

Considerations for helping your students get started:
"What my watershed means to me..."

1. A completed Entry Form must accompany each entry with the following information:
 - Contestant's name
 - Parent/Guardian's name
 - Contestant's address and phone #
 - Contestant's grade and age,
 - Full name and address of school
 - Full name of teacher

2. Possible topics for your students to write about in their essay or express with their art:
 - What is a watershed?
 - Which watershed do I live in?
 - Where does my (drinking/washing) water come from?
 - Why is water important?
 - How do I interact with water everyday?
 - Who/what else needs water?
 - How can I protect my water?

3. Possible styles / mindsets...the essay or art could:
 - Be entirely factual
 - try to teach someone about where you live, how you fit into your watershed, & why this is important
 - Write/draw about an event in your life related to water or your watershed.
 - Use creative writing/artwork, display appreciation & knowledge of your watershed...
 - use fictional characters
 - write a children's story
 - be imaginative with the piece of art

4. Formatting guidelines:

- If using a digital format - submit essay in Times New Roman 12 pt, single spaced, 2.5cm/1 in margins, use Word.doc; submit by email to info@southsaskriverstewards.ca
- If hand written - use lined paper, must be legible; submit by mail.
Box 662 Outlook, SK S0L 2N0
- Essay must be between 150-300 words
- Art work should be no larger than 8½" X 11" in size. Any medium may be used but please limit yellow/white colours (as it does not print well).

5. Essays and art will be judged based on the following criteria:

- First & foremost, (watershed) knowledge presented within the essay/art is accurate.
- The essay is well written (i.e. sentence structure, flow of ideas, introduction/conclusion, creativity etc.)
- The artwork demonstrates an appreciation of water & their watershed or gives consideration to human responsibilities & our effects on ecosystems etc. For example the artwork could make a statement about our connection and reliance on watershed health.

6. Provincial Learning Objectives that the essay/art could meet:

(From the SK Evergreen Curriculum Guide, Refer to:

<http://www.sasked.gov.sk.ca/branches/curr/evergreen/science.shtml>)

Grade 5 Science Core Unit - "Resources"

- I) Describe Saskatchewan's natural resources.
 - Recognize the global concern for (air, soil, and) water.
- II) Describe human impact on the environment.
 - Describe the water cycle.
 - Identify water pollutants and their sources.

Grade 6 Science Core Unit - "Ecosystems"

- I) Develop a sense of responsibility for the preservation of the ecosphere.
- Identify direct personal links to the local ecosystem.
 - Investigate the impact that humans have on ecosystems.
 - Recognize the role that humans play in protecting or destroying ecosystems.
 - Demonstrate actions that will ensure the health of the local ecosystem.
- II) Understand the personal, moral, social, and cultural aspects of how we interact in the ecosphere.
- Understand how human emotional, mental, spiritual, and physical needs are met within the ecosystem.
 - Explore how cultural values influence behaviour.
 - Consider how our definition of needs and wants influences our decisions.
- III) Understand how technology both shapes society and is shaped by society.
- Examine the impact of technological change on the local ecosystem.
 - Understand the reciprocal relationships between the natural and constructed worlds.

Websites - Useful Watershed Information & Resources:

Saskatchewan Watershed Authority:

<http://www.swa.ca/WatershedEducation/index.asp>

Ducks Unlimited Canada:

<http://www.ducks.ca/resource/index.html>

Partners FOR the Saskatchewan River Basin:

<http://www.saskriverbasin.ca>

Meewasin Valley Authority:

<http://www.meewasin.com/education/water/>

South Saskatchewan River Watershed Stewards:

www.southsaskriverstewards.ca