

**Tualatin River Wetland
West Linn, Oregon
Environmental Education Grant No. 904714
Final Report**

1. Overall, the activities that were all part of the "Environmental Education Grant" went very well. As we worked through the project, only minor things came up which caused us to slightly modify our original concept. However, in general the goals for this grant were to provide local school children the opportunity to study a wetland area, help design the future of what was going to occur at our site, develop a booklet that other students would be able to use, and have a good time participating. All of these goals were met.

Sequence of events:

1. General overview of the Tualatin River Wetland Site, and study of wetlands in general. (Willamette Primary School students (WPS) and City of West Linn staff (W.L.).
2. Site Field trip to explore the existing features and examine the condition of the site. (WPS & W.L.).
3. General wetland projects. The students studied the components and values of wetlands. Students completed individual projects which demonstrated their understanding of the concepts that they had learned. (WPS, W.L., EnviroCorps).
4. Site specific wetland projects. Students broke into small groups and each group studied a component of the Tualatin River Wetland site. Each group developed essays, games, drawings, experiments, etc. relating to their groups category. The groups then presented this work in an openhouse forum to all interested classes in the school, teachers, and of course parents. The categories were; 1). Stormwater 2). Uplands 3). Floodplains 4). Tualatin River and Watersheds 5). Wetlands
5. The final project the students worked on was to design what they felt should be done during the development of this site. This project was done in pairs and resulted in excellent work. This project was our tool to measure how we had done at getting the value of wetlands across to the students. We were pleased to see that all of the students had designed habitat areas, bank stabilization areas, storm water treatment areas, etc. and in general had done a great job in developing ideas which enhanced our site. Many of these ideas eventually made it into the final design.

Once all of the designs and projects were complete, the City of West Linn hired a graphic artist to help develop the curriculum booklet which was a part of this project. The booklet contained work done by the students, maps, drawings, experiments, and things to look for at the site. This booklet will be available to any classroom which would like to visit the

site, and learn about this area along the Tualatin River. In addition to the booklet a sign is being built to be placed at the trail head. This sign will also describe some of the features of the site, and recognize the major contributors.

2. What worked:

Teacher participation: Mark Silverman, the teacher we worked with at Willamette Primary School, was very enthused about the wetland education project. As a result, he assigned his own wetland education projects in addition to the projects we assigned as part of the education grant. Mr. Silverman's enthusiasm about wetland education led him to provide his students more educational opportunities than if the students completed only the tasks that we assigned.

Team projects: We assigned a project that allowed the students to work in teams in order to study each of the major components of the wetland site. The students were then able to participate in a smaller group setting allowing better opportunity for each student to communicate their ideas and questions.

What did not work:

Project goals: The main production goal of the education grant was to create a curriculum booklet for use by elementary school age students. The curriculum booklet was to include student illustrations and information provided by the students about the major components of the site. This project goal may not have been understood clearly by the teacher as the students were limited to writing essays with general themes (i.e. wildlife, pollution, etc.) that were not site specific. These essays were generated on a computer, therefor any accompanying illustrations were computer graphics rather than hand drawn.

Project leaders: EnviroCorps participated in the wetland education project with the role of team leader for each team that was assigned a major site component to study. However, only three EnviroCorps members were able to participate in our education project. Therefor, team size nearly doubled that which was initially planned. In addition, major site components had to be consolidated due to the smaller number of teams. For example, instead of one team studying rivers and another team studying watersheds, one team had to study rivers and watersheds as one topic.

Study material: It was difficult to find study material dealing with watersheds, river systems, floodplains, and wetlands that were suitable for elementary school students.

Helpful hints:

1. Be prepared! Know what your goals are and the time frame in which to reach them.
2. Clearly communicate your goals to the teacher and the students.

3. Know how many people/organizations are available to help with the project. Confirm their availability.

4. Be flexible! If the end result is not specifically what you were planning on, be creative and make it fit as close as possible to your desired format.

3. See enclosures.

4. Not applicable to this grant.

5. Not applicable to this grant.

6. See enclosures:

1. Curriculum booklet (Draft, final will be forwarded).
2. Photographs of planting master plans.
3. Two full size planting master plans.