

Peterborough Children's Water Festival

2006 Final Report



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Festival Co-ordinator

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Executive Summary

The fifth annual Peterborough Children's Water Festival was held from May 24 to 26, 2006 at the Riverview Park and Zoo, Peterborough. 1296 elementary students from across Peterborough City and County have learned about the importance of our most valuable resource — water.

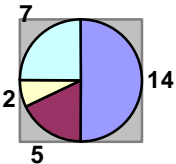
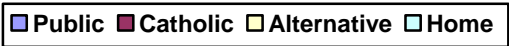
The Peterborough Children's Water Festival helps shape children's attitudes about the importance of water in their lives and its use, consumption and protection.

Through a series of 34 interactive learning stations, students in grades 3 to 6 will explore the concepts of:

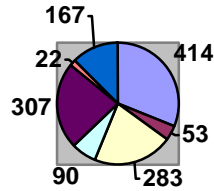
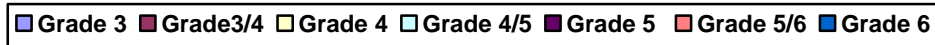
- ◆ water conservation - the responsible use of water in our daily lives;
- ◆ water attitudes - historical and present day uses of water and attitudes toward water;
- ◆ water technology - how water is treated, stored and distributed throughout the community;
- ◆ water protection - the interdependence of water, soil, plants, animals and people and positive steps people can take to keep water clean; and
- ◆ water science - the water cycle, surface and groundwater flow, and aquatic environments.

The learning stations are designed to be hands-on, stimulating and fun, encouraging further understanding of water concepts taught through the school curriculum.

Graph 1: School Distinctions



Grade Distinctions



A community organizing committee and several supporting sub-committees organizes the Peterborough Children's Water Festival. The Organizing Committee of 12 members include Peterborough Utility Services Inc., Riverview Park and Zoo, Peterborough Green-Up, Otonabee Conservation, Watershed Science Centre, Ministry of Natural Resources, Lang Pioneer Village, the Peterborough Victoria Northumberland and Clarington Catholic District School Board and the Kawartha Pine Ridge District School Board. An additional 23 local businesses sponsored the Festival for a total of \$48,515.25, and 12 businesses provided \$12,000 of in-kind support. Over 300 high school student and adult volunteers delivered the water related messages at one of the 34 hands-on activity centres. That makes for 3376 volunteer hours!

In 2002, the Peterborough Organizing Committee adopted the Children's Water Festival model of fostering awareness of our youth about the importance of water, as key to ensuring high quality water resources for future generations and the health of our environment. To date, approximately 7,300 students have participated in the Festival.

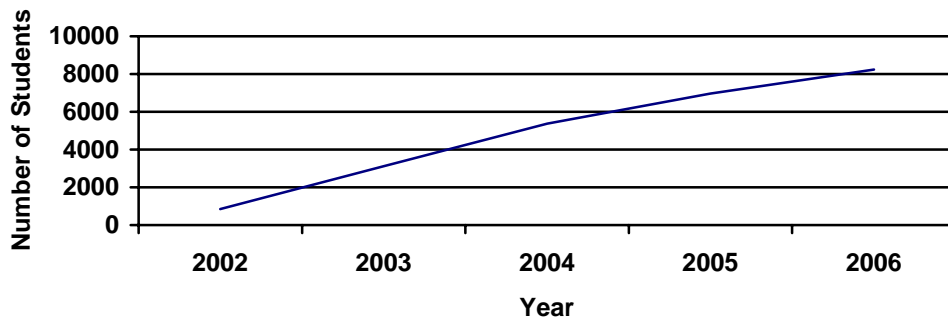
The website www.pcwf.net is an interactive and innovative resource for teachers, sponsors, steering committee members, sponsors and volunteers to learn about the Water Festival as well as water related issues regionally, provincially, nationally and globally.

This ambitious event could not happen without the support and assistance of many dedicated volunteers and professionals from the water management sector, education, community associations, government, business and news media. Their contributions of time, financial support, goods and services have helped make the Peterborough Children's Water Festival a memorable learning experience.

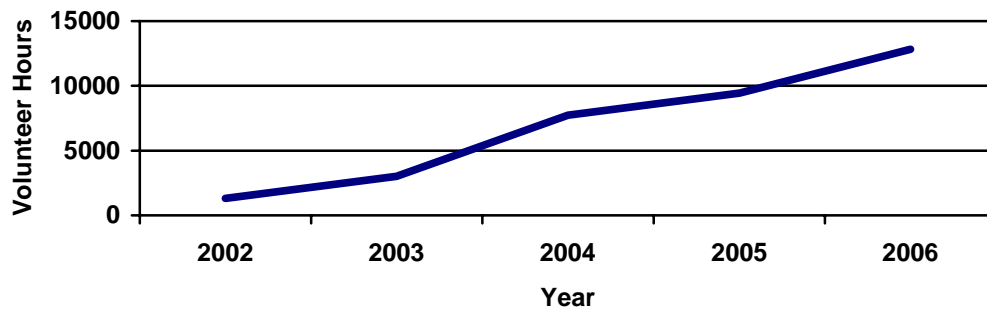
2006 Peterborough Children's Water Festival

Expenses	Budget	Actual	% of Budget
Education Program	\$700.00	\$125.44	17.92
Promotion & Advertising	\$13,800.00	\$10,019.54	72.61
Program Expenses	\$34,000.00	\$29,065.61	85.49
Volunteer Support	\$1,500.00	\$1,563.40	104.23
TOTAL	\$50,000.00	\$40,773.99	81.55

Cumulative Student Attendees



Cumulative Volunteer Hours



Message from the Chair

We have arrived ... we have achieved our fifth annual Peterborough Children's Water Festival!

With ever increasing emphasis by the Province on source water protection, the Festival helps shape student attitudes towards our most precious resource—WATER—a key component to ensuring high quality water resources and a healthy environment for future generations.

Our Festival educates children about the importance of respecting and conserving our precious water resources. One of our primary goals is to make every student's visit to the Festival a significant and memorable part of their school's curricular program.

We are now an established Festival in Ontario and it means that we have reached over 7300 children across the Peterborough area. We are also a proud member of the Children's Water Education Council, which forms a network of Children's Water Festivals across the province and has educated over 200,000 students since 1994!

Many, many thanks go to our Sponsors who have made both significant financial contributions and in-kind donations of time, material, and equipment. Without your generous support over the past five years, the Festival would not be what is today. Several sponsors encourage their employees to participate on committees, which helps us update educational materials, construct activity centres, and raise community awareness about the Festival.

I am excited by the momentum that this Festival has gained within our community and I look forward to working with our new members of the Organizing Committee to once again make it a success in 2007!

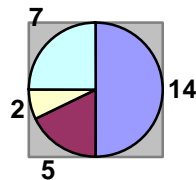
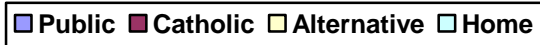
K. Grant Murphy, P. Eng.
Chair, 2006 Peterborough Children's Water Festival.

Introduction

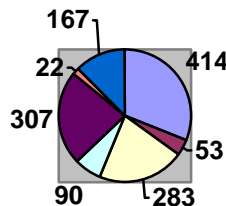
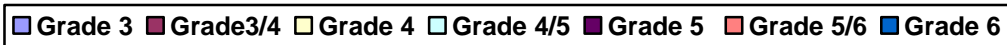
The Peterborough Children's Water Festival has become a household name in the community, renowned as a well-organized, interactive educational event. Participation of many community partners continues to support our committee's efforts to communicate the importance of water in our daily lives.

In 2006, 1296 students in grades 3-6 attended the festival from both the Public and Catholic school boards this year, which is about 10% of all students in these grades. Close to 70 teachers took advantage of this free educational event and those teachers who completed our survey felt that their curricular expectations for the day had been met. The use of the website continued successfully for teachers and homeschoolers.

Graph 1: School Distinctions



Graph 2: Grade Distinctions



The Festival passes the water related messages to the volunteers. A Festival high of 300 volunteers providing 2,400 hours of time created the hands-on experiences that the children love.

With the completion of the 5th annual Festival, over 7300 students from the City and County have participated in this hands on curriculum-linked experience to date. Over 1500 volunteers from community organizations have helped to sustain this Festival.

The approved operating budget was \$50,000 with expenditures totaling \$40,773.99. Fundraising efforts totaled \$48,685.25.

The PCWF has been a member of the Children's Water Education Council since 2002, which provides many important benefits, including logistical support and sharing new and innovative educational activities.

The use of activity coaches assisted volunteers with the presentation skills on the mornings of the festival was successful. The coaches provided a wonderful energy and consistent support to the high school presenters. Most coaches chose to stay at the festival for the entire day, acting as floaters, marshals and bus greeters.

Our interactive and innovative website continues to be an extremely useful tool. It is an excellent resource for teachers, sponsors, steering committee members and volunteers to learn about the Festival as well as water related issues regionally, provincially, nationally and globally.

BrandHealth continues to provide excellent work with the maintenance and development of the website. Nexicom has hosted the website as an in-kind sponsorship for two years. The Steering Committee is extremely appreciative of the support that this local business gives. This again shows that the Peterborough Children's Water Festival is a community event.

The Risk Management Plan provides procedures for PCWF volunteers and Steering Committee to follow in case of emergencies. The plan also demonstrates due diligence by the Steering Committee in their evaluation of specific risks. The Risk Management Plan is reviewed each year to ensure that it is up to date and accurate as the Festival evolves over time with number of attendees and volunteers.

Feedback is key to the Steering Committee to help shape the Festival logistics and decisions. The volunteers and teachers are requested to fill out an evaluation to help guide the direction of decisions. Surveys allow the Steering Committee to see if the adjustments and alterations that were made in the planning stages were effective and efficient. They also inform the Steering Committee the areas that need improvement. This helps the Festival evolve as required to suit the needs of the target audiences.

This year approximately 25% of teachers and 50% of volunteers submitted evaluations. As one teacher puts it: "The water festival provided an extraordinary learning opportunity for my class. The hands on activities, staffed by courteous and knowledgeable volunteers, reinforced the ideas that we have been studying in class. This is an excellent program for any class that is looking at the environment, conservation or habitats. I'll be going again this year."

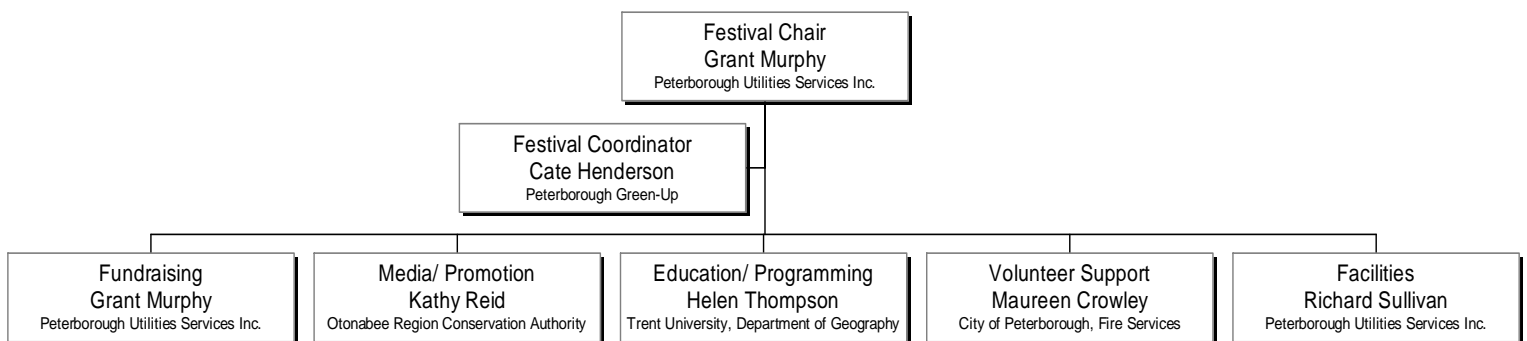
Drew Ginter, Ridpath Memorial Junior Public School

Steering Committee

The PCWF has a steering committee that begins work about a year before the actual Festival. The Steering Committee is structured to include five (5) working sub-committees, each with specific tasks to complete leading up to or during the Festival.

The PCWF is a program that exists under the umbrella of Peterborough Green-Up. Peterborough Green-Up and its partners provide environmental programming for the City and County of Peterborough. In 2002, the Peterborough Utilities Commission initiated the PCWF with Peterborough Green-Up. A steering committee was formed to provide direction and energy to the PCWF. A part-time coordinator position is budgeted by the PCWF and carries out activities related to fundraising, communication, activity center development and implementing the Festival.

Chart 1: 2006 Steering Committee Organizational Structure



The 2006 Steering Committee is made up of representatives from many local organizations within the City and County of Peterborough. Partners of the 2006 Festival are: Peterborough Utilities Services Inc, Riverview Park and Zoo, Peterborough Green-Up, Trent University – Department of Geography, City of Peterborough, Peterborough County OPP, Otonabee Region Conservation Authority, Kawartha Pine Ridge District School Board, Peterborough Victoria Northumberland and Clarington Catholic School Board, Ministry of Natural Resources, Peterborough Fire Department and Lang Pioneer Village.

The Steering Committee continues to grow and reach out to new organizations in our community. By encouraging new partners to join the Steering Committee, it helps to keep the Festival healthy and sustainable.

Fundraising

Responsibilities:

- Identify sponsorship needs
- Plan and implement the sponsorship program (see appendix A)
- Utilize contacts to prepare a list of individuals or businesses to be contacted for sponsorship
- Send appropriate correspondence to current and potential sponsors
- Make all necessary follow up calls to secure funding

Committee Chair: Grant Murphy (Peterborough Utilities Services Inc.)

Sub-Committee Members: Cate Henderson (Peterborough Green-Up)

In early November 2005, the fundraising activities began in earnest, with the goal of raising \$50,000 for the 2006 PCWF. Building primarily on past sponsors and an intensive letter writing campaign the committee raised \$48,515.25 by May 2006. The Coordinator made follow-up calls to all sponsors that received letters, prior to the end of January and in some cases additional follow-up calls were made in March and April. Over \$12,000 was raised by in-kind sponsors.

The Fundraising Committee and the Media and Promotions Committee, met twice to discuss coordinating press releases, and other promotional material. A colour brochure was included in the sponsorship support letter, which highlighted the past four years while also announcing our fifth anniversary. It significantly improved the Committee's success rate.

The Festival received the last year of instalments from the Trillium Foundation grant, which was originally awarded to the Festival in 2003. A three (3) year grant from the Trillium Foundation for \$120,000; with approximately \$30,000 being assigned to the 2006 Children's Water Festival. This was a decreasing grant, which meant that our efforts to fundraise for the Festival have had to proportionally increase over the last three years.

Opportunities for Improvement

Two people, the Chair and the Coordinator, essentially completed the fundraising for 2006. For the past five years this has been the trend and it is difficult to attract people to assist in this area. Our festival is not unique among other volunteer or not-for-profit organizations. A core group of four people to complete fundraising would be very helpful to improve the Festival's fiscal position. This committee should be established immediately.

There is a very close relationship that can be enhanced by combining the Fundraising Committee and the Media and Promotions Committee together. This would take advantage of efforts to communicate fundraising needs and raising public awareness at key points during the year, leading up to the Festival.

Peterborough Green-Up has purchased the rights to "Big On-line", a database of funding organizations or foundations that help to support environmental programming at a local community level. The Festival can take advantage of this to increase sponsorship to the Festival and ensure its sustainability. This will help to identify critical dates for funding proposal submissions.

We also need to have all members of the PCWF committee make inquiries with their own contacts. As often happens with this kind of fund raising, personal connections can reap large benefits in fund raising. PCWF members will need to supply contact information to the fund raising Committee, so that they can properly monitor the fundraising potential.

Recommendations:

1. Attract more people to the Fundraising Committee
2. Ensure that sponsor lists are updated every year due to staff turn-over.

Volunteer Support

Responsibilities:

- Recruitment of all volunteers
- Training of volunteers
- Update Volunteer Guide
- Ensure that all activity centres have the minimum number of volunteers to operate safely
- Ensure that all volunteers are fully aware of what is expected of them at the Festival
- Volunteer orientation review each morning of the Festival
- Monitor volunteers at Festival

Committee Chair: Maureen Crowley (City of Peterborough Fire Department)

Sub-Committee Members: Peter Mabee (Ministry of Natural Resources), Kent Keeling (City of Peterborough).

Overview:

Volunteers are generated from two sources: secondary schools and adults from the community. This year there were 422 volunteers in total who contributed 3376 hours of time.

The Coach position was new to us this year. It was felt that the secondary school students were losing the main messages of their activity centre because they could not fully connect the theory on the activity sheets to the actual presentation of the messages.

The position was designed to allow adult experts in the community to share their knowledge with the high school students, to give them presentation skills and technical knowledge that would apply to the various activity centres. Coaches were free to leave the site and go back to their workplace after coaching the high school students for a couple of hours in the morning, however most did choose to stay throughout the day and shifted into a floater-type role.

We were lucky to have acquired excellent people in these positions. This seemed to work very well and would be recommended for next year. Ideally we would determine who the coaches are a month before and give them their assigned coaching activities at this time.

Secondary School Volunteers

Expanding the volunteer base to five local secondary schools was very remarkable. Adam Scott and Thomas A. Stewart Secondary Schools joined the likes of Crestwood, St. Peter's and Holy Cross Secondary Schools. There were 216 students who delivered the important water messages. This support from local secondary schools demonstrates the value of this event. It also means that the water messages reach new students and teachers in the community.

Recommendations:

1. Notify the High School Teacher Contacts in September with the dates of the festival;
2. Obtain a verbal commitment from each school with a date that they would be able to attend;
3. Presentations for Secondary School students conducted in February, provide the students with activity sheets for each event, along with waiver forms;
4. Create new sign up forms for the students indicating the dates and number of volunteers need for that activity;
5. Leave the information with the teacher indicating the need to have all the spots filled with the appropriate number of volunteers;
6. Set a deadline date to have all forms in at least 1 month before the event.

Adult Volunteers

Having sufficient adult volunteers to cover the activity centres is always a challenge. They are an extremely valuable asset to the Festival with regards to safety, guidance for the secondary school students and assisting the Steering Committee. There were over 60 professionals that shared their knowledge and excitement about water.

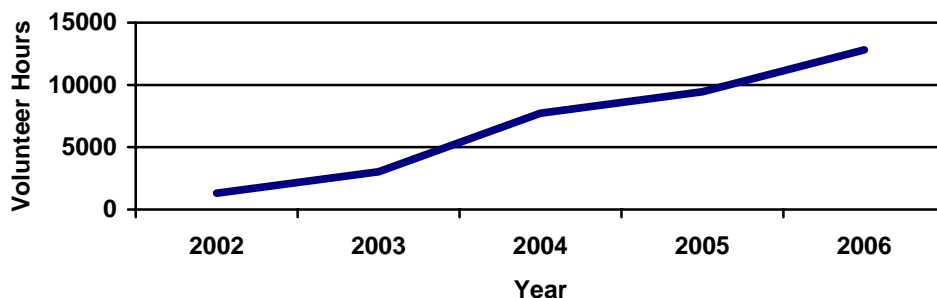
There are always challenges with this group that reoccur:

1. Last minute or changing of dates
2. Last minute requests to change activity assigned
3. Last minute volunteers
4. Assignment of activities to specific dates requested. On some days, there were more volunteers than activity centres and on other days, not enough training and informing adults of their activity centre before they arrived

Recommendations:

1. Acquire a contact from each agency; this person would arrange a date to set up a presentation. They could provide on going communication to the event organizers
2. Set a Dead Line Date for early commitment to the event. Cut off one month before the event.
3. Provide the actual activity sheets for each volunteer and assign them to an activity.
4. Notify the Adult Volunteer's of the dates as soon as we have them confirmed.
5. Set up presentations for groups who request it.
6. For adults who wish to participate for all three days, ask them if they would like to become coaches or marshals for the event.
7. Develop a flex time sheet for sign up. Adults would just sign themselves up to attend on dates that we need them. Then we could assign to a date and an activity that needs a volunteer, rather than trying to fit them in where they are not needed or where too are many assigned already.

Chart 2: Cumulative Volunteer Hours



Education/Programming

Responsibilities:

- Update Teacher Planning Guide
- Update the activity sheets
- Ensure that the activity centres meet the curriculum demands of the teachers and principals
- Research and development of new activity centres
- Ensure that sponsored activity centres are within the mandate of the Peterborough Children's Water Festival

- Ensure consistent language was used in the activity sheets
- Create Clear and Simple section for new website
- Create Catholic Supplement

Committee Chair: Helen Thompson (Trent University, Department of Geography)

Sub-Committee Members: Susan Chow (Trent University – Department of Biology), Rosemary Davidson (Lang Pioneer Village), Danielle Dumoulin (Ministry of Natural Resources), Ellen Dumas (Peterborough Victoria Northumberland and Clarington Catholic District School Board), Sarah Emhke (Lang Pioneer Village), Judy Gibbens (Watershed Science Centre), Catherine Jefferson (Curry Jefferson & Associates Environmental Services Inc.), Dorothy Howard-Gill (Trent University- Environmental & Resource Science), Erica McMullen (Trent University Student)

Overview:

This year was focused on cultivating the existing Activity Centres with regards to logistics and considerations for future Festivals. Identification of activity centres to be duplicated because of their popularity in order to decrease wait times and creating a more positive experience. Less popular centres were identified to reduce space constraints caused by the construction occurring at the Riverview Park and Zoo.

Looking forward to new ideas for the development of activity centres has the Education Committee eager to continue to offer a high level of education and awareness to the community. Maintaining fresh messages encourages volunteers and teaches to return.

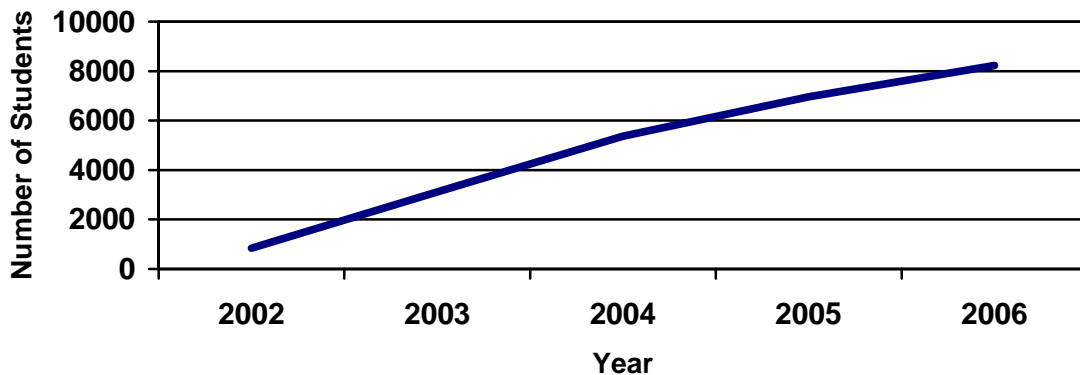
The Teacher Planning Guide was not posted on the website, in hopes of having the teachers pick up their packages in person at the teacher orientation, however sponsorship acknowledgements, agendas and minutes for steering committee meetings, activity sheets for volunteers and all background information were included in this one location.

Teacher Registration occurred on line this year as well. This worked out extremely well. Instead of a full package being prepared and sent to each teacher in the Public and Catholic Board within the City and County of Peterborough, a one page letter was delivered with the website information and dates. The internal mail system was not available to us this year, however the Board offices did send out information via email on our behalf.

The feedback from the teachers about the on-line registration was again very positive this year. They found it was easy to use and saved them time. It also

saved the coordinator time as one teacher was the representative for the school and information could be relayed the others. Confirmation calls were made to each school so that the personal service was available for the teachers to ask any necessary questions.

Chart 3: Cumulative Student Attendees



Direction required from the Steering Committee:

At the beginning of this year, we began a discussion around the grades targeted by the PCWF. Research conducted by the Coordinator indicated that we are one of the few festivals targeting Grade 6 students. Subsequent discussions have led us to believe that we should shift our focus from Grade 6 to Grade 2 and possibly Grade 1. Rationale:

1. Grade 6 students are “too cool” to participate in many of the hands-on activities – especially when the festival is attended by many younger students;
2. Grade 6 students write the EQAO testing in late May/early June – they are either prepping for, or writing the tests;
3. Upper Grades take fewer field trips;
4. Grade 1’s and 2’s take more field trips;
5. Natural links exist to the Grade 1 & 2 curriculum.

Tasks for completion prior to the 2007 Festival:

The committee will be hosting a teacher candidate over the summer. As we have 75 hours of time, we hope to accomplish many of the following:

1. Create a new section in the Teacher's Guide which lists Activity Centres by Grade;
2. Create links between the Grade 1 & 2 curriculum and our activity centres;
3. Update curriculum links when the new Science and Technology curriculum becomes available.
4. Create pre- and post- festival activities to make the festival more appealing to teachers;
5. Add 3 new activity centres to the festival;
6. Create a rotation of activities, such that not all centres are at the festival every year & returning students see new things. The initial target will be some of the activities that focus on Grade 3 curriculum – this will allow us to create activities which link with Grades 2, 4 and 5 (and possibly Grade 1).
7. Create a 3-fold promotional brochure to attract teachers to the festival.

Other discussion points:

1. Some comments suggested that the volunteer descriptions did not match what was at the activity centre – all activity centres should match the volunteer descriptions & should be modified so that they do.
2. End time of the festival – we have traditionally ended at 2:30, but volunteers often disappear at 2:00 p.m. (obviously the high-school students need to leave, but we do need to man the stations until the published closing time).
3. The Kiwanis club need two volunteers assigned to “help” (i.e., organize them) ½ hr prior to, and during the volunteer lunch.
4. The tent at the north end of the parking lot was “out of the way” and did not get much traffic – the tent should be moved closer to the other activities.
5. Market the festival, and allow registration in September
6. Create a 3-fold promotional brochure and poster (colorful background – not black on white) to attract teacher attention and encourage registration.

Facilities

Responsibilities:

- Assist in construction and repairs of activity centres
- Schedule shelters, Orientation Centre, Gazebo.
- Arrange tent rental, determine tent locations, obtain underground locates for tent installations
- Arrange portable communication radios
- Arrange volunteer lunches, coffee carts
- Ensure water, hydro available for specific activities as required
- Map design, printing of map
- Purchase signs for activity centres, sponsors, directional signs, and installation on set up day.
- Activity set up, including tables, chairs, picnic tables, garbage receptacles, signs, banners etc. as required
- Temporary water hook up, truck water to non serviced activities
- Provide assistance as needed during event
- Assist with activity tear down; return garbage receptacles, tables, chairs etc.
- Assist in Activity Centre inventory following event

Committee Chair: Richard Sullivan (Riverview Park and Zoo)

Sub-Committee Members: Doug Wells (Riverview Park and Zoo), Jack Sisson (Riverview Park and Zoo), Corey Leeming (Riverview Park and Zoo)

Overview:

With the site under construction, the facility aspect of the Festival ran quite smoothly. Riverview Park and Zoo staff always is extremely helpful with the setup and take down of the activity centres.

The addition of another Lather Up activity centre required materials and construction. New materials were purchased and surplus materials were utilized to keep the expense minimal.

It is observed that there are too many Utility vehicles moving around the facility during the Festival. This could be a potential safety issue with the increased number of children on the site. It is understood that staff need to access all of the grounds to complete their daily jobs.

In 2006 volunteer survey results were used to identify 3 Activity Centres that needed work. Festival Steering Committee members scheduled a hands-on review session to brainstorm possible solutions to the problems identified by volunteers. This session will result in the customization of these three centres to our needs as a Festival.

Recommendations:

1. Evaluate activity centres to ensure that they are still effective and in good working condition;
2. Consider an alternate mode of transportation for the Zoo staff to use to decrease the use of trucks while an increased number of students are at the site.

Media/Promotion

Responsibilities:

- Implementation of a variety of media relations tactics to advance community awareness of the PCWF
- Produce communication products to engage various audiences in the Festival
- Organize the VIP Event, including the presentation of Certificates
- Incorporate regular updates to the website, i.e. announcements of significant dates and complimentary programs
- Plan and execute a promotional video to be used as a fundraising tool
- Develop and distribute media information kits

Committee Chair: Kathy Reid (Otonabee Region Conservation Authority)

Sub-Committee: Cate Henderson (Peterborough Green-Up), Emma Murphy (CH2M Hill), Scott Seabrook (PUC), Chrissy Rusaw (PUSI), Danielle Dumoulin (OMNR)

Overview:

The goal of the Media Relations and Communication Committee is to implement strategies that will strengthen community recognition, value and credibility of the Festival, as the premier educational learning experience for students in grades 3-6 in Peterborough County and City.

Local coverage of the 2006 PCWF by print and broadcast media was excellent. Of the stories that appeared in print, we are able to calculate the ad value of coverage in The Peterborough Examiner at \$ 2,460.00.

PCWF Chair, Grant Murphy, was the featured weather expert on 980 Kruz on two morning shows with Mike Melnik.

Peterborough Kids Magazine featured a 1/12 page advertisement – value of \$225.00 - in the April/May issue of this very popular magazine. Editorial about the PCWF was provided to Peterborough Kids Magazine, but they declined to use it.

Peter Fialkowski of CHEX Newswatch invited children to send in their weather pictures with a PCWF theme during the 4-week period, May 1 to 22, 2006. The script for each of the four weeks was provided to Mr. Fialkowski.

Again, this year, the PCWF was a feature story on [Newswatch@5:30](#). The 9-minute feature highlighted the importance of the event, the need for financial and volunteer support from the community and how donations to support the event could be made. We appreciated the involvement of Queen Mary Elementary School in this feature.

This year, a brand new PCWF flag was designed and we were able to afford the production of three flags. A flag raising ceremony was held at Peterborough City Hall in the company of Mayor Sutherland. A flag was also flown at the Riverview Park and Zoo and Del Cray Park.

Unfortunately, on the day of the VIP event, the number of primary students was at it's lowest of the three days. This was disappointing for the Steering Committee as the energy level at the site is so important for the VIP attendees to feel and hear.

However, the VIP event this year was combined with the dedication of the Old Pump House to Ross L. Dobbin, founder of the Peterborough Zoo. This resulted in front page media attention for both the Old Pump House project and the PCWF. The ad value of this coverage in The Peterborough Examiner totalled \$910.08.

The VIP Event invitations were again produced in-house. Committee members reviewed the accompanying VIP invitation list and the (excel) file was updated. There was some confusion over where the VIP Event was taking place, as the invitation did not specify this detail.

The VIP Event program was produced to acknowledge community support, provide vital statistics about the Festival, explain the objectives of the Festival, and acknowledge the member agencies of the Organizing Committee. The program also includes an annual message from the chair of the committee.

In order to attract the financial support of sponsors beyond the borders of our own community, it was agreed that a promotional video be produced. Preparation of the video was initiated in mid-May with the final products – 2-minute DVD profile and 30-second announcement - being delivered October/November 2006.

A PowerPoint presentation was produced for the purposes of addressing potential community supporters of the PCWF. Community support was realized in terms of financial support and acknowledgement by the local public school board of the value of the Festival.

A special brochure was designed and produced in 2006 to accompany the fund-raising campaign materials. The six-panel, color brochure was produced in-house at minimal cost. The brochure was designed to reflect accountability to funders, attract new/renewing funders and reflect the excitement surrounding the PCWF.

The PCWF portable exhibit, featuring descriptive text and photographs, was updated for 2006. The exhibit was used during the VIP Event. The exhibit panels were produced to 22" by 34" and are in color; there are 5 panels in total.

Arrangements were made with Zoo Curator, Jack Sisson, for public messages regarding the PCWF to be displayed on the signboard on Water Street at the Zoo.

Opportunities/Considerations for 2007

Media Relations

1. Continue with same format, and explore additional opportunities, as well as to continue to track media coverage and assess ad value where possible;
2. PCWF Flags: Consider ordering a 9' by 18' flag to fly at Heritage Plaza during the PCWF week given the interest expressed by Jane Meyers in 2006;
3. Raise PCWF flag at City Hall in the company of the Mayor;
4. Raise PCWF flag at Riverview Park and Zoo as well as Del Crary Park.

VIP Event

1. The Old Pump House worked very well as the venue for the VIP event and should be considered as the venue for 2007. Committee members worked extra hard to prepare the Pump House for this event, and were successful in creating a welcoming atmosphere.
2. Our emcee for the VIP event, Fred Rapson, was excellent; and, consideration should be given to inviting a media personality to take on this role in 2007.
3. The VIP Event invitations must include the location details of the event.
4. VIP Event invitations should be followed up with a personal telephone call to encourage better attendance/representation of contributors.
5. The appreciation certificates were re-designed for 2006. The new design will prove more cost-effective as a simple adhesive 'date' affixed to the certificate can mark future contributions. The life of the existing certificates is 5 years.

PCWF Promotional Video

1. Develop a strategy for use of the 2-minute DVD profile and 30-second announcement to support fund-raising, registration, volunteer recruitment and training and raising community profile of the PCWF

PowerPoint Presentation

1. Schedule speaking opportunities/engagements and assign a committee member to attend.
2. Schedule and update accordingly

5th Anniversary Newsletter

1. Consider the value of producing a general PCWF brochure.

Portable Exhibit

1. Update and have available at VIP Event and other appropriate venues.

Interactive Permanent Station at Zoo

1. Earlier this year, some suggestions were made around the idea of establishing a permanent "water" exhibit at the Riverview Park and Zoo. The Committee needs to understand the Zoo's long-range development plans to ensure compatibility with a new feature and explore all the details around an idea.

Sign-Board at Zoo

1. Continue with arrangements for public messages regarding the PCWF to be displayed on the signboard on Water Street at the Zoo.

Recommendations:

That the Media Relations and Communication Committee prepare a 2007 Plan of Action and accompanying budget notes for consideration and approval by the Organizing Committee.

Conclusion

The 2006 Peterborough Children's Water Festival marks the 5th anniversary of shaping children's attitudes about the importance of water in their daily lives and its use, consumption and protection.

Increasing the Steering Committee in 2006 proved to be extremely beneficial and effective. Playing to the strengths of each Steering Committee and sub-committee member allows tasks to be accomplished with a minimum of effort, thereby allowing the Festival to become more refined and efficient.

The overwhelming support from the community is obvious to the Steering Committee. It shows the power of individuals and what can be accomplished. The Festival will continue to evolve into a key component of our local curriculum delivery.

Appendix A

Sponsorship Program

2006 Sponsors

Organization	Sponsorship Level
CH2M Hill	Benefactor
City of Peterborough	Sponsor
Collins, Barrow	Friend
Coyle Packaging Group	Friend
Curry Jefferson & Associates	Friend
D.M. Wills & Associates	Benefactor
Dakins Engineering	Friend
TD Friends of the Environment Foundation	Patron
Herb Lang Well Drilling	Friend
Soroptimist International	Friend
Kawartha Credit Union	Benefactor
Janus Design	Friend
Unilever Canada	Sponsor
Ontario Rural Council	Friend
Rotary Club	Benefactor
Otonabee Conservation Foundation	Benefactor
Peterborough Utilities Commission	Sponsor
SGS Lakefield Research	Benefactor
RAL Engineering	Friend
Summa Engineering	Friend
Siemens Milltronics	Benefactor
Township of Smith-Ennismore-Lakefield	Friend
Unimin Canada Ltd.	Friend
TOTAL SUPPORT	
\$48,515.25	

2006 In-Kind Sponsors

Organization	Sponsorship Level
Peterborough Utilities Services Inc.	Sponsor
Nexicom	Friend
Pepsi-QTG	Friend
Lester Awnings	Benefactor
Kiwanis Club of the Kawarthas	Friend
Ontario Ministry of Environment	Benefactor
Children's Water Education Council	Friend
Trent University	Friend
Sir Sandford Fleming College – Nursing Department	Benefactor
TOTAL SUPPORT	
\$12,000.00	

2006 Sponsorship Levels

Sponsorship Benefits

There are a number of sponsorship levels which businesses can select to help support the Peterborough Children's Water Festival:

Festival Friend (<\$1000)

- Name listed on Sponsor Boards at the Festival
- Invitation to the VIP Festival Event and Luncheon
- Festival T-shirt and Certificate of Appreciation
- Name listed on Festival Donor Web Page
- Tax receipt for financial contributions

Festival Benefactor (\$1000+)

- Name listed on Sponsor Boards at the Festival
- Invitation to the VIP Festival Event and Luncheon
- Festival T-shirt and Certificate of Appreciation
- Tax receipt for financial contributions

Plus ...

- Logo and name listed on Festival Donor Web Page

Festival Patron (\$2500+)

- Logo and name listed on Sponsor Boards at the Festival
- Invitation to the VIP Festival Event and Luncheon
- Festival T-shirt and Certificate of Appreciation
- Web link, logo and name listed on Festival Donor Web Page
- Tax receipt for financial contributions

Plus ...

- Logo placed on rolling banner on front page of Website
- Logo included in Teacher Planning Guide and Volunteer Guide

Festival Sponsor (\$5000+)

- Logo and name listed on Sponsor Boards at the Festival
- Invitation to the VIP Festival Event and Luncheon
- Festival T-shirt and Certificate of Appreciation
- Web link, logo and name listed on Festival Donor Web Page
- Logo included in Teacher Planning Guide and Volunteer Guide
- Logo placed on rolling banner on front page of Website
- Tax receipt for financial contributions

Plus ...

- Plaque of appreciation presented at a meeting for your organization
- Sponsorship of one Activity Centre Tent

Appendix B

2006 Budget

Chart 2: 2006 PETERBOROUGH CHILDREN'S WATER FESTIVAL

EXPENSES	BUDGET	ACTUAL	% of Budget
Festival Education Program			
Teacher Planning Guide	\$300.00	\$0.00	
Teacher Resource Package	\$400.00	\$125.44	31.36%
Subtotal	\$700.00	\$125.44	17.92%
Promotion & Advertising			
T-Shirts (volunteer & sponsor)	\$2,000.00	\$1,293.40	64.67%
VIP luncheon & ceremony	\$800.00	\$811.17	101.40%
Sponsorship Appreciation Plaques	\$800.00	\$445.22	55.65%
Sponsor/Activity Centre/Map Signs	\$2,000.00	\$1,171.22	58.56%
Promo Video & Sponsor CD Production	\$6,000.00	\$4,175.00	69.58%
Website Maintenance	\$1,200.00	\$1,014.30	84.53%
Posters and Promotional Supplies	\$1,000.00	\$1,109.23	110.92%
Subtotal	\$13,800.00	\$10,019.54	72.61%
Program Expenses			
Festival Co-ordinator & Administration	\$15,000.00	\$15,000.00	100.00%
Green Up Admin. 15% O/H on Revenue	\$7,000.00	\$7,000.00	100.00%
Music & Entertainment	\$2,500.00	\$900.00	36.00%
Sound System	\$500.00	\$0.00	0.00%
Activity Centre Maintenance	\$1,000.00	\$99.12	9.91%
Pavillion Tent Rental	\$6,000.00	\$4,548.75	75.81%
Night Security	\$1,300.00	\$1,008.50	77.58%
First Aid	\$200.00	\$0.00	0.00%
CWEC membership & workshop	\$500.00	\$327.50	65.50%
Mileage/misc	\$0.00	\$181.74	0.00%
Subtotal	\$34,000.00	\$29,065.61	85.49%
Volunteer Support			
Training Guides/Misc	\$500.00	\$243.26	48.65%
Lunches & Refreshments	\$1,000.00	\$1,320.14	132.01%
Subtotal	\$1,500.00	\$1,563.40	104.23%
Total	\$50,000.00	\$40,773.99	81.55%
SURPLUS		\$7,911.26	

Appendix C

Surveys

Volunteer and Teacher Evaluations



2006 Volunteer Evaluation Summary

Questions for volunteers:

1. Have you volunteered for the Peterborough Children's Water Festival in the past?

No	2002	2003	2004	2005
36	2	2	2	1

2. How did you hear about the Water Festival this year? (please circle only one)

Place of Work – 14	Word of mouth - 13
Attended last year - 0	Radio - 0
CHEX TV – 0	School - 11

3. What were your objectives in helping with the Water Festival?

Creating awareness - **19**

Community involvement - **27**

Other: -experience for working with children
 -providing knowledge to children
 -all, it was fun!
 -learning
 -new experiences

4. Did the Water Festival meet your objectives for the day? Yes – **35** No - **2**

Please comment:

-it was fun
 -pleasant volunteers, kids and weather made grand successful day
 -not enough volunteers to run the stations
 -the kids were excited about water. Great event
 -found that activities were good
 -it was lots of fun and people got my message
 -I definitely participated in community involvement hours, creating awareness & providing knowledge
 -I had only heard about the festival and how much fun the volunteers had. IT IS TRUE!
 -I found this event to be very interesting, great for kids and community. It was great to see all ages volunteering for "Water for Life"

5. Do you feel your participation in the Water Festival has affected your personal behavior and/or your outlook on water, ground water and environmental issues in general? (e.g. Being more conservation oriented; not running water when brushing teeth; becoming more interested in habitat protection, etc.)

Very	A little	Not really	Not at all
11	22	2	4

6. Did you participate in a volunteer training session?

Yes - **7** No – **30**

7. Did you feel adequately prepared for your role at the Water Festival? Yes – **39** No – **20**

- it was a challenge having an activity presented at the last minute, trying to learn very quickly then presenting to the kids
- I am a biologist, so I knew the basic concepts
- Could have been a little more prepared, but children are easy to please
- The morning was very disorganized. No name tags for volunteers. Only received on email about Festival, could have used more information
- I had a great time working with the high school students
- I had hoped for more information ahead of time. When I phoned the second time I was able to gather the information I needed
- The information given was very useful and explained our roles well. Everyone was very willing to help out and answer questions
- Not initially. On my first day I didn't know anything about where I would be working or what I would be doing. As the morning moved forward I felt more comfortable about what I was doing.
- Background in Environmental science and working at MNR water resources section a great help
- I was a floater last year
- Not really understanding of what I was in for, however once I was there and got a sense of what was going on and expected I felt comfortable taking the lead in a lot of areas
- I had previously attended the water treatment plant
- Good instructions
- I read what my station was about
- There were no specific directions and I ended up improvising
- It was fairly simple
- Had a page saying what my message was and planned it with partner and practiced
- I was confident and knew general information from school
- Because didn't quite know how to make kids properly understand what we were trying to tell them
- I think a lot more background knowledge would have been helpful
- The info sheet helped out
- Instructions were clear and helpful
- I didn't feel I had enough time to study my station
- I didn't know what I had to do until I came here. I was switched before I started

- I got an information sheet ahead of time and learned it, so I was prepared
 - Science class taught us a lot
 - I didn't know what I was supposed to be saying to the kids – what types of discussions I was supposed to lead
 - It was fun and well explained
 - Had no idea what to do on the first day, better the 2nd
 - I just manned the station and talked about what was on my sheet. It was fine
 - It was good
 - It was fun
 - It might be good to know where you were going to be stationed ahead of time and to receive the information sheets a day or two in advance
 - I was not informed of my role, nor the topic of my activity centre until the morning of my volunteering
 - As a volunteer I felt very unprepared. In the past a session was made available where we could ask questions, find out what activity we were doing and just get a sense for how the day would go. Not having this, not knowing what I would be doing until I arrived, not being shown how to run my activity and the lack of organization was a disappointment
 - Reviewed festival website before attending, read over info sheet
8. After going through the training and the actual Festival day(s), what additional training might be helpful to Festival volunteers in the future? (what should be included in the Orientation Session)
- How to deal with rambunctious children
 - Don't know what is in volunteer session so can't comment
 - Everything was ok
 - It think that the student volunteers should know what they are doing before they get here. Just to prepare them a little more and make them more comfortable
 - More defined job locations
 - Did not take training
 - An orientation for coached and first time volunteers would be useful
 - Background knowledge is power
 - Safety
 - Expand the orientation session to have the volunteers sign up for a water station and receive the station info during the session
 - I didn't have any training, so can't comment. Probably my own fault
 - Nothing
 - The activities are self-explanatory
 - None
 - Tell what each thing is
 - More detail in to parents
 - Volunteers should have stayed in the assigned stations to learn their lesson better
 - I'm not sure, I was okay with everything
 - We should run through what we have to do
 - Tell the volunteers specifically what to say to the kids that you want them to learn from the station
 - No more training is necessary
 - It was good the way it was, maybe a bit more of explanation of how to go about handling the kids before hand
 - Better explanation of activities

- A walk through of the assigned activity, a thorough explanation of roles and responsibilities and a plan for dealing with uncooperative teachers, students and parent volunteers
- Activity training
- I did not attend training so this may be off base. Describe the attendees timing, goals of coaches, morning greeting and end of day goodbye procedure. How to get feedback and fine tune stations during the day. People would know who their coached are, what their stations are, who will be manning stations before the day occurs

9. Based on your experiences, how could we improve the Water Festival for next year?

- Name tags for volunteers were missed this year
- Need alternative to coffee on the cart for volunteers
- Produce less garbage
- Better orientation for volunteers
- More promotion
- Everything was good
- Ask the aboriginal man to do a NO rain dance
- An orientation for all volunteers
- A flow chart to show the overall process would help for first time volunteers
- Add new activities
- Do not place activities so far apart
- Suggest specific activities for specific grades – older grades more suited to some of the more scientific/technical areas.
- If possible – let people know where they are working ahead of the day. Need napkins at lunch.
- Student volunteers should get more community hours to attract more students next year
- Rotate volunteer among a few activities so they don't get bored
- Have bottled water available to the volunteers
- When emailing PUS staff about orientation, send it to p-office and c-office to include city hall staff
- At the orientation session, include specific, include specific details of the days (ie. What to bring, what time to arrive, what time lunch is, what time the festival ends)
- Have name tags for volunteers to include their positions
- Mention to the teachers about the play ground and rolling down the hill
- Better communication with the volunteers leading up to the day
- Maybe more community promotion, although it's up to the teacher to book their classes, they are more likely to do so if parents are asking them about it. Also, can it be organized for a better time as regards to teacher's schedules?
- Not really, you guys are doing a great job from what I experienced
- Put groups at each station at the start so they go through every one
- Shorter days
- More fun activities, maybe more games
- It was good
- Nothing – run well, no improvements
- Make all the thing really fun
- Awareness
- Make it more interesting and involve more people
- It was an excellent format and I wouldn't change a thing
- Split the kids, have start at front of park and have start at end, keeps consistent flow of kids
- More food for volunteers
- First aid should have a mode of transportation and fully stocked first aid kit

- Anyone accompanying a group of children have a visible ID, eg) bright yellow, red with school name
- Equipment cleaned, checked, repaired, restocked before being stored or before the morning of the festival
- Improve the lunch, stagger lunched, have burgers warmer, tastes better
- Maybe tell parents or leaders where to go because all of a sudden there are so many people and then there are none
- Activities could be more spread out because people couldn't hear presenters
- Provide a lot more background knowledge to volunteers
- More activities, paper making?
- Organization before the actual day starts
- Maybe more participation available for students (only in some activities)
- Many kids said they liked the activities where they got to do stuff, not just watch and listen
- Some of the kids commented that they wanted more interactive activities instead of just listening and watching some
- Have all the equipment at the station
- More thorough instructions, very to the point and shorter
- Better information before hand, smaller t-shirts
- The kids really seem to enjoy and get the most out of the interactive displays
- Ensure that each station has all the equipment required
- Ensure that the equipment supplied works and matches that which is described I the info card
- Ensure that all coaches have completed orientation
- Conserve water. It's odd that so much water was used and discarded to the ground
- Drop the shower and water shooting activities, much water was wasted and many parents were likely angered when their kids arrived home soaked to the bone
- Involve the public utilities staff – they appeared not to be overly interested
- Insist that all volunteers are given proper orientation
- Insist that highschool teachers are making rounds, checking to see that their students are pulling their weight and not struggling
- Keep the highschool students doing the presentations
- Having the activities available from the time the students arrive to the time they leave, perhaps by staggering the lunch hour some activities wouldn't be overwhelmed with students
- Update and simplify some of the activity sheets, my students conducted the Enviroscape centre, set up a good example ahead of time and only worked the polluted one with good results. The lather up sheet indicates that there are old fashion bathtub and pipes and non are available
- I would like to see activities such as Enviroscape, which require more time to explain, have several quick activities close by so a volunteer can direct which group of students should be next in line
- Provide other activities that may occupy the students time in between activity centres: have posters they can read or a giant snakes and ladders type game, or an activity sheet that requires an answer from each group – perhaps a small reward for each group that hands them in
- Greeter each day to orientate
- Clear understanding of station and coach so when station students leave the bus they can be directed to an area for quick orientation
- Share the load for coaching evenly based on the difficulty with location rather than the number of stations (come are self working and others take more time)
- Have a certificate of appreciation ready for students at the end of the day
- Stagger lunch times so that some stations are running at all times

- Move lunch crowds to stations that are further away after lunch, keep an eye on what is busy and what is empty to assist teachers
- Walkie talkies for coaches to be able to request help, ask for more grade schoolers, take a coffee break
- Ensure that all necessary supplies are there, coaching “something fishy in the lake” meant having to devise an activity when we discovered there were no lakes

ACTIVITY CENTRE REVIEW

A) Do you think students grasped the key messages at your activity as described in the activity information or, did they pick up something else?

B) Was your activity engaging and fun for students?

Very fun Fun A little fun Not very fun Not fun at all

C) What worked well?

D) What didn't work well?

E) Suggestions

F) What would you say is the ideal amount of time necessary to conduct your activity?

- Less than 5 minutes
- 5 to 10 minutes
- 10 to 15 minutes
- More than 15 minutes

G) What is the ideal number of student groups?

(Please note: One group = five students, one adult supervisor)

- 2 to 4
- 5 to 8
- 9 to 12
- more than 12

Amazing Aquifer

A)

- This was a bit more difficult to teach to the grade 3 students coming around but they still got the main messages, the model was very useful
- Students grasped it but seemed to want to be hands on more than sit and watch

B) A little fun (interesting fun, not active fun) x 2

C)

- Excellent took for getting the messages across
- Games and playing with the children

D) The amazing aquifer model is in need of some maintenance

E)

F) 10-15 min

Less than 5 min

g) 9-12 (groups to receive in a day)

5-8

Bucket Brigade

- A) I think they understood what the lesson was
- B) Fun x 2
- C)
- D)
 - Getting them set up
 - Instructions a little vague
- E) To distract kids we played games before yelling fire. This was very effective
- F) 5-10 mins x 2
- G) 5-8
9-12

Doing the Laundry

- A) I think the students grasped the concepts well. They realized how lucky we are to have water piped to our house and how difficult it was to do laundry. Also they realized how much water is wasted now doing laundry
- B) Very fun
- C) They students were very excited to use the old equipment and try washing laundry like pioneers
- D) We could have used more material to wash and fresh water because they got very dirty
- E)
- F) More than 15 min
- G) 5-8

Down the Sewer

- A) Yes, they seemed to understand very clearly and were able to make suggestions of ways to help reduce waste
- B) Fun
- C) Sorting recycling – teamwork
- D) Organization of kids
- E)
- F)
- G)

Enviroscape

- A)
 - Yes, I think they got the key messages and also picked up other information
 - Enviroscape was good for getting the message
- B) Very fun
Fun
- C) Having the kids involved and asking questions
- D)
 - Having a lot of people and when one group was half way through another group would come and get loud
 - Took a long time to show the whole thing, clean up and start over again
- E) Tell the group coming to wait or come back later
- F) 0-10 min
5-10

- G) 5-8
9-12

Filter Bed

- A)
- Yes
 - It was fairly straight forward activity, easy to grasp
- B) a little fun
Fun
- C)
- Relating to pool filters
 - The kids really enjoyed see the dirt come out during the backwash. It was a good visual reinforcement
- D) The activity was set up too close to the building where a truck engine was running, made it noisy and hard to speak to a large group
- E) Move to a new location
- F) 5-10 min
10-15 min
- G) 2-4 x 2

Go With the Flow

- A)
- I think they understood it, it wasn't very hard and it was fun
 - Yes, answered questions – very creative and parents learned about saving water
- B) Very fun
Fun
- C) The participation, the volunteering
Students participating, volunteers were very kind and fun. Educating.
- D) Getting some kids to pay attention
- E)
- F) 5-10 min x 2
- G) 5-8 x 2

Great Water Race

- A)
- Key messages were easy to teach, few interesting answers such as sand soaks up water
 - 1st on
 - Yes
- B) Fun x 2
A little fun x 2
- C)
- The overall activity
 - The actual race portion of the activity
- D)
- It wasn't very fun
 - Changing the height of the cylinder
- E)
- F) Less than 5 min
5-10 min x 2

G) 2-4 x 3

Medical Mystery

- A) Yes, they did get some message but were more interested in painting people
- B) Very fun
- C) Explaining to them what happened when you get sick
- D) Paints! Kids just kept painting
- E)
- F) 5-10 min
- G) 2-4

No Water Off a Ducks Back

- A)
 - I think they understood
 - Yes, I think they understood what the consequences oil had on wildlife
- B) Fun x 2
- C)
 - Telling the children that they were doing a mission and they were saving a ducks teacher
 - Being creative and tell them that they were the scientists and had to clean the oily feather
- D)
 - The water and oil splashing fights
 - A lot of kids flicked the oil and soap around on their feather
- E)
 - Have some sort of challenge like a race
 - Good station, some kids liked it a lot
- F) Less than 5 min
5-10 min
- G) 2-4 x 2

Oil Slick

- A)
 - Good demonstration of oil in water and difficulty to clean up
 - Would have been better to have example of a boom, towels to clean plastic models, too much paper towel wasted, key message from students " don't pollute" but they had difficulty naming examples of polluting activities
- B) A little fun x 2
- C)
 - Kids feeling oil slick on their fingers
 - Try to soak up oil with reg. Paper towels – ask for vote on whether it can be done – it can't, part 2 is excellent with 8-12 kids
- D)
 - Game could be hazardous – kids tripped on the skipping rope and we had to play on asphalt because grass was too close to road
 - We had a little grassed area to do part 2 and it was concerning to have children running around on asphalt
 - Need small squeeze bottle to dispense oil
 - Skipping rope not strong enough for oil boom – use ½ inch soft rope (15 ft)

- Table provided would never hold pool with water in it – had to do it on ground which was hard on knees but better for kids to see

E)

- Need a couple more nature aquatic toys for explaining habitat
- Can't do part 2 with 3-4 kids in group
- Need more adult volunteers
- Some kids want to just play with the toys in the water

F) Both parts 10-15 min

G) 5 or 6

6-12

Pioneer Water Race

A) Yes, and they had an understanding of work in the old days

B) Very fun

C) Water and outdoors

D) Mud

E)

F) 10-15 min

G) 5-8

Porosity and Permeability

A)

- They had lots of fun
- Very interested

B) Fun

C) Me

D)

E) None

F) Less than 5 mins

G) 2-4

Rolling thru the Shed

A)

- I think that somewhat the message was sent across, but not to the extent where it was really valuable, i.e.) we were not able to explain in as much detail because we were not provided with the necessary information
- They were more into the games than what was really important

B) A little fun X 2

C) The game, the students seemed to enjoy it x 2

D)

- Getting the message across 100%
- The information trying to be told. Students did know some things though which was good.

E) When kids play games tell them the speech first, don't know

F) 10-15 min

5-10 min

- G) 2-4
9-12

Royal Flush

- A)
- Yes they seemed to. They asked questions and visually being able to see the amount of water saved using a low flush toilet helped them understand
 - Generally those who were there to learn and were interested, they did grasp the message
 - Yes, they sure seemed to enjoy the toilets
 - I think the kids found it beneficial to view how toilet works instead of being told how one works
- B) very fun
Fun
Not very fun
A little fun
- C)
- Engaging the students allowing them to flush the toilet. Asking them questions helped them to understand and think about ways to conserve water usage in their homes
 - They liked to flush
 - The demonstration of water use between normal and low flush toilets
- D)
- Keeping their attention long enough to explain everything
 - Refilling the tanks was made difficult because of the platform and having to hoist full bucket of water repeatedly
- E) Rig up a better system for refilling the tanks
- F) 5-10 min
Less than 5 min x 3
- G) 2-4 x 2
5-8 x 2

Septic Sights

- A) I was the only student and I now know how a toilet and septic tank works
- B) Very fun
- C) They loved flushing the toilets
- D) Sometimes 2 groups would be there, go really busy
- E) Tell them if a group at a station, wait until they left and then come
- F) Less than 5 min
- G) 2-4

Simply Divine

- A)
- When the students were paying close attention they were able to understand the witchcraft of water finding
- B) Fun
- C) When there were able to try to find water with the sticks themselves
- D) The introduction could have been more clear
- E)
- F) 15 min

G) 4

Something Fishy Going On

A)

- all the kids knew what we were talking about
- I think they got it
- I think they grasped the basics, game was good and enjoyed by all
- Yes

B) a little fun

Fun x **2**

Very fun

C) The game x **2**

Hands on – litmus paper, games, kids can fun around

Student participation

D) All talk

Need more litmus paper

Got a little too excited and didn't always pay attention

The ph testing

E) Possibly an aquarium with some minnows in it, can test the ph of the water they are swimming in

F) 5-10 x **3**

Less than 5 min

G) 2-4

One group at a time

5-8 x **2**

Three x's a Day

A) Believe this activity centre really opened their eyes

B) Fun

C) The actual demo could see how much water was used

D)

E)

F) Less than 5 min

G) 9-12

Turtle Trauma

A)

- Kids were quick to answer questions, learned lots and understood new concepts when they left
- Yes because when we asked questions there was a lot of participation and excitement
- The activity should be redesigned to allow for a more organized and easier delivery

B) a little fun

Fun x **2**

C)

- Games, key messages highlighted words to hit on
- Numbers around 8 work best to run station
- The game, the information the students want to listen

- D)
- All the information, students just wanted to play
 - Should have lines for the cars to line up on. The kids always want to throw the balls rather than roll them. Very difficult to deliver the message.
 - A list of questions would help. Classes joining partway through were a distraction. Lack of the identified materials created confusion = even panic.
- E) Shorten up some of the longer tip sheets (one was three pages), develop a series of questions students can ask classes to help them work the stations
- F) 10-15 min
5-10 min x 2
- G) 2 groups
8 kids

Water Cycle Madness

- A)
- Yes
 - Yes, they grasped the messages, but the equipment was substandard, it also appeared that this topic was being covered elsewhere, leading to some bored kids
- B) Not fun at all
A little fun
- C) The location was dry and warm
- D)
- It was boring, the station needs work
 - The equipment was shoddy, the location different from that shown on the map
- E) Update the equipment, give clearer instructions on set up, give more info on what the children at each age level are likely to know already
- G) Less than 5 min x 2
- H) More than 12
2-4



Teacher Evaluations - Summary
(please circle all answers that apply)

1. Please indicate which years you have previously attended the Festival:

2002	2003	2004	2005	Yes	No
1	1	3		3	1

2. What grade(s) are your students in?

Gr. 2/3	Gr. 3	Gr. 3/4 2	Gr. 4
Gr. 4/5	Gr. 5 2	Gr. 5/6 1	Gr. 6 Homeschool

3. How did you hear about the Peterborough Children's Water Festival? (circle as many as apply).

Television	Newspaper article 1	Radio	Email 1
Word of mouth 5	Attended last year 2	Letter to schools 1	Other:

4. Were the dates easy to plan for? Yes **7** No
Would another week be better?

- Great week
- EQAO had to be rescheduled in order to be available, but not a huge issue

5. Was the on-line registration convenient for you? Yes **4** No

6. How was the usefulness of the website to your planning and attendance at the Festival?

- Great idea but we could not get the pages to load properly
- Helpful x **3**

7. How helpful was the Teacher Planning guide? Very Helpful **7** Not Very Helpful

- Didn't see one

8. Please comment on the Teacher Planning Guide-any suggestions for the future?

9. Did the teacher's information session provide information that helped you understand the purpose of the Water Festival? Yes **4** No **3**

- Didn't see this

10. The Guide included a table with descriptions and curriculum expectations for each activity. Was this information useful in preparing for your visit to the Water Festival?
 Yes **4** No **1**
- Sorry, I didn't see this
 - I chose all activities based on grade expectations

At the festival:

11. What were your objectives in attending the Water Festival?

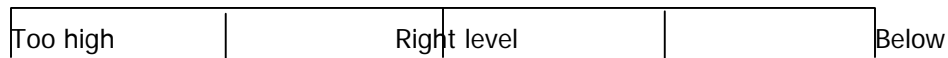
Water Conservation Info Water Science Info Interactive Learning Fun All **6**
 Other:

12. Did the Festival meet your objectives for the day? Yes **4** No
 ▪ Awesome!

13. Were the Guide's curriculum expectations met at the activities? Yes **5** No
 Somewhat **1**

14. In reference to the Ontario curriculum, what topics related to your Water Festival visit?
- Conservation
 - Energy
 - Weather x **2**
 - Conservation of energy x **2**
 - Pioneers, grade 3
 - Habitats, grade 4
 - Math capacity measurement

15. This year we tried using Activity Coaches help secondary students to communicate grade appropriate materials at each activity centre. How would you characterize the activity presentations in relation to your students' learning level?



4

16. Did the adult and/or student volunteers use appropriate communications methods for your students (language level, eye contact, enthusiasm, etc.)? Yes **4** No **1**
- Some more than others x **2**
 - More scripted, more comfortable with topic

Were there any poor communication problems you noted that we could correct through volunteer training next year to improve the student interactions with volunteers?

- Very professional
- Some student presenters could be more enthusiastic
- Some were more natural presenters and were more enthusiastic. Some seemed less than thrilled.

17. Are there any ways the Water Festival could better compliment your curricular program in the future?

18. What are three of the key messages your students took away from the Festival?
- Pollution in the environment
 - How to better conserve water
 - Technology and water conservation
 - How much water we waste – conserve
 - Careful about pollution, learned about technology
 - Protect our natural resources and respect those creates that live in it
 - Water is important! To us – to Animals
 - We can make a difference
 - We can decide to use less water
19. Do you feel your participation in the Festival has affected your personal behavior and/or your outlook on water, ground water and environmental issues in general? (eg. Being more conservation oriented; not running water when brushing teeth; becoming more interested in habitat protection, etc.) Yes **1** No **1**
- Down the sewer was an eye opener
 - Already do this x **2**
20. Can you suggest any new activities you would like to see at the Water Festival, or topics you would like to see covered in future years?
21. Please comment on at least one activity that was significant to your students.
- They loved the bug station
 - Obstacle course
 - Lunch entertainment
 - Hydrant
 - Toilet flushing x **2**
 - Aboriginal Voices
 - Doing the Laundry
22. Based on your experience at the 2006 Festival, if you could change or improve one aspect of the Festival, what would it be?
- Make some higher level activities for some of the older students x **2**
 - Evaluation, be more assertive about it
 - People need to be more knowledgeable about their topic, kids are interested, words to use
 - Crowd management could be better – teach them how to present to a smaller group as opposed to a larger group
 - Get something new every year for the older kids who have been there