Assessment

In this activity, students are expected to:

- Understand the concept of stormwater pollution and its impact on Puget Sound.
- Identify actions residents can take to reduce stormwater pollution in their neighborhoods.
- Develop posters that communicate the importance of reducing stormwater pollution.

EALRs

Gr 2-3: APPA, APPD, ES2A, LS2A LS2B, LS2C, LS2D, CIV1.4.1, ESE2, ESE3

Gr 4-5: SYSC, SYSD, APPC, APPF, ES2C, LS2A, LS2D, LS2E, LS2F, CIV1.4.1, ESE2, ESE3

Gr 6-8: APPD, APPE, LS2A, LS2D ESE2, ESE3

Science and Curriculum Connections

Ecosystems, Land and Water, Landforms, Pollution and Solutions, Ecology and Evolution, Salmon in the Schools

Materials

- Planning worksheet
- Art supplies (or design electronically)
- Puget Sound Starts Here Template (optional)
- Downloadable samples, as available, at www.pugetsoundstartshere.org
- Puget Sound satellite photo or regional watershed maps (see Resources).
Procedure

1. Watch the *Lost and (Puget) Sound* video or explore [www.pugetsoundstartshere.org](http://www.pugetsoundstartshere.org).

2. Review Puget Sound watershed maps and background materials. Students can find and trace local water bodies to the Sound.

3. Ask students to recall what the kids in the video observed that made them concerned. Ask if they have ever noticed people in their neighborhood doing those or other behaviors that impact the health of Puget Sound. Make a list (e.g., pet waste, car wash soap).

4. Review the project that the kids in the video did and brainstorm ideas for other activities that kids could do to help reduce local stormwater pollution. Elicit that they can teach people about the problem and explain that their public-outreach campaign (posters) will help educate people in their community about stormwater pollution.

5. Go back through the list of polluting behaviors and discuss which might be good issues for the poster project (e.g., pet waste, car washing, yard care, car leaks, litter).

6. Discuss what barriers people face when deciding whether or not to change their polluting behaviors. Ask: "What do people need to know or have in order to change?"

7. Introduce the Planning Worksheet and tell students they will work in small groups to make a plan: Where will the posters will go (e.g. an adult could put it up at work; it could posted in an apartment building, at school, the local library, community center, or a coffee shop)? What size/shape will work in that venue? How will you get permission to post them? What is the message? Please note: Many cities do not allow posters on utility poles.

8. Break into small groups based on topics. Distribute planning worksheets and brochures or background information, if available, as examples. You might assign additional topic research.

9. After small-group planning, have groups report and discuss potential challenges (permission, space, politeness, respect, safety, strangers, visibility, effectiveness).

10. Tell students they can use the Puget Sound Starts Here Template (last page of this lesson) or start from scratch.

11. Tell them their projects can be implemented as service learning, independent study, or as a class project on school grounds or with one particular business.

12. After the project, use the Student Reflections form to discuss outcomes and challenges as a group.

13. Advanced alternate ideas:
   - Create virtual posters through Glogster and link them to Facebook, MySpace, or other social media and direct 'Friends' to them.
   - Use Prezi.com to create an interactive presentation, link it to Facebook or Myspace, and share with friends and family, youth groups, and community.
   - Create a team of poster installers.
   - Make presentations to other classrooms in your school.

Extensions

- Share your project at [www.pugetsoundstartshere.org](http://www.pugetsoundstartshere.org) or your stormwater utility, or share it with Bert the Salmon on Facebook.
- Design and conduct a survey at your school or in your community to find out what people know about stormwater pollution.
- Stencil storm drains (see Resources).

Resources

- [www.pugetsoundstartshere.org](http://www.pugetsoundstartshere.org) Information about stormwater and links to local municipalities where you can get maps and stenciling kits.
- [www.sisseattle.org](http://www.sisseattle.org) Salmon-related lesson plans and associated resources, including the *Lost and (Puget) Sound* video.
- [www.psp.wa.gov](http://www.psp.wa.gov) Information, maps, and links to Puget Sound watersheds, the Puget Sound Action Agenda, and local ECO Net coordinators.

More Information

Produced through a grant from the Washington State Department of Ecology to the City of Seattle in partnership with Seattle Public Schools, Everett Public Schools, and the City of Tacoma. For more information, email beth.miller@seattle.gov.
POSTERS FOR PUGET SOUND
Planning Worksheet

Name: _______________________________
Teacher: _______________________________
Date: _______________________________

What is the pollution problem you are trying to solve? ______________________________________

Who is causing this problem? ____________________________________________________________

What does your audience need to know and how will you convince those people to change?

What's the best place to put the posters so your target audience will see them?

How will your poster get there? Do you need to ask someone else to put it out for you or get
permission to do it yourself?

Describe the materials you will need (pens, markers, paint, computer, etc.).

Share photos or samples of your project at www/pugetsoundstartshere.org.
Thanks!
POSTERS FOR PUGET SOUND
Student Reflections

Name: _______________________________
Teacher: ______________________________
Date: __________________________________

Describe your project. What did you do? ___________________________________________
______________________________________________________________________________

What did you hope to accomplish by doing this project? _______________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Was your project successful? Why do you think so? Or why not? _______________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

How many posters did you put up? _____  How many people do you think will see them?___
Where are they? _________________________________________________________________
______________________________________________________________________________

How do you think people will react when they see your posters? _______________________
______________________________________________________________________________
______________________________________________________________________________

How did this project change the way you think about stormwater? _______________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Share photos or samples of your project at www/pugetsoundstartshere.org.
Thanks!