Drains To Harbour Teacher Handbook



Primary: Years 3-8

Levels 2-4 of the NZ Curriculum



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Aims of the Drains To Harbour programme

Students and their communities:

- Care about stormwater and stream health
- Connect to local waterways
- Understand that drains lead to streams and the harbour
- Develop a sense of responsibility to find solutions to the issue of stormwater pollution
- Carry out an action to help local waterways and stormwater.





1.1 Welcome to Drains to Harbour

Kia ora and welcome to the Drains to Harbour programme. We look forward to you joining us for a journey of discovery about freshwater in your local environment.

This handbook is designed to help you and your students understand the Drains to Harbour programme so we can make the most of the time we have together, work in a collaborative way and have fun.

Introduction to the Drains to Harbour Programme (DTH)

The Drains to Harbour programme has been developed by the Mountains to Sea Conservation Trust (MTSCT). Whangarei District Council have continued their support for the Drains to Harbour (DTH) programme in schools since its beginnings and the programme has grown from strength to strength. The DTH programme has been delivered to many local schools whilst working with teachers to provide programme resources. This has provided a successful example of stormwater education for other regions and districts throughout New Zealand. For more information and examples of what other schools have done through the DTH programme, please visit: https://www.whitebaitconnection.co.nz/curriculum/drains-to-harbour-project.html

The full Drains to Harbour programme is a term-long inquiry and includes several sessions supported by your WBC Coordinator. Teachers then enhance these rich learning experiences with their own classroom planning. For information about the Whitebait Connection (WBC), our team and resources, see http://whitebaitconnection.co.nz

The Whitebait Connection Coordinator and the teacher share the load of delivering sessions with the teacher delivering sessions one and three (see details of sessions on pages 3-4).

Whitebait Connection

Whitebait Connection is an action-based, environmental education programme for schools and communities, focussing on the health of our streams, rivers and wetlands. Whitebait Connection Coordinators deliver the Drains to Harbour programme in schools.

Mountains to Sea Conservation Trust

The MTSCT is the umbrella organisation for both Experiencing Marine Reserves (<u>www.emr.org.nz</u>) and Whitebait Connection programmes; see: <u>https://www.mountainstosea.org.nz</u>. MTSCT oversee Education for Sustainability (EfS) experiential education programmes which empower communities to make a difference to fresh water in the environment.

Whakamana te maunga, Whakamana te wai, He mauri o ngā tangata, Ngā mea katoa he pai lf we look after the water from the mountains to sea, it will look after us. it is our life force.



Kim Jones (left) Poutokomanawa/Co-Director, Freshwater Lead and Samara Nicholas (right), MNZMPoutokomanawa/Co-director, Marine Lead: Mountains to Sea Conservation Trust



Section Two: Programme information 2.1 Programme structure

No.	Inquiry stage:	Details of session	Facilitated by	Key outcomes of session

Session One: Making Connections: Starting a Freshwater Inquiry (Teacher led)

1	Inquiry stage 1: Making connections	Introduce topic, form connections, introduce inquiry process. Share existing prior knowledge/understandings.	Teacher and students	*	Students complete KWHLs. Share KWHLs with WBC Coordinator.
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Session 2: Strengthening Connections: Introduction to Drains To Harbour Programme

2	Inquiry stage 2: Strengthening connections	Introduce Coordinator. Show introductory Drains To Harbour slideshow. Tracking stormwater around the school and introducing stormwater issues.	WBC Coordinator	*	Students participate in 'who dirtied the harbour' activity and view introductory slideshow.
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Session 3: Inquiry learning and wonderings

3	Inquiry stage 3: Dive in and ask	Revising inquiry process. Developing inquiry questions and wonderings about stormwater and streams.	Teacher and students	*	Share KWHLs with WBC Coordinator.
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Session 4: Field trip preparation

4	Inquiry stage 4: Diving deeper	What to expect for the upcoming stream field trip. How to use the testing equipment. Practise using it.	WBC Coordinator	*	Students are able to use testing equipment.
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Session 5: Field trip

5	Inquiry stage 5: Explore and discover	Visiting a local stream and investigating its health through a range of water quality tests. Find stream life and observe the stormwater system and any issues present.	WBC Coordinator	★ Students gather data and make observations.
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Session 6: Field trip reflection and action planning visit

6	Inquiry stage 6: Finding the treasure	•	Reviewing results from the field trip. Viewing photo story and reflecting on their experiences.	WBC Coordinator	* *	Action planning started. Reflections recorded.
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potential actions to address these.
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Stage 7. Action and/or celebration day

7	Inquiry stage 7: It's all about action	 Carrying out action. Holding a celebration event or community event. Working with each other and the community. 	 ★ Action for stormwater completed. ★ Success celebrated.
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Safety considerations for Drains to Harbour Programme

At all times during the DTH programme, students should take care near stormwater drains and waterways. Never enter a stormwater manhole or pipe and do not go close to drain openings after rain. Students should not touch any items found lying in or near stormwater drains. However, as part of an organised litter clean-up, it is appropriate to collect samples of pollutants – gloves must always be worn to protect hands from germs and cuts.

2.2. Whitebait Connection's Inquiry Cycle



Use this cycle as a guide for the Drains to Harbour programme. Each learning session described in section two is a stage in the inquiry cycle.

Please note: The inquiry cycle is flexible, and steps can be done in any order which suits your students. Reflection and reviewing are part of each stage. Use your school inquiry cycle as an alternative if desired.

2.3 Details Of Learning Sessions

Please pay close attention to orange text, as it relates to <u>teacher considerations and requests</u>. *Links to Google Docs/Slides are set to 'view only' and teachers can make a copy to share with others.

Teacher and WBC Coordinator planning meeting						
Attendance required	WBC Coordinators, Classroom teachers who will be involved					
Overview This meeting is for the WBC Coordi organise the details of the DTH prop	Overview This meeting is for the WBC Coordinator to meet the teachers involved (or at least the lead teacher) to organise the details of the DTH programme and go through the associated paperwork and responsibilities.					
 During the planning meeting we will: Discuss the classroom sessions we can deliver during the programme and adjust according to student needs and interests. Go through the School/WBC delivery agreement and the responsibilities of both parties. We will leave this with you to read and sign with senior management and BOT if necessary. Identify potential freshwater sites for field trips. Set dates for classroom sessions and field trips. 						
After the planning meeting the WBC Coordinator will send you the updated: • Itinerary document (Your Coordinator will provide this) • Risk Assessment Form (RAF) • Student permission form example template						
 Teachers: Please ensure the programme: Sign and return a copy of th Review the <u>Itinerary with</u> Contact your WBC Coordin Review the <u>Site Specific F</u> supply a specific RAF for these available for students Send out a <u>Student permiss</u> the field trips commence. WBC does not need a copy Identify potential volunteer (Years 0-9), 1:6 (Yr 10-13 involve the community as sessions. Review the programme our You will also be invited to a 	following actions are completed before the start of the WBC the <u>School/WBC agreement</u> . your School Dates and Details for the field trips and class sessions. ator as soon as possible if there are any concerns. Risk Assessment Forms (RAFS) for the field trips. Your Coordinator will your site. Ensure senior management have been consulted and make ' parents if requested. <u>sion form</u> for students' guardians and ensure these are collected before The school may choose to use the WBC template or their own forms. rs, parents and community members to ensure we have a 1:4 ratio 3), ratio for maintaining our safety/supervision ratios. We also aim to much as possible and parents are welcome to both class and field thine and the resources available to support your classroom programme. google drive folder with useful teacher resources.					

Inquiry Stage 1: Making connections

Introducing the Drains To Harbour programme

Facilitated by

Teacher

Overview

This introduction session introduces the Drains To Harbour programme and establishes what prior knowledge students have of stormwater.

Key concepts

- Fresh water is a precious taonga (treasure)
- > Water moves in a cycle
- > Working together to share ideas and knowledge about fresh water, stormwater and streams

Curriculum links	Example Learning Intentions
Achievement Objectives Science Nature of Science: Investigating in Science Planet Earth and Beyond: Earth systems	 Students are learning to: explain the importance of fresh water describe what the Drains To Harbour programme is share prior knowledge about fresh water and streams
	Teachers can create their own success criteria to fit their teaching style and learners' needs.

Key concepts

- Fresh water is a taonga and a resource that we need to look after.
- We can all make a difference to fresh water in the community.

Suggested details of session

Introducing the Drains to Harbour programme

- Learn about the importance and preciousness of fresh water using the 'How much is fresh?' activity.
 Show the Parua Bay Drains to Harbour video: <u>https://youtu.be/w4qDL0drcNw</u>
- Discuss how the Parua Bay students in the video investigated their local drains and stream. Does this give you any ideas about how you could find out about your local stream?

Recording and sharing prior knowledge

- Students can then share their prior knowledge about streams, drains and the local harbour. Record students' ideas on the KWHL template (what we *Know*, what we *Want* to find out, *How* we will learn/ learned and what we have *Learned*) to share their prior knowledge, experience and wonderings.
- Share KWHLs with your WBC Coordinator.

Resources to support stage 1

Resource name	Link to resource
How much is fresh? activity	How Much Is Fresh.docx
Parua Bay Drains to Harbour video	https://youtu.be/w4qDL0drcNw

KWHL template

DTH: Additional Teaching Activities document Water cycle activities, pages 4-6

WBC KWHL Chart

Water Recycling In The Water Cycle



Inquiry Stage 2: Strengthening Connections

School visit from Drains to Harbour Coordinator

Facilitated by	WBC Coordinator	
Resources needed	 Please ensure the coordinator has access to: Projector and screen or television for displaying presentation Whiteboard or large white paper with markers for recording ideas Internet access (if available) 	

Overview

This introduction session introduces the Drains to Harbour programme and establishes what prior knowledge students have of stormwater.

Key concepts

- What stormwater is and where it goes.
- What a stormwater drain is and that they are only for rain.
- How the water cycle changes in an urban setting and human impacts on catchments.
- Student evaluative questions: Values continuum or splat questions.

Curriculum links	Learning intentions Students are learning to:		
Achievement Objectives	 participate in the DTH programme and start a learning journey about stormwater 		
Nature of Science: Investigating in Science Planet Earth and Beyond: Earth systems	- Recognise stormwater features in their environment		
	Example Success Criteria Students can:		

- connect with their local streams
 - name and describe stormwater features

Suggested details of session

Meet your coordinator and explore the programme

- WBC Coordinator explains the DTH Programme outline and purpose.
- Revise learning from last session about fresh water and stormwater and streams. Reflect on prior knowledge and KWHLs.
- View the DTH Introduction Slideshow. The slideshow includes learning about stormwater, where it goes and forms of stormwater pollution and introduces students to the key concepts.

Introducing stormwater issues

 The Coordinator may run the 'Who Dirtied the Harbour?' activity to reinforce learning about stormwater issues.

Explore stormwater around the school

 Tracking stormwater around the school: students may participate in a facilitated walk around the school and neighbourhood and record the presence of any stormwater features. This may include the stormwater mapping activity: <u>https://docs.google.com/document/d/1mWwbIPwtDTrV63ZocjWah4UfncepB9Q0Mvxi7GMUvwQ/ed</u> <u>it?usp=sharing</u>

Resources to support stage 2	
Resource name	Link to resource
Introductory DTH slideshow (Junior- Middle Primary)	DRAINS TO HARBOUR - junior primary.ppt
Introductory DTH slideshow (Intermediate and High School)	DRAINS TO HARBOUR - intermediate and high school.ppt
'Who dirtied the harbour?' activity	Who dirtied the water.pdf
Inquiry cycle	Page 5
Stormwater, water cycle and catchment sections of the additional teaching resources	Drains To Harbour Additional Teaching Activities 2020
Values continuum	values continuum.pdf
What is a catchment/ watershed slideshow	1. What is a catchment?
Extra teaching activity: build your own catchment	https://docs.google.com/presentation/d/1xy-x7QygUEImveRcfQJgd5ffrp 7mliDYw-llqMaQsk0/edit?usp=sharing



Inquiry Stage 3: Dive in and ask

Post Visit Follow Up (Teacher led)

Facilitated by

Teacher led

Overview

This session develops wonderings into the big/rich inquiry questions for the students' learning journeys. Teachers then communicate the big questions to coordinators who use them to plan the next stage.

Key concepts

> Inquiry learning and developing big/rich questions.

Curriculum links English

Listening, reading and viewing, Speaking, Writing and presenting Inquiry skills and information literacy

Learning intentions

Students can:

- form a big/rich inquiry question to research

Suggested details of session

Forming an inquiry question

- Review the inquiry cycle (see page 5 of this document)
- Reflect on the KWHL or student drawings from stage one. Review students' wonderings.
- Together, form a big/rich inquiry question based on the wonderings. This will inform your inquiry and provide a focus for the field trip and remaining WBC sessions.

Example big inquiry questions are:

- How healthy is our stream?
- What are the current issues with local stormwater?

Students could also form an inquiry plan together to help to identify how they will answer their questions, how they will find the answers and who they could work with.

Record students' learning so far using the "L" of the KWHL from stage one, or through drawings, art work, or videos.

Resources to support stage 3		
Resource name	Link to resource	
Inquiry cycle (page 5)	WBC inquiry cycle .pdf	
Example Student inquiry plan	Example Y 1-4 inquiry plan	
Whitebait Connection website resources	https://whitebaitconnection.co.nz/curriculum/teachers-and-coordinat ors-resources.html	

Inquiry Stage 4: Diving deeper

Preparation for the field trip

Facilitated by

Whitebait Connection Coordinator

Overview

This session helps students to get ready for the Drains To Harbour field trip. They learn about how to do the water quality tests such as clarity, temperature and pH.

Key concepts

- What we can find living in fresh waterways
- The importance of water quality testing
- \succ How to use the testing equipment
- > How to sample for macroinvertebrates and what they can tell us about the health of the water
- > What to expect for the upcoming stream field trip

Curriculum links Science	Learning intentions Students can:
Nature of Science: Investigating in Science; Communicating in science Planet Earth and Beyond: Earth Systems Health & P.E.: Personal Health: Safety Management	 use testing equipment to measure stream health develop skills in observation identify risks and think about how to manage these. Example Success criteria
	Students can:
	 explain the basics of how to use testing equipment such as the thermometer and clarity tube discuss risks and how to reduce them on field trip.

Suggested details of session

- Review the inquiry questions developed from stage 3. Discuss how students will work towards answering their inquiry questions during the field trip.
- Explain how to use the water testing equipment and practise using it.
- Introduction to freshwater macroinvertebrate (bugs) monitoring
- View the field trip preparation slideshow to prepare for participating in the field trip.
- Discuss health and safety considerations.

Resources to support stage 4

Stream prep slideshow	https://drive.google.com/file/d/1icWfOIQtdd7XmUuH1Gu58Kld Tjle7O98/view?usp=sharing
Junior bug sheet	https://drive.google.com/file/d/0B0wy78ThOyk2aEVfa1ZrWU1 pdjg/view?usp=sharing

Inquiry Stage 5: Explore and discover

Field trip: Experiential Session

Facilitated by

Whitebait Connection Coordinator

Overview

The field trip provides students with exciting opportunities to engage with local waterways and the stormwater system. Visit a local stream to see where the stormwater in the neighbourhood ends up. If possible, visit two varying streams; one stream high up in the catchment where it is clean and another stream low in the catchment where there are more human impacts on the stream life.

Key concepts

- What we can find living in fresh waterways
- ➤ The importance of water quality testing
- \succ How to use the testing equipment
- > How to sample for macroinvertebrates and what they can tell us about the health of the water

Learning intentions

issues present

Students can:

-

> What to expect for the upcoming stream field trip

Curriculum links

Science

Nature of Science: Investigating in science Planet Earth and Beyond: Interacting systems Material World: Chemistry and Society

Health & P.E.: Personal health: Safety management

Success criteria

To be determined by the teacher and WBC coordinator to suit students.

observe habitat at a local stream and record any

use the safety plan from previous session in the field

gather freshwater data and work together use the monitoring equipment to test fresh water

Resources and equipment needed for field trip

Coordinator will bring:

• Equipment for stream testing and associated gear.

Teacher and students to bring:

- Sturdy shoes that can get wet
- Other personal gear i.e. lunch, water, warm clothes, sun protection etc.
- <u>Permission forms</u> signed by parents for photos etc
- Pens/Pencils
- Camera (optional)

Details of learning experience

General timetable of field trip

(Subject to change according to conditions and site)

- Teacher and coordinator sign off health and safety paperwork: <u>Pre-site assessment form</u>
- Briefing and karakia
- Water quality testing and stream activities. This usually consists of monitoring tests such as: clarity, flow, temperature, as well as observations of habitat and freshwater life. Look for signs of stormwater pollution.
- There may also be biodiversity sampling (fish and bugs/macroinvertebrates) or other site dependent activities.
- Regroup and share results.
- Debrief and wrap up.

After the field trip:

Your coordinator will send through a photo-story of your field trip to help with next stages of inquiry.

Inquiry stage 6: Finding the treasure

Reflecting on the field trip

(this session may be combined with session 7 for action)

Facilitated by

Whitebait Connection Coordinator

Overview

This session offers opportunities to reflect on the experience of the field trip and consider how they can best help local stormwater issues.

Key concepts

- Stormwater quality and local situation, impact of stormwater pollution on a waterway.
- Reflecting on our experiences.

Curriculum links Science

Nature of Science: Investigating and communicating in science Planet Earth and Beyond: Interacting Systems

Learning intentions

- Students can:
 - reflect on the field trip observations and results
 - identify issues for stormwater which they observed at the field trip.

Example Success criteria

Students can:

- discuss their experiences and findings from field trip
- describe issues for fresh water

Suggested details of session

- Show the photo story from the field trip and present the water quality results. This will be sent to the teacher before the session.
- Help students to come to conclusions about results after viewing photostory.
- Suggest ways the stream health could be improved and how stormwater affects the stream. Discuss some stormwater issues that were observed on the field trip.
- Talk about how you could help to resolve an issue through an action for streams (see How to reduce water pollution activity for information on some issues <u>Drains To Harbour Additional</u> <u>Teaching Activities: Draft 1</u>)
- Help increase students' motivation to carry out actions to resolve some of the observed issues for the waterway.

Resources to support stage 6

Example photostory template slideshow	https://docs.google.com/presentation/d/1xT-rzuUHGruEsM4ik XFCooBMURaWD27VBPSfWJhnYJU/edit?usp=sharing
DTH Additional Teaching activities	Water quality section <u>Water Quality Testing: Exploring The</u> <u>Health Of A Waterway</u>

Inquiry Stage 7: It's all about action			
Environmental action for stormwater (This session can be combined with session 6 by your DTH Coordinator)			
Facilitated by	Everyone		
Overview During this stage, students take the knowledge, skills and values developed during their learning inquiry to plan and carry out an action which addresses a stormwater related issue.			
 Key concepts How people and groups of people influence water systems, kaitiakitanga. Personal and community commitment and action 			
Curriculum links Achievement Objectives: Levels 2- 4 Science Nature of Science: Participating and contributing Integrated subject areas (these can vary according to action). Learning intentions Subject areas (these can vary according to action).		Learning intentions Students can: - Plan and carry out an action which addresses a stormwater issue. Success criteria can be developed by teachers to suit their students.	
Suggested details of session			
 Details of learning experience Review the inquiry and focus issues you have identified. View previous actions students have taken to improve the health of a waterway through the action slideshow. Present student DTH completion certificates. Gather evaluation data from completing the DTH programme. Values continuum or splat questions. Celebration Day - classroom visit from DTH coordinator After carrying out action, you may choose to celebrate your success with the WBC Coordinator, with a celebration day event. During this event you can tell your school community about your action and any local issues. The visit could involve: Viewing actions the students have taken to improve the health of a waterway Presenting student DTH completion certificates Gathering evaluation data from completing the DTH programme 			
Resources to support stage 7			
Resource name	source name Link to resource		
Action slideshow	WBC Planning and taking action (New Branding) v1		
Evaluation form (Teacher)	Teacher evaluation form https://forms.gle/6D9iZihmQpVz9Wd87		

Some Action Ideas for Drains To Harbour



- Contribute to restoring a local stream e.g. clean up and plant with native riparian plants to slow stormwater run-off. Investigate restoration plans for the area or help to create one with your community.
- Create your own drain art that communicates the message of 'save the drain for rain'. Once a draft
 design has been made on paper and approved by the school, students could use paint to paint up
 the drains around the school with their own designs. Ensure you use non-toxic materials and paint
 and dispose of paint in the bin, not the stormwater system.
- Set up a litter or drain clean up once a month at school or in the local community. Also target the causes of litter to try to prevent it getting there in the first place. Try the 7 R's: Refuse, Reduce, Repurpose, Reuse, Recycle, Rot, Rethink to reduce your waste.
- Work towards litter-less lunches at school to reduce the chance of rubbish ending up in a nearby stream. You could also start up a composting/food waste collection system at school.
- Encourage the community to pick up their dog's droppings by installing signs and providing bags.
- Install a LittaTrap[™] low-cost storm drain catch pit insert into a stormwater drain, or make your own



with shade cloth. Count how many pieces of rubbish end up in there over a month and audit the data. How many of these items are plastic? Enter your data to the Te Tai Tokerau Debris Monitoring Project: https://tttdmp-northtec.hub.arcgis.com/. Plan action to

<u>https://tttdmp-northtec.hub.arcgis.com/</u>. Plan action to refuse and reduce the items which are ending up in drains.

- Make a short film to share information about caring for your local waterway and/or about restoration efforts and actions. Share your film on YouTube or social media for an even bigger reach.
- Create informative/interesting signs that can be put close to your stream to educate passers by about it. Include what lives in the stream, any threats to the stream or what the public can do to protect waterways.
- Hold a planting day to help restore your local stream habitat. Join forces with local community groups, council or organisations for support.
- If you have barriers such as culverts in the stream, bring up the issues with local authorities and help to raise money to help install a fish ladder.
- Hold a sponsored car wash on the grass at school, to raise awareness around stormwater pollution.
- Monitor pest activity at your local freshwater site, and then set up a trap or bait line to decrease the
 effects of animal pests on the waterway. This will require consulting with landowners and pest
 management experts. See Predator Free NZ, <u>https://predatorfreenz.org</u>.
- Set up regular water quality monitoring at your site. It is possible to get a Wai Care water monitoring kit or share one within a local area. Results can be recorded on the Wai Care website. <u>https://waicare.org.nz/Home.aspx</u>. Always make sure this activity is supervised by an adult.
- Work on weed control around your stream. Ideally this is done without pesticides as these can affect stream life. Alternatives can be planting native species that shade out the pests, or manual removal of weeds. See Weedbusters NZ, <u>https://www.weedbusters.org.nz</u>.
- Try out water conserving initiatives. Examples include; using grey water, collecting rainwater, shorter showers and not leaving taps running. You could make signs to put around areas at school where taps might be left on that remind others of the difference they can make to conserving water.
- Write to local landowners to let them know about streams going through their properties and how they can help to improve water quality. If you can, offer support in action such as fencing, planting or education.
- Write to parliament and local politicians on issues that are important to your waterway. You can also offer submissions on larger pieces of legislation, such as Whitebait Fishing Regulations or Water Quality Bills.

2.3 Example Unit Plan

Drains to Harbour: Overarching Learning Goal

To raise awareness and understanding of stormwater issues and the connections of drains to the harbour and empower students to contribute to restoring catchment health.

Aims of resource:

- To empower students to become confident, connected, resilient citizens who are mindful of how activities on land can affect our waterways
- To enable students to communicate and share understandings about water in their schools/kura and communities.
- To encourage collaboration of students and schools/kura with their communities to participate in restoring and protecting water for the future and contribute to the wellbeing of the local harbour.

Principles Learning to learn Inclusion Collaborative Community engagement Future focus	Key competencies Thinking Using language, symbols and texts Managing self Relating to others Participating and contributing	
Values Innovation, inquiry, curiosity Diversity Community and participation Ecological sustainability Integrity 	Levels 2-4 of the NZ Curriculum (Years 3-8)	
Curriculum links	Science Nature of Science: Investigating in science, Understanding about science; Communicating in science and Participating and contributing Living World: Ecology and Evolution Material World: Chemistry and Society	English: Listening, Reading and viewing; Speaking, Writing and presenting Social Science: Social studies Health & PE Personal Health and Physical Development - Safety management
Key concepts	 Show knowledge & understanding of: Clean, fresh, water is vital for life. The stormwater system- drains lead to streams and the harbour, position of stormwater drains in their local area and where stormwater goes. What a catchment is, local catchments. 	

	 The importance of working together as local communities, including the ethic of Kaitiakitanga (stewardship/guardianship). Relevant issues involved with freshwater in the catchment that they live in. The impact that people can have on stormwater quality and what we can do to help protect and preserve the health of our water, stormwater and catchments. The effects of stormwater pollution on stream life. Taking action to improve the quality of stormwater and local fresh water.
Aims of the Drains To Harbour programme	 Students and their communities: Care about stormwater and stream health Connect to local waterways Understand that drains lead to streams and the harbour Develop a sense of responsibility to find solutions to the issue of stormwater pollution. Carry out an action to help local waterways and stormwater.

Section Three: Documentation

3.1 Documentation and planning tools

See links below for our documentation.

DTH School agreement	Standard DTH School agreement which outlines school and WBC roles, understandings and responsibilities.	WBC Coordinator School Responsibility Agreement 2018.pdf
Student permission form template	Standard WBC Form to send home to parents for field trip permissions.	Permission forms
Risk Assessment Forms (RAF)	This RAF template will be adjusted by your WBC Coordinator with specific considerations for your chosen field trip site.	https://drive.google.com/file/d/ 15crhS7n3kr29BqWBF73lQfJ dezGlkTo-/view?usp=sharing
Itinerary: School Dates and Details	The itinerary template will be adjusted by your WBC Coordinator with the dates and details of your sessions.	WBC Coordinator will provide this after your initial planning meeting.
Karakia	Our MTSCT karakia which opens the field trip.	<u>Karakia</u>
Pre-site assessment form	A health and safety form which your Coordinator will bring to the field trip and you will sign off to ensure that conditions are safe to go ahead.	Pre-site assessment form
DTH evaluation form	Teacher evaluation form (Google form)	https://forms.gle/6D9jZihmQp Vz9Wd87

