

Meaningful Watershed Educational Experience

Planning Checklist

		Contained in project
MWEE Essential Elements	Choose an Issue (Curricular link-standards) <i>Focus on natural and social systems within your local watershed. Work with students to form a driving question.</i>	
	<u>Questions to ask:</u> <i>Is the problem or issue clearly defined?</i>	
	<i>Does the driving question support learning objectives?</i>	
	<i>Is the question thought-provoking and engaging?</i>	
	<i>Is the question open-ended (avoid single/final/correct answers)?</i>	
	<i>Does the project make a clear effort to increase environmental stewardship of the watershed?</i>	
	Outdoor Field Experience <i>Identify places in your community that could provide an engaging setting for outdoor learning; this may be a one-time field experience or a multi-day experience.</i>	
	<u>Questions to ask:</u> <i>Are the students participating in one or more outdoor field experiences or investigations?</i>	
	<i>Are the outdoor field experiences/investigations directly related to the issue and questions the students are studying?</i>	
	<i>Are the planned activities planned to allow students to be actively involved in exploring the driving question and supporting questions? Is it inquiry-based?</i>	
	Action Project <i>Based off the claim made in the field experiences and investigations, students will work to identify, explore, and implement a solution that addresses the issue.</i>	
	<u>Questions to ask:</u> <i>Does the action project directly relate to the issue the students are studying?</i>	
	<i>Are students actively involved in planning and implementing the action project?</i>	
	Synthesis and Conclusions <i>Students identify, synthesize, and apply evidence from investigations to make claims/draw conclusions/reflect on action success/revise questions/communicate to external audiences.</i>	
	<u>Questions to ask:</u> <i>Students have enough time to make conclusions based on research, field experience, and related data?</i>	
	<i>Students communicate their results to an audience outside of the classroom?</i>	
		Contained in project

MWEE Supporting Practices	Active Teacher Support <i>The teacher plays an integral role in facilitation and support of students in the MWEE. Teachers ensure that essential parts come together to support academic goals.</i>	
	<u>Teachers will:</u> <i>Work with students and external partners to facilitate issue identification and formation of the driving question.</i>	
	<i>Work with outside partners to plan and prepare for field experiences/investigations.</i>	
	<i>Work with students to create, plan, and implement action projects related to the issue being investigated.</i>	
	<i>Work with students to assist in synthesis and analysis of results and communication of findings.</i>	
	Classroom Integration <i>MWEEs are anchored to formal goals for learning and student achievement. While learning may occur outside of the traditional classroom, the experiences should be fully integrated into the scope and sequence of the academic program.</i>	
	<u>The teacher will:</u> <i>Clearly define academic standards addressed and learning objectives (it is encouraged to utilize multi-disciplinary objectives).</i>	
	<i>Work with partners to design a MWEE that clearly supports the identified academic standards/learning objectives.</i>	
	Local Context <i>MWEEs occur within the local context (i.e. schoolyard, open space, neighborhood, town, community, etc) to establish life-relevancy of the issue, problem, or phenomenon being studied.</i>	
	<u>Teachers and partners will:</u> <i>Ensure the project is linked to locally relevant issues, problems, or phenomena (teachers may need to work with partners to identify this).</i>	
	Sustained Activity <i>Though a field experience may be only one day, the experience will be reflected upon for several units (tours, programs, gallery visits, simulations/demonstrations may be instructionally useful, but do not constitute a MWEE alone).</i>	
	<u>Teachers will:</u> <i>Ensure that the MWEE includes multiple opportunities for learning and reflection of learning.</i>	

Sources:

http://www.virginia.edu/blandy/blandy_web/education/Bay/MWEEGuide_CBF.pdf

<http://www.cbf.org/document-library/education/teachers-guide-to-meaningful-watershed-education-experience.pdf>