

Watershed Summit Discussion Format

Rationale: The goal of this format is to move from a passive audience with fewer students engaged and some investment/ownership in preparation for the watershed summit, to an active round table discussion with most students engaged and more investment/ownership in preparation for the watershed summit. We want to get the students talking to each other, interacting with each other, and interacting with the work that they and the other students have done. When the students are prepared and expected to talk about their projects, experiences, and rivers, they will be more invested in what they did and will need to **make meaning** of their experiences. They will also need to be more knowledgeable about why they did what they did.

General Format:

- 7 min presentation (video or slide) from each of the 2-3 participating schools in the session; the presentation will provide a general introduction to what the students did in the field and in the classroom (context, overview, location, the experience, components, student quotes, photographs,...). **Total of 15-25 minutes for all school presentations**
- **45 minute** discussion at tables, facilitated by teachers, high school students, professionals, and possibly parents who are trained.

Set-Up of Circle of Chairs

- 2-5 Students from each of 2-3 schools (6-12 students)
- 1-2 Circle facilitators
 - High school student (IEE? Rima's class?) who has the questions and the plan ahead of time.
 - Professionals from USFS and/or other involved agencies
 - UDWC staff/board members
 - Teachers or possibly parents from one of the participating schools

Specific Table Discussion Questions and Schedule on following page...

Table Discussions Questions and Schedule

WHAT? and SO WHAT?

Presented together – 8 to 10 min per school

What:

- Describe specifically what YOU did in the field and back in the classroom to support the field
- Quick summary of “results” if applicable (“results” could be data, service, a project, piece of artwork, a song, poem, story,...)

So What:

- If there is data...What does your data indicate about health? What did you learn from your data?
- Why does what you found, did, or discovered matter to the river, land, community, or watershed?
- Listening to what the others are saying or shared with you, what value do you see in their experience or results?
- What connections, comparisons, common threads do you see between the two (three) different field experiences/studies?

NOW WHAT? (Remainder of time) 15-20 min total for group

Prepared or Thought of ahead of time by students and teachers:

- How does what you did make a difference to you? How does it make a difference outside of you?
- From listening to what each other said about their field studies, what new ideas do you have for students who will be doing these or similar projects at these schools in the future?

Spontaneous Questions (asked by high school student or other facilitator)

- What was a highlight, memorable moment, surprising moment, or favorite time you had at the river?
- What was the most challenging part of the fieldwork you did?
- How did you change as a result of your time at the river? How did your views change? How did your understanding (of rivers/the watershed/service/nature) grow?
- What lessons will you take away from your experiences at the river and/or at this watershed summit?

Closure:

Whip around – 1 word about this experience

Discussion Facilitator Roles:

- **Introduce yourself and your title/role/connection to the Watershed Summit**
- **Ask the discussion questions** (above) to the group and make sure that students understand the questions.
- **Manage time:** Try to stick to the time limits, particularly on the “What” section, as we want to have the majority of the time be spent in the “So What” and the “Now What” where students are making meaning of their experiences.

- **Help ensure equity of speaking time** – elicit voices of the shy/quiet students and encourage listening for understanding.
- **Help the students feel comfortable and encourage good listening/attending**

The REALMS 7th and 8th graders used the following, more specific questions as they discussed their Ryan Ranch and Tumalo Creek data at a REALMS parent night in January. A teacher at another school might design a similar contextualized version of the discussion questions above.

WHAT (6 MINUTES TOTAL - 2 minutes per project X 3 projects/circle)

- 8th graders share their Tumalo Creek Individual Investigation question and enough of your background to give context to the question
- **ALL STUDENTS:** Describe briefly **how your data was collected in the field** and **what you did after the field** (graphing, interpretation,...) – you are **not yet** presenting your interpretation of the data
- Quick summary of “**results**” -show graph(s) of your data and explain what it shows (7th grade share the top part of the green sheet)

SO WHAT? (10-12 MINUTES TOTAL - 3-4 minutes per project X 3 projects/circle)

- What did you learn from your data? 8th Grade: How was your question answered? What interpretations did you make about your data? This can include causes, connections, or relationships between factors (7th graders share the “path(s)” of the green sheet that you prepared to discuss
- What does your data indicate about health? Fire safety? The future? (8th graders analysis/interpretation section, 7th graders yellow sheet)
- Why does what you found, did, or discovered matter to the river, land, community, or watershed?