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| --- |
| Chapter 2. Why the Salish Sea is Special  Stormwater  Water Quality Technician:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  A drawing of a fish  Description automatically generated |
| WATERSHED STEWARDSHIP PLEDGE  I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, do hereby solemnly pledge to be a good steward of the stream environment. This means that I will:   1. Listen to the instructors both in the classroom and in the field. 2. Walk on the shore with care to avoid hurting myself, others, and the stream life. 3. Treat all life forms with care and respect. 4. Use only wet hands to touch gently (using only two fingers) animals that I find. 5. Leave creatures attached to rocks because attempting to remove them can hurt them. 6. Not hold any aquatic life out of the water for more than one minute. 7. Leave no boulder overturned; I will carefully replace all rocks that I look under and I will only turn over rocks that are smaller than my head. 8. Return all organisms to their homes or where I found them.   Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ORGANIZE YOUR EXPLORE TEAM  Salish Sea Explorers use teamwork to solve mysteries and save the day for sealife. Thank your last Teammates for their support and good ideas. Form a team and select one of these equally valuable roles, then start to explore!  Team Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  |  | | --- | --- | | **Chief Scientist**  Research manager  -suggests research projects  -ensures proper scientific protocol  Project manager  -ensures each team member has a job and stays on-task, motivates team with positive encouragement  -Ensures project completion  Assists all other positions as needed | **Research Associate**  Conducts background research online, in books, interviews, videos, or magazines  Methods manager  -ensures research procedures are legit.  Recorder  -records and enters data in data tables  -records summaries of team’s work  Assists all other positions as needed | | **Field/Lab Technician**  Materials manager  -gets supplies and makes sure they are in  working order  Keeps workstation organized  Infographic artist  -creates graphs from data table content  Assists all other positions as needed | **Science Communicator**  Reporter  Graphic artist  Presentation manager  -slideshow, poster, video, etc.  Translates complex science into words the general public can understand  Assists all other positions as needed | | **Cultural Liaison** (for 5 person groups)  Researches and records input and perspectives of members of the local Coast Salish Tribe (US) and/or First Nation Band (Canada). Finds Indigenous stories, songs, and/or art that teach us about keeping Salish Sea ecosystems balanced. | For long-term projects, switch roles every 4 weeks  **GO TEAM!** |   CH. 2 WHY THE SALISH SEA IS SPECIAL - INSPIRED THOUGHTS  What did this Explore chapter bring to mind? Use this space to free-write and/or draw your thoughts, ideas, imaginings, and questions. Then, let’s dance! |
| VOCABULARY  Highlight or circle unfamiliar words below. Add others you see in the chapter that are not listed here. Write or draw their definitions here as you figure out their meanings through use.   |  |  | | --- | --- | | **Vocabulary word** | **Definition (draw or write** | | Watershed  Water cycle  Impervious  Erosion  Sediment  Toxin  Dissolve  Solution  Mixture  Water quality  Process of Science |  |  A close up of a sign  Description automatically generatedWhat did you observe at the storm drain and in the salmon video? Write and/or draw your thoughts.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What does this phenomenon make you wonder?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Write our Essential Question Here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Do you know what happens when water gains or loses heat?**  **Let’s see for ourselves!**  ***Model it!*** Model the Water cycle in Action  \*Do you know: \*What to do:   |  |  | | --- | --- | | \*What are clouds made from?  \*How do clouds appear?  \*What can speed up condensation?  \*How does water vapor (gas) get into the air? | 1. Pour hot water into your jar. 2. Drop a smoking match into the jar. 3. Cover the jar with aluminum foil 4. Cover the foil with ice cubes and watch! 5. Draw your observations here:   Related image  NOTES: |   How might this model relate to our local weather this week?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  YOU’VE JUST SEEN THE WATER  CYCLE IN ACTION!  Did you know water is always on the move? The water cycle involves every change in form (state) and location of every drop of water on the earth, beneath the ground, in the air, and of course, in the ocean. The water you drank today may be the same water that a T-rex drank 83.6 million years ago.  **Directions:** **Circle a water drop at each location where water is changing state from solid to liquid, liquid to gas (water vapor), or the other way around. Where it is really cold, water can even change straight from a solid to a gas (sublimation). Circle a drop there, too.**  The Water Cycle for Schools and Kids  **Where does water go?**  Draw and label four steps of the water cycle to review what we learned. Use arrows to connect the steps in order.  USGS “Drippy”  Label each of the following:  Evaporation  Condensation  Transportation  Precipitation  Saturation |

What does a watershed shed?

Water! Precipitation falls on hillsides when it rains into a river, lake, or estuary below?



Draw a dashed line along the approximate Puyallup River watershed boundary in the relief map above. (teachers: replace with your local watershed map)

Where does water in your watershed enter the estuary? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is upstream from your school in your watershed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_What lies downstream? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What types of wildlife depend on clean water in your watershed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How can we tell if our stormwater is clean enough for wildlife, pets, and people, too?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Team Talk*** How could you investigate if stormwater entering a stream, lake, or bay in your watershed is healthy for people, pets, and aquatic life? Record your team’s ideas here. Return and add more after completing journal p.12.

NOTES:

MATERIALS and TOOLS REQUIRED (what might you need to investigate)

***A close up of a logo

Description automatically generatedTeam Read*** What Can Water Reveal?

Stormwater article NOTES

Water Quality Indicator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NOTES

Stormwater Heatmap Investigation <https://www.stormwaterheatmap.org/>

Investigate

Zoom in to your watershed

Look at the water quality components of most interest to you and your team

Record notes below

NOTES

 ***Put Science to Work*** WATER QUALITY RESEARCH

Research Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Research Question:** Focus and simplify your research by beginning your question with one of these sentence starters: **Is, Are, Do, Does, Will…** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Choosing Variables:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

one **changed/ manipulated/independent** variable (what you will compare) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

one **measured/responding/dependent** variable (what you will count/measure)

1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (three **controlled variables,** or things to keep identical for all trials of both treatments)

**Hypothesis/Prediction** (not all research is hypothesis-driven, so this step may be skipped, if yours is a survey or collection of interviews with elders:

We predict that if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ then\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Diagram:** Draw a labeled illustration of the experiment or survey. Show all materials in action.

**Procedure:** Number step- by-step directions for how to do the experiment.

1. Tell how you will set up the experiment.
2. Tell how you will change the manipulated variable.
3. Tell how you will measure the responding variable.
4. Tell how often you will take and record measurements.
5. Tell how many times you will repeat each test/observation.

**Results: Tables, graphs, and brief description of outcome**

1. Label columns and rows including units (in parentheses)!
2. Conduct at least 3 trials
3. Include a space for the calculated average (mean)

## Data table (Example. Revise to make it work for your research, if needed):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WQ Factor (unit) | Trial # | 1 | 2 | 3 | Average |
| ( ) | Inlet |  |  |  |  |
| ( ) | Outlet |  |  |  |  |

**Graph:**

1. Label axis (x-axis = manipulated or compared variable, y-axis = responding or measured variable) and Title
2. Number axis (use > half the graph, even intervals, consider scale)
3. Plot data

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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x-axis labels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

x-axis title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Brief and concise description of results**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Discussion (Conclusions):**

1. Q: Repeat your question.
2. C: Conclusion. Write the answer to your question, if possible. If you had a hypothesis, was it supported? You cannot prove an answer with just one study, so state whether your hypothesis was or was not supported.
3. E: Support your answer with evidence from your data:
   1. Report the average of each of your treatments (rv’s)
   2. How big of a difference did you find between treatments? Report the difference between the two treatment rv’s, to answer how much higher or lower (subtract to find out) between the highest and lowest data averages? Report with a “more than” or “less than” statement
4. E: Explanation. Why do you think the data turned out the way it did?
5. R: Reflection. Address the questions below.

Our question was From the data, I can infer that

My hypothesis (was/was not) supported because

Evidence to support this conclusion includes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Surprising results included

**Explanation:** Write possible reasons your results turned out the way they did. Use scientific principles and ideas to explain your findings.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflection:**

1. What are some possible sources of error in your data?
2. What meaning does this study have in the world?
3. What are possible applications of your findings?
4. What are some opportunities to investigate this system or concept further?

NOTES:

Get CERIAS Forum Notes

|  |  |
| --- | --- |
| Claim  Answer your research question | Evidence  1. What does the graph show us?  2. Do the math, what are the numerical differences between the two measured variables? |
| Reasoning  Explanation of why you think your results turned out the way they did (including potential errors). | Implications  How does this new information impact the world or change the way we think? |
| Applications  How could this information be applied to the way we manage our watershed? | Science-based recommendations  What do you advise your community leaders based on your results? |

**BEST WATER-PURIFYING LANDSCAPE MATERIAL TEST**

Idea 1 vs.

NOTES:

WINNING STORMWATER FILTRATION DESIGN

Idea 2 vs.

NOTES:

Enter this design into the whole-class design comparison.

**EXTRA CREDIT**

Glue a copy of the watershed map you made in ArcMap here. Draw in or electronically add landscape features that will improve stormwater treatment before it gets to your bay or river.

These stamps certify achievement of the following:

Water Quality Technician

Watershed Wiz

Research Scientist

Environmental Engineer

A close - up of a robot

Description automatically generated with medium confidenceA picture containing text

Description automatically generatedA picture containing text

Description automatically generated