all confident → very confident 1 2 3 4 5 6 7 8 9 10
8. How confident are you with communicating and collaborating with other students?	Not at all confident → very confident 1 2 3 4 5 6 7 8 9 10
9. How confident are you with communicating and collaborating with adults?	Not at all confident → very confident 1 2 3 4 5 6 7 8 9 10



Middle Fork Watershed Stewards

FIELD NOTES

Guidelines for Successful Field Trips

Before You Go

- Notify the WEP Coordinator if any of your students have accessibility needs, allergies, medications, or other considerations that may influence field trip planning.
- Schedule the school bus(es) for the day. If needed, the WEP Coordinator can provide a map or directions to the site. Generally, the bus is not needed during the trip, so drivers may leave and come back.
- Send home a note and, if required, permission slip. Important: For service projects, host agencies may require a separate waiver form for each student. For liability reasons, students without signed waivers will not be allowed to participate in the volunteer activity.
- Contact and line up parent volunteers. A 6-to-1 ratio of students to adults is advised. Any teacher who will be leading a station activity should not be counted in the chaperone total. The WEP Coordinator may be able to assist in lining up volunteers, as members and staff of the MFWWC, college students, and community volunteers are sometimes available to volunteer.
- Instruct students to dress appropriately. Closed-toe shoes and long pants are a must; if bad weather is forecast, students should bring rain gear and warm clothing for the trip and have a change of clothes back at school.

The Day of the Trip

- Make nametags for students to assist instructors and volunteers in communicating with students and getting their attention when needed.
- Orient students and parent volunteers to the day's activities. On-site, the field trip leader (usually the WEP Coordinator) will start the field trip with a brief introduction describing the day's activities, introducing guest instructors, and giving instructions.
- Exchange cell phone numbers with the WEP Coordinator and key volunteers, particularly if activities will take place any distance apart.
- Remind students to exhibit good behavior as needed. Guest instructors have varying levels of experience with classroom management and may need a hand at times. Clear behavior expectations and interventions from teachers and parent volunteers can make all the difference in maintaining an orderly atmosphere for learning.
- Enjoy yourself! The WEP Coordinator will take care of most of the logistics of the day.