



Tentative Schedule

- 9:50-- Arrive, set-up presentations, mingle!
- 10:10 -- Introductions
 - Rich Schrader: Watershed Watch
 - Kimi Scheerer: BEMP
- 10:20-- Student Presentations
- 12:00 -- please bring your own lunch, we'll have cookies!
- 12:45 -- Student Presentations
- 2:00 -- Closing Dismissal!!!

DIRECTIONS

El Rancho de las Golondrinas
 is 15 miles south of
 Santa Fe and 45 miles north of
 Albuquerque, off Interstate 25!
www.golondrinas.org
 From Santa Fe, take I-25 Exit 276.
 From Albuquerque, Exit 276B.



THINGS TO EXPECT



- BEMP & Watershed Watch work to create a fun & educational atmosphere for the day, we'll do our best to focus your students with a **follow-along guide**.
- Activities will be **OUTSIDE...** please **dress appropriately for wind, cold or light rain**. We'll have a macro-invertebrate station, Golondrinas History and Gávilon the red-tailed hawk!
- We'll be continuing our student presentations... have an activity, presentation or PowerPoint to share with other student (see 2nd page for more info).
- **!!!LUNCH = students will NEED to BRING a lunch.**
 - PLEASE have students include a **water bottle** or lunch beverage, BEMP will supply cookies!

 INFORMATION Kimi or Rich NEED from YOU: please submit by **Thursday, April 17th**

1. School & Teacher(s)
2. # of **students** AND approx. # of **adults**
3. Presentation type and space needs (ex: PowerPoint, poster, video?)
4. If your **arrival/departure times** are *DIFFERENT* than 10-2:00!



Rich Schrader
 River Source – Watershed Watch
rich@riversource.net
 505.660.7928

Kimi Scheerer
 Bosque Ecosystem Monitoring Program
kimi.scheerer@bosqueschool.org
 505.898.6388 ext. 151

As always, transportation funding is available – just contact Kimi for help with busing! ☺

Directions to Las Golondrinas

- Las Golondrinas is 15 miles south of Santa Fe and 45 miles north of Albuquerque, off I-25.
- From Santa Fe, take I-25 Exit 276. From Albuquerque, take Exit 276B.
- Go right off the exit, so that you are headed north on NM 599 (Santa Fe Bypass)
- Take the first left at the light (West Frontage Road).
- Travel roughly 1/2 miles on the frontage road.
- Go right on Los Pinos Road.
- The museum is 3.2 miles down Los Pinos Road on the left-hand side of the road.

Watershed Watch /BEMP Congress Student Presentation Ideas

The 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 presentations...

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?

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.aspx to get a map or more data. 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 macro-invertebrates, 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. Also consider comparing two parameters on the same graph, such as streamflow and turbidity or groundwater and riverflow.

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.*