

CODE	THEME	DEFINITION	EXEMPLAR	OCCUR- RENCE
1^	Overall enjoyed the experience: good/great/fun/awesome/exciting/nice/ok/cool	Students showed enjoyment in this project and desire to repeat.	"This was the best project we did in science for this year"	159
5--	Students felt they learned/lesson was informational/booklet helped.	Students recognized that they learned something from this lesson.	"I learned a lot of things in the booklet."	56
6^	Teamwork/Friends	Students liked working in teams or with friends.	"I like working with partners because I have more fun and get more work done."	51
2^	Wanted more outdoor time/outside was favorite part/nice to be outside	Student identified outdoor time as their favorite part or a nice change of pace.	"...mostly when we went outside was my favorite part"	41
4//	Lesson felt useless/boring/not fun	Students showed disinterest in the material, thought it was boring.	"I think that it was not as exciting as I thought it would be."	14
7^	Working with FGCU partners	Student expressed enjoyment in working with FGCU partner.	"I liked this project and working with FGCU partners was good."	8
3//	Lesson was difficult/hard/too much work	The student thought this lesson was too hard or too much work to do.	"..the booklet I felt was too long"/ "...on my own some of the words I didn't understand"	7
4**!	BMPs, water monitoring/testing	Student offered BMPs to help prevent pollutants from entering waterways	"When you put pesticides on your lawn do it professionally so it won't go in the pond."	19
2//	Physical barrier/mechanical filter	Student mentioned using a mechanical filter/physical barrier to improve local water quality in the retention pond.	"A granulated carbon filter that improves taste and odor and removes some chlorine and sediment. Water passes through a series of three filters."	12

3**	Community effort/call to action/ things people should do	Participant promoted community service-based effort to prevent pollutants from entering waterways/ public service announcements to teach "people"	"To do community service, to pick up trash around the lake."	7
7--	Filtering water with plants	Student identified that plants are an option for filtering pond water.	"I think we should put plants all around so they can reproduce in the water so we can have cleaner water."	3
5**!	Recycle/reduce waste produced/ make into art/reduce litter	Student identified ways to reduce waste/point source pollutants by either recycling trash or turning it into artwork.	"Recycle or compost it (instead of throwing in the trash)."	2
1*	Pollution can harm biodiversity/animals	Participant showed understanding that pollution can adversely affect biodiversity	"...for sea animals lose their home and die."	2
6**!	Create a law about littering	Participant stated that maybe a law about littering could be beneficial to preventing littering.	"Also should make a law litter anywhere bill."	1
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1--	Loss of biodiversity/ possibility of extinction/animals die	Student recognized that loss of wildlife/plants is a possible repercussion of habitat loss	"I support to fund the Everglades this is because the animals are disappearing"	13
3--	Conservation of habitat & biodiversity of everglades/ help the animals	Student identified that protecting habitat improving water quality or restoring flow to the Everglades will help wildlife survive.	"I want to remove all dirty water and put clean water in, so the fish can breathe better."	12
4!	Human caused pollution/Loss of habitat/habitat destruction/human-caused "altered flow"	Student showed understanding that humans have greatly affected the habitat and natural systems in the local area.	"Humans started to drain the Everglades to try to reduce damage from hurricanes and flooding water."	10

2--	Green infrastructure/using plants to filter water & increase DO	Student showed understanding that plants filter water and is a solution for cleaning water or increasing dissolved oxygen content for wildlife.	"Plants will make the water clean and will filter it."	7
12//	Misunderstood a concept(s)	Student showed partial or complete misunderstanding of water quality issues.	"I want to spend my money by cutting the grasses and roots so that fish can move better and get stuck in the roots and so they can eat better."	6
5--	Recognition of water quality issues/dirty & clean water/identified water quality as important/filtering	Student recognized that water quality issues are important and have damaging impacts.	"...if we don't restore it, it can cause algae, loss of nature, loss of DO that fish. It can affect plant and open water areas."	5
7--	Algal blooms/red tide	Student referenced algae as undesirable/ a potential problem.	"...change the flow of water and not have the ocean get algae."	5
9**	Call to action concerning money	Student recognized money may help improve water quality/restore flow.	"I know it will cost a lot of money but if we collect donations and taxes it might be more than enough to fix it."	5
10**	Call to action/what people should do	Student identified that people (us/we/they) must take action in protecting local environment.	"We need to clean the ground, throw trash away so that it won't go in the pond."	5
8--	Nutrient overload/ eutrophication	Student noted that eutrophication is a problem	"...all the animals will die due to the nutrients that had overgrown."	3
11--	Economic impact/tourism	Student recognized an economic impact, positive or negative, resulting from human altered water flow or water quality issues.	"It would be cool to see the water and ride an airboat to see animals."	3

6--	Amount of water	Student referenced amount/lack of water as problem, rather than the quality of the water.	"The animals would die of not much water."	2
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