

It's All WITHIN YOUR REACH

A publication for teachers and educators from the Johnson Creek Watershed Council

JCWC Accepted to New Oregon Trout Education Program: Healthy Waters Institute

Johnson Creek Watershed Council is delighted to report that Oregon Trout has selected the watershed council as one of four pilots in their Healthy Waters Institute (HWI). A little more than a year ago Oregon Trout, a not-for-profit organization with a mission to protect and restore native wild fish and their ecosystems, set out to expand its education program into a statewide student-staffed institute improving education by working with communities to engage students with their home waters. HWI is organized around watershed units, and in its first year invited four watersheds to act as pilots for the program. A careful selection of urban, rural, wet and dry representatives resulted in the selections of: The Bear Creek



Watershed in the southwest region, the Upper Deschutes watershed in the central/eastern region, the Mary's River watershed in the Mid-Willamette Valley region, and the Johnson Creek watershed in the Portland-metro area. Active cooperation between leaders in the four pilots and the HWI staff has already begun.

HWI Journal to be Offered as JCWC Educator Outreach Tool

As a result of the Johnson Creek Watershed Council's new partnership with the Healthy Waters Institute, the council's educational program will be transitioning to the HWI model. In keeping with this change, the JCWC will be distributing the HWI Journal to you instead of the *It's All Within Your Reach* newsletter.

The mission of HWI is to help communities define and secure healthy water through locally inspired, locally created inquiry-based science in schools. The first step towards this mission was the design of *Healthy Waters: The Journal of the Healthy Waters Institute*. This biannual journal, with its first issue completed in January, is an educational tool complete with teacher inserts that provide suggestions on ways to use *Healthy Waters* in the classroom. The journal is designed to help educators and their students connect with local waters. The HWI journal will replace JCWC's *It's All Within Your Reach* newsletter, as the new publication for educators from the Johnson Creek Watershed Council. The second issue of *Healthy Waters* will be available on October 1, 2005.

To Request a copy of *Healthy Waters*, please e-mail the editor at Editor@healthywatersinstitute.org.



Healthy Waters Institute and the Johnson Creek Watershed

Key Components

The Johnson Creek Watershed Council is delighted to have been accepted as a pilot watershed in the HWI program. As we enter this exciting partnership, we thought it might be helpful for you to understand the key components of the HWI Program and what you can expect to see from the JCWC as a result of this new partnership. So, here's a brief outline of the HWI program for your review:

- * **Local, Local, Local:** HWI is an educational unit that will be uniquely adapted to local needs and circumstances. Local citizens of the JCW will help identify the questions that are most important for students to research and answer. *To become a part of JCWC HWI Leadership Team or if you simply want to join our list serve, please contact Jordan Vinograd at (503) 652-7477 or e-mail Jordan@jwc.org*
- * **Inquiry-based Learning:** Using questions as start points for learning and telling the story of their watershed, students will fulfill state learning requirements while gaining knowledge first-hand.
- * **Hands-on/Minds-on:** Whether they are knee deep in a local creek or neck deep in the classroom-based challenge of analyzing and sharing their results, students will work hard when they know it matters.
- * **Tools to Succeed:** From buckets of loaner boots and bus rental money to a statewide student journal and essential curricular materials, HWI provides important tools to support active student learning. *To get your class involved in the HWI programs and gain access to these tools, please contact Mary Ann Schmidt at Oregon Trout: 503-222-9091 x 20 or Maryann@ortrout.org*
- * **Collaboration:** Because the goal of making high quality water education part of every student's schooling can only be reached through collaboration, HWI draws together the strengths and energies of a surprising mix of Oregon organizations and individuals. *The HWI Leadership Team is comprised of a diverse array of local partners including: PSU Center for Science Education and Student Water Resources Project, OSU Sea Grant, Portland Public Schools, Gresham-Barlow School District, Zenger Farms, Leach Botanical Gardens, 4-H Wildlife Stewards, Outward Bound, SOLV, Cities of Portland, Gresham and Milwaukie, Oregon Dept. of Fish and Wildlife, PGE, Portland Parks and Rec, Metro, Clackamas and Multnomah Soil and Water Conservation Districts, Friends of Trees, OMSI, and many more! At the moment we are in the process of creating a web-based directory for teachers. See Resource article on Page 2.*
- * **Proven Methods. The HWI** program strategies build on a decade of Oregon Trout's successful educational programming, cooperatively blended with the work of fellow Oregon educators, and is validated by quality educational research.

Partnership Opportunities - Resource Directory

With the help of the HWI Leadership Team, we are in the process of creating a web-based resource for teachers. This directory will allow you to search the various organizations that provide water education resources to the Johnson Creek Watershed community. Each listing will be complete with the program objective, community needs, audience served, commitment time, location served, fees/funding and contact information. The list currently includes over 100 different organizations. However, in hopes of this directory being as thorough as possible, we encourage you to contact us if you have any suggestions or know of any programs within the watershed that we might not be aware of. Please contact Jordan Vinograd at (503) 652-7477 or e-mail Jordan@jwc.org.

Watershed Activities with Healthy Waters

Empowering Students by Letting Them Choose

1. Check it Out – Set aside 15 to 20 minutes (yes, we know they can be hard to come by!) and have students review the journal keeping your antennae tuned for ways that it might help your students and colleagues reach their goals.

2. Weekend Assignment – At the end of the final class meeting of the week, distribute *Healthy Waters* to each student with an assignment along the lines of: “Your homework for the weekend is to check out this new journal; review the entire thing, read at least two of the main articles and come ready to discuss these questions: 1) What parts did you find the most interesting and why? 2) Does the journal relate to anything you have done in this class or school? 3) Does reading to make you think of water related questions in this community that we could get involved with? What? Why? When? How?”

3. Inquiry Science – As students read *Healthy Waters*, use inquiry science as a framework for applying it. An example could be: “What are the elements of an inquiry science project? Choose the article in the journal which best illustrates the inquiry process and come to class ready to describe the way it fits. Can you think of a field-based inquiry science project that we could do as a class?”

4. Focus on Questions – Center students’ use of *Healthy Waters* around the underlying questions. “Which main articles are most focused on the work of people trying to frame and answer a question? What is the question? How are they going to answer it? Which questions seem most important and interesting to you?”

5. Letter to the Editor – Culminate student use of this issue by having them compose – and send! – a letter to the journal’s editor. Letters might be framed around: “What parts of *Healthy Waters* did you find most interesting and useful? Why? What are your top three suggestions on how to make future issues even better?”

6. Get in Touch – Have students choose a person featured in this issue with whom they would like to communicate. Write up a note and/or question and send it along.

7. Fresh Air – Knowing the tendency of classrooms to get stuffy, keep your *Healthy Waters* storage box handy and use it to prop the window open so that fall’s fresh air might spark your students’ creativity and initiative!



HWI Educational Programs

HWI offers teachers and school districts four programs designed to help support teachers’ needs to address inquiry science instruction: **1,000 Drops**, **Hometown Waters**, **Salmon Watch®**, and **Independent Projects**. Of the four programs, nationally honored and time tested **Salmon Watch®** serves as the cornerstone and inspiration for the others. Through **Salmon Watch®** students identify salmon as an indicator species and pose the question, “Is this river healthy enough to support spawning salmon?” In **1,000 Drops** elementary students seek to answer the questions, “Where does the water go that falls on the roof of our school and what happens to it along the way?” **Hometown Waters** provides a framework for helping students understand the profile of their own water—where does it originate, what factors affect the health of the water, and what can be done to ensure its health over the long haul are samples of questions posed to middle and high school students. Seniors develop and answer their own inquiry-driven questions with **Independent Projects**, designed to satisfy the service-learning component of their high school education. With the exception of the firmly established **Salmon Watch®**, the HWI programs **1,000 Drops**, **Hometown Waters**, and **Independent Projects** are in the developing stages; HWI is seeking teachers within the pilots to test the programs and offer suggestions.

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