

## Interview Transcription

Zack- Response Being Interviewed - After-school educator in JJKFan

Payton- interviewer from CODES

Alexandra - interviewer from CODES

Sonia - interviewer from CODES

Marques - interviewer from CODES

Justin - interviewer from CODES

Beginning

Like you, my degrees are in environmental studies and history, and I have a minor in geology and paleontology.

PAYTON(Where did you go to school?)

In Westminster College, which is in Fulton, Missouri.

Okay, well,

PAYTON(I'll kick us off. Do you guys already implement water infrastructure activities?)

Yeah, we definitely do, especially during the summertime.

With your after-school programs?

Summertime is summer camp. So it's not really after school, but we do some school stuff. Right now, we have our uh this right here behind you is a hydroponics unit, that holds about 25 gallons of water. So what I found out is teach about water rights, you got to introduce them to something, so students love testing pH levels, they love testing uh PPM, parts per million. That's how we get the nutrients in the water for our plants. We started with that, and then I have a personal bias towards conservation, so then we get into conservation stuff as well.

## Interview Transcription

MARQUES (How do you measure the impact of after-school activities on students' understanding of water conservation?)

Yeah, so we do surveys a lot. We have done surveys previously. We also currently in the program we're wrapping up, we've done exit slips as well to engage students attitude, students, feelings towards the lesson plans. We'll also try to engage their vocabulary, how much they know, how much they gain, especially in careers and pathways. So we want to make sure that students, what we're teaching them, we don't necessarily want them to regurgitate on a test, we're not looking for that. We're looking for how are they using it in their everyday lives? Do we see a difference with how students know like, for example, plants, we talk a lot about plants in here. How do students do students know the simple, you know, anatomy of a plant, right? Do they know the simple processes of a plant? all that stuff is is what we look for. And we take note of that, we take stories, we do of course, our quantitative results, how many kids came a day. But the quantitative stuff, we look for like, like I said, word choice, attitudes towards this program, things like that.

SONIA (What methods or topics in your education system can easily be adjusted to teach water infrastructure?)

Getting outside, I think one thing that I've learned from being, like I said, a public school teacher in a formal education to this informal after-school education, I did not take my kids enough outside as much as I nearly should have. I was even fortunate enough to be in a school system where there was like a fountain with a man-made river that like went through it. And like we could have talked about water conservation there. So a lot of what I would do if I were a teacher, I could do it over again. I would tell myself to go outside more, let the students like feel the water. Let's do experiments

## Interview Transcription

like with a river. You know, what happens if you block the river? We can talk about dams and conservation there. Does the water go out? Things like that. I think there are things to break it down a lot more than I think is happening in a normal, formal school system. It's a lot of, you know, I think, especially for social studies, which I think water conservation hits a lot, and science. They're not the focus kind of test scores. It's really math and reading, right? So a lot of science and geography teachers are like, well, we need to read more. Or, you know, we need to get these terms so your reading scores go up, or we'll do the science that deals with more math so your math scores go up. I think science and social studies should go away from that. They shouldn't worry about test scores that much because they don't mean that much, even to begin with.. So, it's Wi- fight a losing battle.