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# Noting Notable Features for Rain Gardens Field Sheet

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## Water Flow Team

Team Members: \_\_\_\_\_

Location: \_\_\_\_\_

<p>1. Locate the following on your site map:</p> <ul style="list-style-type: none"><li>a. Direction of water movement from high points to low spots</li><li>b. Areas where water puddles</li><li>c. Areas that dry out quicker than other areas</li><li>d. Places where ice might form on sidewalks or drives</li><li>e. Locate downspouts</li><li>f. Locate storm drains</li></ul>
<p>2. If you observe areas where water puddles, explain why the water doesn't seem to be draining. Considerations include compacted soil from traffic (foot and vehicular); heavy, clay soil; existing or previous wetland; or large quantities of water draining to the site.</p>
<p>3. Are there any downspouts draining directly onto pavement or other hard surfaces? Can the water be directed to a lawn area, other porous surface or rain garden? If so how?</p>
<p>4. Have you noticed downspouts that may release more water than others? If so, why?</p>
<p>5. Based on your observations, list possible locations for a rain garden. Why do you suggest these areas?</p>

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## Topography Plus Team

Team Members: \_\_\_\_\_

Location: \_\_\_\_\_

1. Locate the following on your site map:
  - a. High spots and the highest spot
  - b. Low spots and the lowest spot
  - c. Steep slopes
  - d. Ditches or swales
  - e. Flat areas
  - f. Where winter winds blow over the school ground. Winter winds come from the northwest
  - g. Where summer winds blow over the school ground. Summer winds come from the southwest

2. Describe the topography of the school yard. Are there any hills, valleys or slopes?

3. Where are places that offer shelter from winter winds and places that may be cooler in the summer?

4. If any, are there places where snow drifts develop naturally or where snow is piled by snowplows? (These areas are a source of water during snowmelt.)

5. Based on topography, list possible locations for a rain garden. Why do you suggest these areas?

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## Sun/shade Team

Team Members: \_\_\_\_\_

Location: \_\_\_\_\_

<p>1. Locate the following on your site map:</p> <ul style="list-style-type: none"><li>a. Shade from trees</li><li>b. Shade from buildings</li><li>c. Areas of full sun</li></ul>
<p>2. Record air and soil temperature at each site.</p> <p>a. <b>Shade from trees</b>                      Location: _____</p> <p>    Air temperature: _____</p> <p>    Soil temperature: _____</p> <p>b. <b>Shade from buildings</b>                Location: _____</p> <p>    Air temperature: _____</p> <p>    Soil temperature: _____</p> <p>c. <b>Full sun</b>                                      Location: _____</p> <p>    Air temperature: _____</p> <p>    Soil temperature: _____</p>
<p>3. Based on your measurements, what conclusions can you make about temperature variation in different sun/shade conditions?</p>
<p>4. If a sunny spot is desirable for a rain garden, where would you locate it and why?</p>
<p>5. If you decide to locate a rain garden in a shady spot, where would you choose? Consider that the garden needs some sun and, therefore, cannot be in shade all day long.</p>

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## Land Surface Team

Team Members: \_\_\_\_\_

Location: \_\_\_\_\_

<p>1. Locate the following on your site map:</p> <ul style="list-style-type: none"><li>a. Hard (impervious) surfaces such as driveways, sidewalks, and parking areas (water cannot soak in and runs off)</li><li>b. Porous (pervious) surfaces such as planted beds, lawn or natural areas (water soaks in)</li><li>c. Locate areas of bare soil or where you observe erosion or gullies.</li></ul>
<p>2. Do you observe spots where water flows off hard surfaces and collects? (These are potential sites for rain gardens.) Describe the location and mark it on your map.</p>
<p>3. If you observed bare or eroded soil, determine what may be causing it such as traffic (foot or vehicular), steep slopes, water or other cause.</p>
<p>4. Rate the quality of pervious surfaces on the school ground from 1 to 5 with one being the best. Natural areas allow most of the water to soak into the ground and lawn allows the least. Provide a rationale for the rate you assigned the school ground as a whole.</p>
<p>5. Based on the rating you gave above, how could you increase infiltration on the school ground?</p>
<p>6. Name 2 or 3 locations for possible rain gardens. Why did you choose these spots?</p>

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## Vegetation Team

Team Members: \_\_\_\_\_

Location: \_\_\_\_\_

1. Locate the following on your site map:
  - a. Trees
  - b. Shrubs (areas of shrubs not individual shrubs)
  - c. Different ground covers such as lawn, flower beds, unmowed areas, natural areas such as prairie or woodland.

2. Identify trees, shrubs and plants that provide fruit, nuts or nectar for wildlife. What kinds of wildlife food do you observe?

3. Does any of the vegetation provide cover for wildlife? If so, what types of cover?

4. Identify plantings that are pleasant to be around. Why do these places feel good to you?

5. Based on your observations, where are possible locations for a rain garden that are near a pleasant spot to sit or gather as a class and/or would enhance habitat for wildlife?

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## Wildlife Team

Team Members: \_\_\_\_\_

Location: \_\_\_\_\_

<p>1. Locate the following on your site map:</p> <ul style="list-style-type: none"><li>a. Locations where you observe wildlife</li><li>b. Indicate the type of wildlife observed</li><li>c. Signs of wildlife use such as chewed leaves, holes in trees, holes in the ground, ant mounds, etc.</li></ul>
<p>2. Describe what each animal is doing that you see.</p>
<p>3. Consider habitat needs for wildlife—space, water, food, shelter—how well does your school ground provide for these needs?</p>
<p>4. Based on your observations, what would you recommend to improve the habitat?</p>
<p>5. Are there any places on the school ground that are well suited for locating a rain garden as well as providing habitat? Where are they?</p>

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## Traffic Patterns Team

Team Members: \_\_\_\_\_

Location: \_\_\_\_\_

1. Locate the following on your site map:
  - a. Driveways and parking areas with direction of traffic flow
  - b. Sidewalks
  - c. Pathways (watch where people walk and/or look for signs of pathways such as well-worn trails and shortcuts)
  - d. Where people enter or exit the school ground
  - e. Good views as a pedestrian or passenger in a car
  - f. Bad views as a pedestrian or passenger in a car

2. Describe any things of interest or concern as you analyze the traffic patterns on your site.

3. How well are the needs of walkers and bike riders met on the school ground?

4. How would you change traffic patterns for reasons of safety or to improve movement in and around the school ground?

5. Where would you locate a rain garden when considering views and access to the garden for students and people interested in learning about rain gardens?

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## Land Use Team

Team Members: \_\_\_\_\_

Location: \_\_\_\_\_

1. Locate the following on your site map:

- a. Play areas
- b. Sports fields
- c. Play equipment
- d. Bike racks
- e. Benches and picnic tables
- f. Fences
- g. Obvious utility lines above or below ground

2. Is there anything missing on the school ground that you would like to add? If so, explain.

3. How do the adjoining neighbors use their land?

4. Based on your observations, where could you locate rain gardens that would not conflict with existing uses? What would you describe as potential conflicts?

5. Based on your observations, where could you locate rain gardens to complement existing uses? Why would these locations enhance the space?