

FY2022 PETF Special Project Worksheet

Project Outcome: Videos and teacher support materials, that are TEKS aligned, covering stormwater education for schools on the below prioritized topics.

- Why is stormwater important (stormwater protection & water quality); Yard waste, lawn care, pesticides; Pet waste
- What to look for around town and how to report issues
- Native plants (and water conservation)

Target Grades: Kinder through 4th

Summary of Responses to Survey Question:

“What do you most want the audience (the students and teachers) to take away from the Stormwater educational videos? Please be specific as to any goals or messages that you'd like to see conveyed through the resources and materials.”

- How stormwater conveyance works.
- The purpose of the storm drains.
- Everything in our streets drains to stormdrains which then lead, untreated, to our water bodies.
- Our individual impact on the environment and importance of choices we make.
- Many littered items could have been recycled if disposed of properly.
- Steps to prevent stormwater pollution and how easy they are to do (both for kids and adults).
 - Break down by grade if possible
 - Separate list for teachers w/ adult actions
 - Include list of resources such as Texas Stream Team, Tx Litter Database, Adopt-a-Spot, etc.

Suggested Vocabulary List (all grades):

- Stormwater
- Stormdrain
- Rainwater
- Pollution
- Runoff
- Litter
- Recycling

When working on ideas for our videos and resources on the next page, let's assume that the students and adults in their lives do NOT know either that a) the water flowing down their street is going into a stormdrain and/or b) what a stormdrain does. With that assumption in mind, try envisioning a scenario for the video(s) that a student can understand.

Be mindful to take into consideration what they **may** already know and can **understand** based on their life experiences. Often, kids know and understand more than adults realize. They may have a natural curiosity about stormdrains coupled with a little trepidation based on warnings from adults to stay away.

Try to draw connections from litter to pollution in water. For example, litter on the playground pollutes the nearby creek. Remember to draw connections to things they, the students and the adults in their lives, can do.

Set The Scene!

Choose one of our prioritized topics from the list on the first page and work through the questions below. The questions do not need to be answered in the order they are listed.

Video Topic: _____

1) When or where would students encounter stormdrains? _____

2) What do the students possibly think goes down them? Have they ever seen something go down them?

3) What is the location (home, school, library, playground, shopping center) for this video? _____

4) What is the motivation in this scenario for the student's curiosity in the stormdrain? What is drawing their attention to it? _____

5) What is the timeframe (time of day, season, holiday)? _____

6) Who is there (students, parents, teachers, pets)? _____

7) What is the problem? _____

8) How can the students, and adults, respond to the problem? _____

9) What resources would you recommend for this video (Freddy the Fish, Trash Free Texas)?

10) Additional Vocabulary: _____