**Session Number: 10**

**July 9 6-9pm**

**Location TBD**

**Session Title: Water Policy**

**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)

**Brief Course Description**: Water Policy basics and context for Master Water stewards work, Total Maximum Daily Loads, Brief history of Water Governance, Storm water 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)

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

3. Demonstrate knowledge of the storm water permitting system and how citizens are a critical part of meeting the permit.

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

**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)
* Assessments : Everyone participates in all of these, each person will have an opportunity to present one of these to the entire group.
	+ exercise –provide citizen “question” and each person has to provide an answer (may have more than one “question”. Write first, then share in small groups. 3 share to bigger group
	+ Teams of 3-4 develop a “water governance map/scheme” that highlight the entities that are important to the Master Water Steward
	+ Describe in 4 sentences the stormwater permit and how citizens are a critical part of meeting the permit
	+ 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.

**To prepare for Session 11- Aquatic Invasive Species**

* Media scan pre-assignment. Find and read or listen to a current article or news story covering invasive species in Minnesota. Use your notebook to reflect on the story with a KWL format. (Instructions below)

**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.