



# CHILDREN'S CLEAN WATER FESTIVAL

Where Youth Are Making Waves!

## Take Action

**Background:** After students become aware of a water resource issue, they may be interested in learning how they can help resolve the problem. People can become involved in protecting water resources in a variety of ways. One of the most powerful methods is education. Helping other people better understand the background and implications of an issue promotes appreciation of and concern for it. Some problems can be corrected by people taking action, such as being involved in community service projects.

### **Additional websites with resources and activities on how to take action:**

Give Water A Hand - For Young People Taking Action in Their Community:

<http://www.uwex.edu/erc/gwah/>

GREEN – Global Rivers Environmental Education Network: <http://www.green.org/>

National Service Learning Clearing House: [www.servicelearning.org](http://www.servicelearning.org)

Adopt a Stream: [www.adopt-a-stream.org](http://www.adopt-a-stream.org)

### **Local Contacts or Possible Field Trips:**

Tualatin River Keepers  
12360 S.W. Main Street  
Tigard, OR 97223  
503-620-7507

Oregon Trout  
65 SW Yamhill Street  
Suite 300  
Portland, OR 97204  
503-222-9091 phone  
[www.ortrout.org](http://www.ortrout.org)

Lower Columbia River Estuary Partnership  
Jennie Boyd  
811 SW Naito Parkway, Suit 120  
[boyd@lcrep.org](mailto:boyd@lcrep.org)  
503-226-1565

## **Take Action: Environmental Action Plan**

### **CIM CORRELATION**

#### *Social Sciences*

Common Curriculum Goal: Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences: explain various perspectives on an event or issue and the reasoning behind them; select a course of action to resolve an issue

#### *Civics and Government*

Common Curriculum Goal: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

## **Take Action – My Watershed Action Plan**

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**Background:** Everyone lives in a watershed. It is the place where everything is connected – forests, fields, industries, businesses, houses, and all creatures. This activity offers students a written format for developing their own action plan for addressing an environmental concern in their community.

**Objective:** Students will realize that they play a role in the community and their local watershed. By developing an action plan to protect and conserve water, they will be able to take the initial steps toward implementing their action plans.

**Materials:** “My Watershed Action Plan” Sheet, Phone Book, Internet Access for local government websites, Calendar

Time: 1 Hour

### **Procedure:**

**What is your watershed concern in your community? Who is causing it? Who is impacted by it?**

1. Have students think about local water use and pollution problems in their local community. Students should individually complete the first three questions on the Activity Sheet.

**What can you do to get a group of people to start looking at this problem?**

2. In teams of three, have students brainstorm ideas for getting a group of people to start looking at their selected water concerns. After discussion, instruct the students to record their ideas for their individual concerns in the 3 spaces provided.

### **Who makes laws about it?**

3. Start with your local government. By using the blue pages in the phone book, you should be able to locate a list of various departments of your local government. If you don't have blue pages, you should have a separate government section in your phone book. One person in your group can be designated to make the phone calls. A "general information" number may be available to assist in describing how your local government is structured. Be prepared to explain what you are researching so that this person can help your group. Different departments might have websites with information about various policies affecting your watershed issues.

### **Options for Action**

4. Working in teams of three, students determine what options they have for taking action on their watershed issue. Students also determine who can help them in their efforts. (Families, neighborhood associations, community action groups, and/or by the local government.)

These action plans could include changing personal water use habits, making posters to increase water awareness, and writing letters to community, state, and national leaders.

### **Timeline**

Students can determine when they expect to start their plan by looking at a calendar to mapping out their tasks within a designated timeframe.

### **References:**

"Take Action", WATER in Your Hands, Soil & Water Conservation Society, 1990

"Protecting Your Watershed" Brochure, Association of Clean Water Agencies



# MY WATERSHED ACTION PLAN

**WHAT IS YOUR  
WATERSHED CONCERN  
IN YOUR COMMUNITY?**

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**WHO IS CAUSING IT?**

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**WHO IS IMPACTED BY IT?**

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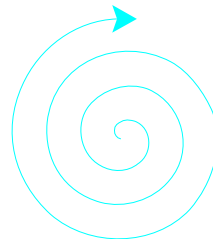
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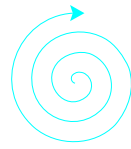
**WHAT CAN YOU DO TO GET A GROUP OF PEOPLE TO START LOOKING AT THIS  
PROBLEM?**

1.

2.

3.





**WHO MAKES LAWS ABOUT IT?**



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## OPTIONS FOR ACTION



**WHO CAN HELP YOU?**

1.	
2.	
3.	
4.	
5.	

**TIMELINE:**



**WHEN DO YOU EXPECT TO START YOUR PLAN?**

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