Watershed Watch Congress
Student Watershed Data Presentation Ideas

The Watershed Watch Congress is a way for students to have **fun** *sharing experiences* and data about their time in their local **river**!

Students are welcome to make poster or PowerPoint presentations. Students that make PowerPoint will present all together as a group. Alternatively, individual students can report on one measurement or compare two individual measurements (e.g. temperature and pH) with the use of a poster. For poster presentations we'll ask the audience to circulate around the posters to review the results and discuss the study with the students who prepared the posters. Students need to be prepared to answer a few questions by the audience after the presentation.

Here are some topics that students may address in their presentation:

Describe the purpose of the study. What are some of the questions you are trying to answer by collecting water quality data & information about the bosque? *Some examples:* How will the temperature of water change between seasons? Do the pH results support the presence of fish that need water 6.6 – 8.8? How do groundwater levels fluctuate throughout the seasons?
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Describe the site location: You can share photos of your site and and/or map it out. You might try using www.Watershedwiser.org or www.bosqueschool.org/bemp.sitemaps.aspx to get a map. It's helpful to have a location map which shows how to get to the site from a major road and a site map which shows more detail. Another important aspect of the site is who owns it and what kinds of land uses exist around it.

Describe the tests and/or equipment you have done/used: *Examples include:* water temperature, pH, benthic macroinvertebrates, well depth beepers, precipitation gauges, etc.

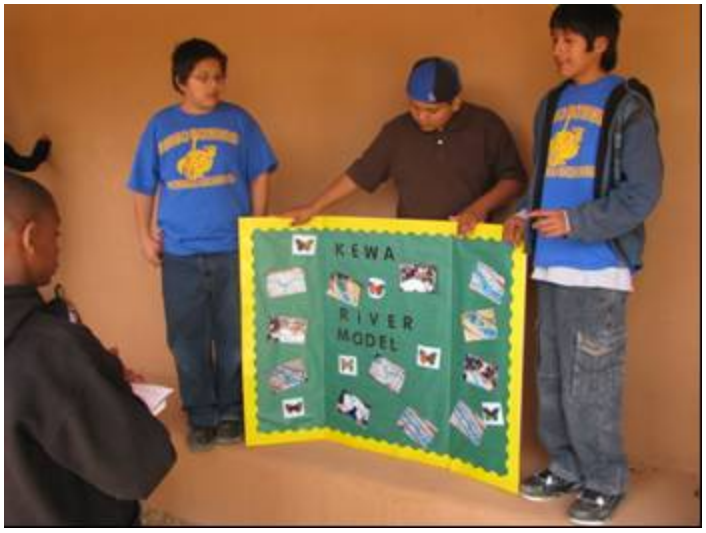
Discuss your data results / findings: It's helpful to see graphs of data that show results through the whole school year. You can do a line or bar graph for chemistry data and groundwater data. You can do a pie chart for benthic macro-invertebrate data or litterfall.

Try to compare this year's results with data from past years (find BEMP data at: www.bosqueschool.org/bemp.datasets.htm). Also consider comparing two parameters on the same graph, such as streamflow and turbidity or groundwater and riverflow.

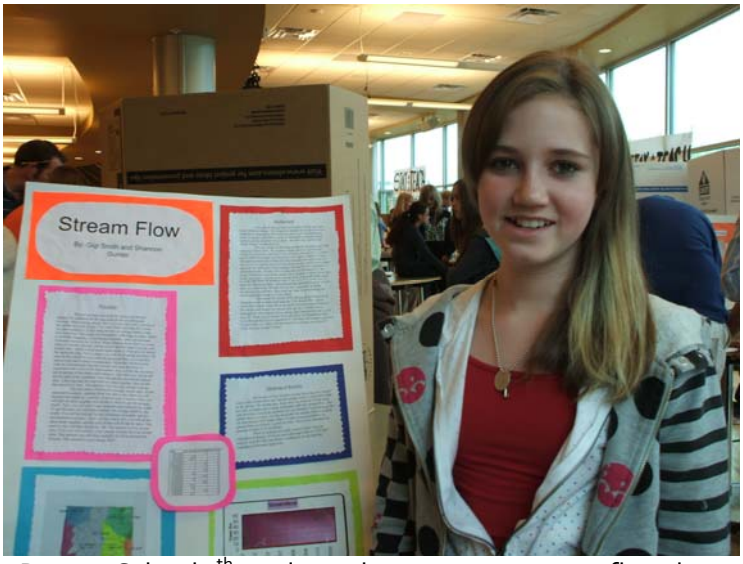
Kerri Lathrop, teacher at East Mountain High School, has examples of graphs on the River Source website. To see some examples go to: http://www.riversource.net/index.php?option=com_content&task=view&id=31&Itemid=107

Discuss the conclusions of the study: Were you able to answer your questions or draw any conclusions? Did you see what you expected to see? What would you recommend to address any needs for river restoration or water quality improvements?

Alternatively, your students can prepare a skit or short play on their experience, how they performed the monitoring at the site, or the results.



Students from Santo Domingo present a poster



Bosque School 7th grade student presents streamflow data

An example of a graph of water temperature data from two locations