

Learning Lunch Seminar Series
Lesson Planning – Outcome of August 6th Working Session

TO: Comox Valley Learning Lunch Seminar Series Organizing Team

- Kevin Lagan
- Derek Richmond
- Sandy Pridmore
- Craig Armstrong

FROM: Kim A Stephens

RE: Storyline for Seminar #1

Refer to email from Derek dated August 6. This provides us with the roadmap for the series.

By incorporating the Glacier View walkabout as part of Seminar #1, this necessitates juggling of the core curriculum which comprises these resources/tools:

1. 2002 Stormwater Guidebook
2. Water Balance Model
3. Green Infrastructure Guide
4. Develop with Care

Refer to page 2 for the detailed lesson plan for September 19. Summarized below are the thoughts in my mind.

- The effectiveness of the segment before lunch will be a key factor in engaging participants and gaining commitment to participate in the entire series. Working with a large group is obviously a challenge in terms of building personal rapport. The walkabout is therefore crucial to success because it will provide an extended opportunity for conversation. It will also provide a mental picture that will make the curriculum real in successive seminars.
- Because the walkabout is the focus of Seminar #1, this means the Inland Kenworth story and Guidebook tutorial (as presented in Cowichan #1) will have to be incorporated in the two following seminars (e.g. include Dean Mousseau in #3). Derek, what do you anticipate is the total time that we will need for the walkabout, including getting everyone on and off the bus? This will then have a bearing on how we wrap up the day.
- To set the scene for “The Story of East Courtenay”, I will adapt my opening PPT from Cowichan #1. Here is a link so that you can view it: <http://www.waterbucket.ca/sites/wbccfa/documents/media/111.pdf>
- To close out the day and prepare participants for the rest of the series, note that I propose to bring forward and streamline my PPT from Cowichan #3. This is a suggestion from the Cowichan team. In fact, when I phoned Kate after my session with you, this was the first thing that she asked me about. Here is the link for your ease of reference: <http://www.waterbucket.ca/cfa/sites/wbccfa/documents/media/126.pdf>
- Note the proposed homework assignment. The objective is to emphasize the continuing education dimension of the Learning Lunch series. Do you have any thoughts as to what you could offer as a draw prize for those who complete their homework assignments?
- Finally, I am anticipating that the notes by Derek regarding the content for Seminar #3 will guide us in customizing a Lesson Plan that “brings it all together”. This will be the value-added part. So a key aspect of our unfolding storyline is to build expectations in the first two seminars.

Beyond the Guidebook: The New Business As Usual

Change the Way We Develop Land to Create Liveable Communities & Protect Stream Health

Lesson Plan for September 19

Session #1 - Today's Expectation are Tomorrow's Standards	
Segment #1	Session #1 will trace the evolution of rainwater/stormwater management policies and practices over the past two decades. This will provide a frame-of-reference and a common understanding for subsequent sessions.
1100 - 1235	<p>Structure in four parts:</p> <ol style="list-style-type: none"> 1. First 5 minutes: Welcome and Opening Remarks 2. Next 30 minutes: Set the Scene (Kim) <ul style="list-style-type: none"> - Bridge-in by storytelling - Emphasize the collaborative and inclusive approach - Quick round of introductions - Introduce the New Business As Usual - Explain the 'Shifting Paradigms of Stormwater Management' - Ask the question: what is your role in implementing the New Business As Usual? 3. Next 45 minutes: The Story of East Courtenay (Kevin et al) <ul style="list-style-type: none"> - Set the stage for the walkabout - Illustrate how drainage practices have evolved over 20 years 4. Final 15 minutes: Provincial Context (Catriona Weidman) <ul style="list-style-type: none"> - A key message: change is here
Segment #2	East Courtenay will serve as a local example to illustrate how drainage practices have evolved from fields and forest to an urban area.
1235 – 1430	<p>Grab lunch and hop on the bus.</p> <p>Glacier View Pond walkabout</p> <p>Return to the seminar venue</p>
Segment #3	The 2002 Stormwater Guidebook, Performance Targets and the Water Balance Model will be introduced so that participants will have a basic understanding of core concepts and their application.
1430 - 1500	<p>Structure in two parts:</p> <ol style="list-style-type: none"> 1. First 15 minutes: Explain a performance target way-of-thinking <ul style="list-style-type: none"> - Review the water balance fundamentals - Introduce the Guidebook 2. Next 15 minutes: Illustrate how to apply the Water Balance Model <ul style="list-style-type: none"> - Explain that the WBM is an extension of the Guidebook - Show screen shots to demystify - Foreshadow how the WBM will be applied at a watershed scale <p>Homework Assignment: Build it around the Stormwater Guidebook and ask participants to:</p> <ul style="list-style-type: none"> - Review the Table of Contents (i.e. as the minimum level of effort) - Identify what aspects are relevant to their specific work areas - Report back at Session #2 on implementation challenges from their perspective - Return an index card with their written comments