

SCHOOLYARD REVIEW

PART I – 60 minutes

OVERVIEW

Student teams are given a map of one portion of the school to investigate. Students make water related observations and indicate their findings on the map and instruction sheet. After presenting their findings to the class, students generate questions about what they found.



Standards: 3d, 3e, 6a

Materials

- Schoolyard Review worksheet – 1 per group
- Map of school area – photocopy a school map, enlarged as much as possible, and divide it into different areas. Schools usually have a map of their campus that can be used, but be sure to white out or cover any unnecessary information before photocopying. A simple hand drawn map can be used as well.
- Green, blue, purple, black, and red markers or colored pencils – 1 set per group

Vocabulary Words

- Catch basin
- Down spout
- Rain gutter
- Stormdrain

Helpful Hints

- Plan ahead for proper adult supervision of students “mapping” around the school. This might be a great opportunity for parents or school staff to be involved in this core instructional program.
- Outline a walking route around the school to help point out key items pertaining to the questions on the Schoolyard Review (rain gutters, drains, etc.) and any safety hazards.
- If necessary, take time to show students how to read a map of the school from a “bird’s eye view.” **It is essential that students are able to read their map.**

PROCEDURE

1. Explain to students that they will use their maps to investigate different areas of their schoolyard, to mark what they have found, and answer questions along the way.
2. Divide the students into working groups. Have groups assign a:
 - a. Reader: reads the instructions and questions to be answered
 - b. Recorder: records the answers to the questions
 - c. Artist: draws what they observe on their map
 - d. Timekeeper: makes sure the group stays focused and on time
 - e. Reporter: reports the findings of the group to the class
3. Pass out markers/colored pencils, maps of the school areas, and a Schoolyard Review worksheet. Each group is assigned a different area to study.
4. Help student groups to read their map and familiarize themselves with their designated area.
5. Go through the Schoolyard Review worksheet and demonstrate what the student groups will be looking for and how to mark their map.
6. Ask students what is meant by “harmful” referring to question 4 on their Schoolyard Review worksheet. These items, which may include motor oil, fertilizers, pesticides, or trash, can hurt humans, as well as the environment.
7. As a class, walk to one area of the school to point out examples of what they will be looking for and how they should mark these items on their map, including down spouts, sprinklers, rain gutters, and anything else that may not be familiar.
8. Give groups a deadline before sending them to their different locations.
9. When students return to the classroom, tape each map section together to make one complete map of the school. Affix to the wall or white board.
10. Have each group’s reporter share their group’s findings by using the answers on their worksheet and the map of their area.



GUIDED QUESTIONS



- What are the different sources of water on our campus?
- How do you know they are a “source?”
- Where did you find trash and other harmful things?
- Where do you think the water travels on our campus?
- What did you learn as a result of your observations?
- What questions did you have about what you observed?

SCHOOLYARD REVIEW

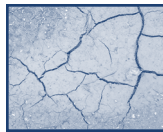
In your designated area, observe what's around you. Use the colored markers/pencils to mark these observations on your map.

1. Look for places where water can get into the ground.

Use green dots :: to show these places on your map.



grass



bare dirt



gardens



tree wells

What other places did you find? _____

2. Look for sources of water.

Use a blue waterdrop 💧 to show these places on your map.



faucets



drinking fountains



sprinklers



hoses

What sources did you find? _____

3. Look for places where water travels.

Use a purple square ■ to show these places on your map.



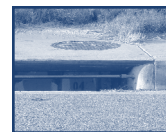
gutters



down spout



drain

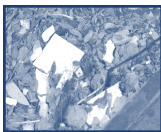


catch basin

What other places did you find? _____

4. Look for trash and other things that could be harmful to water.

Use a red X to show these items on your map.



lunch trash



candy wrappers



motor oil



lawn/field care products

What kinds of trash and other harmful things did you find in your area? _____

SCHOOLYARD REVIEW (continued)

5. Look for areas where water is wasted.

Use a black star ★ to show these areas on your map.



leaky faucets and sprinklers



clogged drains



water sprayed on concrete

What other areas did you find? _____

6. Write one question you have about what you observed.
