

City Challenge Report Card			
The City Challenge Theme		3- Urban Regeneration to Connect People in a Healthy Environment	
School/Summer School		Presentation Community College Terenure	Teacher(s) / Disciplines Hannah Breen, Science
The planning phase	Problem (The What-question)	What is the river quality like at our local stream?	
	Relevance (The Why question)	Because the location is close to our school and students pass it daily, we decided to investigate this location. We also know healthy river and water bodies are important for biodiversity and human health. Therefore it is important to know what quality the river is.	
	Expectation / Hypothesis	We expect the results to be poor to moderate.	
	Methods (The How-question ¹)	Complete a KICK sample with local community water officers.	
	Participants² (The Who-question)	30 Transition Year Students, and local community water quality experts.	
The implementation phase³	Activity 1 (e.g. literature, book review)	Prior to conducting the investigation, we discussed how to assess if the water quality was good or poor.	
	Activity 2 (e.g. gather data / information)	We examined the aquatic invertebrates to see if the quality of the river water was good or bad. We conducted 30-second kick-samples in three separate shallow, gravelly, fast-flowing sections of the stream. We examined the aquatic invertebrates to see if the quality of the river water was good or bad.	
	Activity 3	The pH test strips were then used to establish the levels of nitrate, nitrite and phosphorous in the water. The three sections of the stream used for the	

¹ Please provide the keywords regarding both, the teaching approach and the research approach

² E.g. the science team members

³ Please provide support if possible through pictures, sketches, charts, student reflection or such

		kick sampling were tested using these pH strips. The results were also recorded.
	Activity 4	We did not have time to raise awareness about our findings due to other school commitments.
	...	
	City Challenge solution	We learned about ways to protect streams and river quality, but we did not have time to do anything else.
The document ation and reporting phase	Group or class (e.g. reports, posters etc)	Pictures from the day
	School (e.g. school web page, school newspaper)	
	Public (e.g. meeting, news media)	None, time did not allow for us to join the PULCHRA Ireland event.

Room for additional explanations (some feedback on main problems found and related solutions and on project inclusion in teaching. Other comments are welcome.)
