*Water Dawgs* Summer Training Program

Instructor Guide

Pre-Training To-Do List and Planning Timeline

Congratulations! You have decided to implement the Water Dawgs Summer Training Program Curriculum. Below is a list of a suggested to-do list and planning timeline to help you prepare to run the training program. *Note that this is a suggested list of items, and the list is not necessarily comprehensive.*

| **Time before/after summer training program** | **Action items** |
| --- | --- |
| 1 year before (or more) | * Decide to implement the training program and secure funding for program participants and instructor. * Secure location to implement training program. * Secure local stream to use for program activities (ideally the stream will be in walking distance from the classroom). Gain permission to access stream (if necessary). * Contact local water quality monitoring group to secure internship opportunities for program participants. |
| 6 months before | * Secure/hire program instructor. * Decide target number of participants for training program (suggested 5-10). * Create application for program participants. * Decide on program format – either as two weeks of full days (two learning modules per day) or four weeks of half days (four learning modules per day) * Secure/reserve classroom(s) the program will take place in. Note that the following learning modules require access to computers. Make sure you also reserve computers or a computer lab for these modules:   + LM#9   + LM#12   + LM#15   + LM#16   + LM#18   + LM#19 * Begin contacting community members (e.g., teachers, school administrators) that can help you recruit students for the program. * If you are holding a two-week program that includes full days, determine how you will secure lunch/snacks. * Determine how and on what schedule program participants will be compensated (e.g., how the payment will come and what the payment schedule will be). |
| 3-4 months before | * Begin recruiting students to the training program. * Hold program information session(s)for parents and students interested in the program (see Meeting Materials in “Instructor Files” folder).   + The purpose of this session(s) is to recruit students to apply to the program.   + You may want to hold more than one session (e.g., one at each high school in the area). * Review applications. Notify applicants of their acceptance into the program. * Consult materials list (see materials list see flyer “Instructor Files” folder). Decide what items you already have or could borrow. Then, place orders for needed materials (see materials list in “Instructor Files” folder). * Secure items for welcome pack/swag bag (see Learning Module #2). Suggested items include:   + A field work backpack   + Water boots   + Rite-in-Rain notebook   + 3-ring binder with dividers, loose-leaf paper   + Spiral notebook   + Clipboard   + Pencils   + Sharpies   + Sunscreen   + Swag (t-shirts, etc.) * Determine what permission forms, waivers, and instructor trainings will be necessary to run your program with minors. This will depend on your institution.   + UGA instructors, see information here:   If you plan on having a non-student, non-employee minor working in a laboratory, clinic, or animal facility under your supervision, you must review the [new policy](https://research.uga.edu/docs/units/safety/UGA_Policy_for_Minors_in_Laboratories_v1.0_11_10_21.pdf) and register the individual with our office by filling out the [Minors Research Access Form](https://app.smartsheet.com/b/form/4c8c74536e4e4bec89b63c66fd2ba740). Once this form has been submitted, someone from our office will reach out to you, the minor, and their parent/guardian with additional details.   * LM #9 – Take measurements of local streams for nutrient concentrations using Hach colorimeter method and Analytical lab methods. This would involve going to ~10 streams, collecting and running nitrate and SRP samples in the Hach Colorimeter, and taking duplicate samples to submit them to an analytical lab for professional analysis. See LM#9 for more information.   + *NOTE -- After the inaugural Water Dawgs summer training program is completed in 2023, this step will have been completed. You can use the data already collected, and you will not need to complete this step****.*** |
| 1-2 months before | * **Begin looking through lesson plans and learning module materials. The more familiar you are with the lesson plans and materials, the better the program will run!** * Hold a separate participant information session for participants that have been accepted into the program and their parents (see Meeting Materials in “Instructor Files” folder).   + The purpose of this meeting is to disseminate final information about program specifics to the participants and to collect permission forms necessary for program participation. * Organize and inventory program materials. * Secure/purchase lesson plan items that are not included in the curriculum. See specific learning modules for more information and links to purchase these items.   + LM #3 – Project WET “Color Me a Watershed”   + LM #7 – Project WET “The Pucker Effect”   + LM #7 – Card Sort Activity from Teachers Pay Teachers   + LM #13 – Freshwater Illustrated *RiverWebs* * LM #9 – Secure field trip with scientific analytical lab. See LM #9 for more information.   + At UGA, this could either be CAIS or Agriculture Lab. * LM #10 – Secure participants for career panel. See LM#10 for more information. * LM #18 – Collect macroinvertebrates from pristine/healthy stream and preserve in ethanol for class collection. See LM #18 for more information. |
| 2 weeks before | * Walk to study stream from the classroom and time the walk. Make sure you know how much time to allot for transit. * Decide on the agenda/plans for the Program Introduction (LM#1 and LM#2) and Program Conclusions (LM#20). See these learning modules for suggested activities. Create and print necessary materials for these modules. * Assemble swag-bag/welcome pack. * **OPTIONAL/SUGGESTED:** print all handouts ahead of time. This will help the day-to-day operations run more smoothly! |
| During the training program | The day before a learning module   * Print all handouts * Prep all necessary materials/supplies * Read through the lesson plan thoroughly. **The more familiar you are with the lesson plans and materials, the better the program will run!** * Some protocols are complicated. Make sure you have run though protocols on your own before you try them with students.   Following each learning module   * Take notes on how the learning module went. What went well? What didn’t? Did activities take more or less than the allotted amount of time? What mistakes/errors/typos in the materials? What would you do to improve the lesson?   🡪 *All this information will be incredibly valuable in improving the program.*   * Don’t be afraid to change things up if they aren’t working! Reflect on the day and make necessary changes during the next day. |
| Following the training program | * Reflect on how the program went. * Review student surveys. * Send lesson plan and program feedback to Krista Capps. * Organize and inventory program materials |
| Before/after internship | * Keep in contact with students about internship by keeping students informed of important dates/expectations. * Following the internship, follow up with students and water quality monitoring leaders to reflect on how internship could be improved. |