**Water Policy**

**March 4, 2014**

**6-9 pm**

**Minnehaha Creek Watershed District offices**

**Before this course begins:**

* Expectations for Preparation: Bring in a news article related to water policy and identify the policy issue in that article (current is best, but ok from the past 3 months). Bring the article, and a question you have about the article

**Brief Course Description**: Water Policy basics and context for Master Water Stewards work, Total Maximum Daily Loads, Brief history of Water Governance, Stormwater permitting, Tools and resources

**Learning Goals and Assessments:**

1. Understand the broader policy context in order to be able to explain it to a citizen (exercise listed below)

* Exercise –Working in a small group, using the citizen “questions” you brought in, provide an answer in your own words. Write first, then share in small groups. 3 share to bigger group

1. Describe water governance in relation to being a Master Water Steward.

Using the articles you brought in, in teams of 3-4 identify the entity (entities) involved in the issue and their roles.

1. Demonstrate knowledge of the stormwater permitting system and how citizens are a critical part of meeting the permit.

* Describe in 4 sentences the stormwater permit and how citizens are a critical part of meeting the permit

1. Understand civic engagement and how the water steward can engage and encourage others to engage in civic action, related to Master Water Steward work.

* Individuals write at least three potential ways Master Water Stewards can influence water policy. Go around room and discuss

End – everyone shares: One thing they learned, one thing they enjoyed, one thing they wish had been done differently and one thing they wish they had learned about.

**Course requirements:**

* Attendance and Participation (Required, unless previously cleared with Program Manager)
* Expectations for Preparation: Bring in a news article related to water policy and identify the policy issue in that article (current is best, but ok from the past 3 months)

**To prepare for the next course-**

To prepare for the course on Environmental Decision-Making and Behavior Change-

* + Read Schultz and Zelezny’s article, “Reframing Environmental Messages to be Congruent with American Values”;
  + Bring a media article that addresses an environmental problem/solution of your choice.

**Media scan KWL Instructions**

Before reading your article/story, prepare your notebook. In your notebook, make three columns on one or more pages and label the columns Know, Want, and Learned.

|  |  |  |
| --- | --- | --- |
| **K**  what do you know about the topic? | **W**  what do you want to know? | **L**  what have you learned? |
|  |  |  |

1. **Identify what you know or think you know**. List in the K column what you know, think you know or have heard about the topic.
2. **Identify what you want to learn**. List in the W column questions you have about the story’s topic.
3. **Group the information in the K and W columns into meaningful categories.** Organizing will help you sort information and summarize information as you examine your story.
4. **Read/watch/listen to the story.** Watch for information that answers your questions from the W column or expands their understanding of the topic. When you find answers to your questions or new information, write it in the L column.
5. **Assess your categories.** Add new categories if needed based on new information in the learned column.