



## Volunteer Information Guide 2009

**Thank you for volunteering with the Peterborough Children's Water Festival. This is an exciting event, bringing together students, teachers, and members of the community to explore water and remind ourselves how important it is to us.**

**Why should I help?**

The Peterborough Children's Water Festival helps shape children's attitudes about respecting and conserving valuable water resources so they can ensure a reliable water supply for the future. About 100 volunteers are needed each day to staff the activity centres. Volunteers will help with running activities, act as greeters, directing groups through the site, and helping zoo staff keep the grounds safe and tidy.

**Who will attend the Festival?**

About 800 students from Grades 2 to 5 will attend each day of the Festival from Peterborough city and county schools, and perhaps beyond.

**What happens at the event?**

The Festival has over 35 hands-on activities that will challenge students to consider the importance of water to themselves as individuals, and to society at large. The activities follow five themes: Water Conservation, Water Protection, Water Science, Water Technology and Changing Attitudes.

Each activity has one or two simple messages. Materials are available for background and instructions for each activity.

**What do you get for helping out?**

All volunteers will receive a Water Festival T-shirt, refreshments and lunch.

**How much time is needed?**

A minimum one-day commitment is necessary, from 8 a.m. to approximately 3 p.m. that day. If you would like to volunteer for more than just one day, please do!

## What is a typical day at the Festival like?

### 8 a.m.

Arrive at Riverview Park and Zoo and meet at the welcoming tent. After checking in and meeting your activity centre partner(s) you will make your way to your activity centre. There will be time for you to try the activity yourself, and make sure you are comfortable with leading the activity.

### 9:15 to 9:30 a.m.

About 800 elementary students will arrive hit the activities.

### 9:30 to 11:30 a.m.

Delivery of fun and exciting activities and 'water message' to the students, teachers and parent volunteers.

### 11: 30 a.m. to 12:00 p.m.

Lunch will be served at the Registration Tent. There is no food available for sale on site. If you have a large appetite, feel free to bring your own snacks. (Litterless ones, please!)

***Feel free to bring a reusable mug for coffee, too – it will be supplied throughout the morning. Also bring a reusable water bottle to quench your thirst! There are water fountains at the zoo to refill.***

### Approximately 2:00

Clean up your station and take inventory. Please advise organizing staff of any and all malfunctioning equipment, or anything that the activity will need stocked up for the following day. Return to the registration area for a quick wrap-up session and to fill out an evaluation form. Head back to school, or head home.

## Tips for your day at the Festival:

- 1 Wear comfortable, closed toed shoes, or bring a second pair. You will be spending most of the day standing.
- 2 Wear something you can put a Peterborough Children's Water Festival T-shirt over. Adults: You will get one on the morning you arrive. It helps students, teachers and parents know you're an activity leader and Festival Volunteer! High School Students: You will receive your shirt from you teacher. **Remember** to wear it on the day you volunteer!
- 3 Dress for the weather! Activities will run rain or shine. You will be outside most of the day. Please wear comfortable clothing you don't mind getting a bit dirty or wet. Be sure to check the weather report before you leave the house.
- 4 A list of resources is attached if you want to read more for background knowledge.
- 5 Read through this volunteer guide and the information on how to operate your activity centre. It will give you all the information you need to run your activity. If you need additional information, or have questions, feel free to ask the organizers.

## Volunteer Roles

There are three different volunteer positions with the Peterborough Children's Water Festival.

**JOB TITLE:** Activity Centre Volunteer  
**LOCATION:** Children's Water Festival site, Riverview Park and Zoo

### PRIMARY RESPONSIBILITIES:

- Staff and operate the assigned/selected activity centre during school visits
- Deliver "water message" pertinent to the activity
- Ensure active participation by all students

### BEFORE THE FESTIVAL:

- Read over the activity description, and be sure you are comfortable with the purpose and concepts of the activity

### ON THE FESTIVAL DAY(S):

- Report to the registration tent at 8 a.m. for a briefing session
- Be sure to have your Festival T-shirt on.
- Pick up the materials for your centre, including information about last minute changes, etc.
- Meet your activity centre volunteer partner
- Report to your activity centre and, with volunteer partner, review the activity
- Discourage all participants (adults included) from accessing the river edge
- Advise volunteer committee of missing or broken materials before, during and after the school groups have been through
- Have fun!
- Fill out your evaluation form before you go

### REMEMBER:

- You are helping students to interactively discover their relationships to water.
- Use open-ended questions to guide the discussion.
- Use comparisons to places, measurements, and time spans that the students would be familiar with
- Share the task of message delivery and demonstration with your partner(s)
- Be open, positive and enthusiastic, and even dramatic
- No smoking at any time.
- Dress appropriately for the weather.

**JOB TITLE:** Bus Greeter / Floater / Farewell Volunteer  
\*\*Position available ONLY to adults\*\*

**LOCATION:** Children's Water Festival site, Riverview Park and Zoo

**PRIMARY RESPONSIBILITIES:**

- Meet and greet school buses, guide students to their assigned marshalling area
- Provide on-site orientation and information to parent helpers and teachers
- Ensure all groups are finding their way to desired activities in your assigned area
- Provide support or relief to activity centre volunteers as required and crowd control at activity centres
- Provide a farewell on behalf of the PCWF Committee

**BEFORE THE FESTIVAL:**

- Read over the activity description, and become familiar with the names of activities
- If possible, tour the Zoo site by foot and become familiar with the location of trails, washrooms, etc.

**ON THE FESTIVAL DAY(S):**

- Report to the registration tent at 8 a.m. for a briefing session, T-shirt and maps of activity centre locations
- Note information regarding last minute location changes, etc.
- Meet your bus greeter/float/farewell volunteer partners
- Report to the bus arrival area to wait for buses
- As each school arrives (usually multiple buses) one volunteer shall board each bus and deliver a cheerful greeting
- Encourage all participants – adults included – to keep away from the river edge
- Direct the teacher(s) to the Registration Tent, students and helpers/parents to their assigned meeting area - the trees!
- Advise parent helpers to seek information from greeters/floaters, or any volunteers
- After arrival of all buses, report to the registration to receive "floating area" instructions to help keep groups moving and participating.
- Provide relief or support to activity centre volunteers as needed
- At 1:30pm return to bus parking and ensure that each departing group has everyone on board
- Monitor pedestrian traffic in parking / bus loading area
- Board each bus and deliver a quick "Thanks for coming!" on behalf of the PCWF committee and deliver bags to teachers on bus

**REMEMBER:**

- You are the first and last impression of the Festival – smile!
- Parent helpers will be apprehensive. Let them know their most important role is to keep their group together and moving through the centres
- Use the school's name as you would a person's
- No smoking at any time.
- Dress appropriately for the weather.

**JOB TITLE:** Activity Coach Volunteer (during Festival)

**LOCATION:** Children's Water Festival site, Riverview Park and Zoo

**PRIMARY RESPONSIBILITIES:**

- Provide on-site orientation and information to Activity Volunteers
- Ensure Activity Volunteers are prepared and have the required knowledge to operate their designated activity center
- Ensure that the activity centers are operating well and provide assistance where needed.
- Provide support or relief to activity center volunteers as required and crowd control at activity centers
- Provide assistance where needed, speak with a steering committee member to see where your help is needed most
- Provide a farewell to activity centre volunteers on behalf of the PCWF Committee before 2pm

**ON THE FESTIVAL DAY(S):**

- Report to the registration tent at 7:45 a.m. for a briefing session
- Tour Festival site to get familiar with activity locations
- Alert Zoo staff to any risk situations
- Circulate in assigned area, providing help where required to activity centre volunteers
- **Lunch for coaches is 11:00 a.m. to 11:30 a.m.** Provide security at activity centres during activity centre volunteer lunch 11:30 a.m. to Noon
- Provide directions if asked
- Encourage use of garbage and recycling receptacles

**AFTER FESTIVAL:**

- At 2:00 p.m. coaches go to arrival/departure area (trees) to help monitor elementary students.
- On the final day of the festival at 2:30 p.m., report to the Zoo/committee contact.
- Assist with teardown of activity stations as assigned. Assist truck loading at stations and unloading at the truck.

**REMEMBER:**

- You are an important part of the Festival – smile!
- Encourage students, parent helpers and teachers to keep away from the river edge
- No smoking at any time while schools are on site please
- Dress appropriately for the weather.

## Activity Centres

These are brief descriptions of the different activity centres that will be set up at the Riverview Park and Zoo for the Peterborough Children's Water Festival. Please read through the descriptions before deciding which activity you'd like to volunteer for.

| TITLE                    | DESCRIPTION   | VOLUNTEERS |
|--------------------------|---|------------|
| <b>Balanced Earth</b>    | This activity introduces the concept of climate change and illustrates that every individual has the power to positively influence the world around him or her.   | 2          |
| <b>Bucket Brigade</b>    | Students work together to simulate 19th century life, including firefighting methods. They also have the opportunity to talk to local firefighters and see 1990s firefighting technology such as fire trucks and fire hoses. Students line up and pass buckets full of plastic balls to simulate water to put out a "fire".   | 2          |
| <b>Doing the Laundry</b> | Why was Monday known as "Laundry Day" in the 19th and early 20th century? Students use old-fashioned equipment to try doing the laundry without electric machinery. Students can compare the way household chores were done in the 1800s and discuss what life would be like for children then, compared to their lives now.  | 2          |
| <b>Down the Sewer -</b>  | Students wear latex gloves and categorize a variety of hazardous and non-hazardous waste material containers. Students learn the meaning of the warning symbols that are commonly on many household items (ex: poison, flammable) to emphasize safety. Alternatives to using hazardous chemicals in the home are discussed. There is a brief discussion of the effects of dumping household hazardous wastes in the storm sewer or down the drains inside the home. Students are encouraged to link the results of their actions with pollution and its effects on other living things. | 2          |
| <b>Enviroscape</b>       | Students use 2 similar models to understand complex concepts and relate the practices of two communities to those of their own community. There is a discussion of habitat for plants and animals, of the impacts of urbanization and humans on a local ecosystem, point vs non-point source pollution and some characteristics of a rural community. Students are encouraged to relate the models to their own community and identify local sources of pollution, including those that come from actions of those around them such as pesticides on lawns.                             | 2          |
| <b>Go With the Flow</b>  | How can we save water in the kitchen? Students observe the effect of an aerator on our kitchen taps by washing dishes and comparing how much water was used both with and without and aerator. They also observe different methods that can be used to conserve water   | 2          |

|                                   |   |                       |
|-----------------------------------|---|-----------------------|
| <b>Great Water Race</b>           | Students continue their study of porosity and permeability by watching how quickly water passes through sand and gravel. Students are introduced to the concepts of slope and angle and observe their effect on how water moves through the Earth.  | 2                     |
| <b>Lather Up X 2</b>              | How much water do we use for a 5 minute shower? What if we didn't have showers or even piped water? Students compare early 19th century bathing methods to 1990s methods. How do we take water for granted now that we have it readily available in our homes? What would 19th century children think of our running water? Even 1990s methods are not the same when it comes to water consumption. What can we do to save water when having a shower? Students enter a model shower to see the difference when a simple technological water-saving device is employed. | 4                     |
| <b>Medical Mystery</b>            | One student is coached to act as a person who has gotten ill from polluted water. Others in the group ask questions to determine the symptoms and help to diagnose the illness. Students discuss how illness can be caused by water pollution   | 2                     |
| <b>No Water Off a Duck's Back</b> | Students assume the role of wildlife biologists observing feathers when they are wet, dry or soaked in oil and giving oral descriptions of their observations. Students are encouraged to think about ordinary actions, such as pouring used oil or other contaminants down road sewers or household drains and how these could cause pollution that endangers wildlife habitats and damages ecosystems.  | 2                     |
| <b>Off I Go</b>                   | In Southern Ontario we have many nearby sources of water. In many countries people must travel far distances to obtain clean water. Students participate in a relay race to simulate the act of carrying water over difficult terrain and long distances. Likewise, water travels long distances through pipes to get to our homes. They will be encouraged to imagine what it would be like if we did not have water piped into our homes? Students use oral descriptions to pose questions, predict results and relay their observations.                             | 3                     |
| <b>Pioneer Water Race X2</b>      | How did pioneers collect all of the water that they needed for their daily lives? Students participate in a race using buckets of water and pose questions and make observations to gain an understanding of the difference between Canadian communities in the early 1800s and 1990s life in their community. How did people function differently without our technology?  | 4                     |
| <b>Polar Bear, Polar Bear</b>     | Through discussion and activity, students learn how to survive as a polar bear within and environment that has been affected by melting ice due to effects of Climate Change.   | 2                     |
| <b>Porosity and Permeability</b>  | The size of pores (empty spaces) in earth materials is a key factor in determining how water moves below the surface of the ground. Students hypothesize about water flow in models, which seem identical, but allow water to flow at different rates through their pore spaces.  | 1 Adult<br>2 students |
| <b>Power of Water</b>             | Through an active demonstration students learn how the force of water is used to generate clean, reliable and renewable energy.   | 2                     |

|                                   |   |                       |
|-----------------------------------|---|-----------------------|
| <b>Rolling Through the Shed</b>   | Students pretend to be drops of rain that, through precipitation, enter into the watershed. They move through a model watershed to see how water, in the air and on land, interacts with pollutants, soil and human development. Students use oral descriptions to pose questions, predict results and relay their observations.  | 2                     |
| <b>Royal Flush</b>                | How does a toilet work? Students examine how the mechanism in an ordinary household device works and the difference between water-saver toilets and regular-flow toilets. Students use oral descriptions to pose questions, predict results and relay their observations.   | 2                     |
| <b>Septic Sights</b>              | Students can observe the coloured water trickle through the sewage pipes into the septic bed in a full size model of a septic system. Where do the wastewater and solid waste go? Students use oral descriptions to pose questions, predict results and relay their observations.   | 2                     |
| <b>Sponge Bob Frog</b>            | This activity illustrates how water pollutants can harm frogs and toads when they are absorbed through amphibians' skin. It is designed to encourage students to help keep streams and ponds free of pollution. Lastly, it teaches children how to identify potential pollutants that should not be put into the water systems  | 2                     |
| <b>Something Fishy's Going On</b> | Students test the pH levels of various common liquids (ex: juice, vinegar). There is a brief discussion of pH and how natural habitats must have water of a certain pH in order to support plant and animal life. Students use model lakes to see which lakes are healthy and which are too acidic, due to acid precipitation. They relay their observations using oral descriptions. | 1 adult<br>2 students |
| <b>Stop! Drop! And Roll!</b>      | Students will learn about the importance of water for fighting fires.   | 2                     |
| <b>Three Times a Day</b>          | Using a model of two washroom sinks, students measure how much water is used by brushing their teeth with the water left running and by brushing their teeth with the water used only sparingly. Students are encouraged to ask questions and provide new insights on how we can save water in our homes.   | 2                     |
| <b>Water Cycle Madness</b>        | The water cycle is the source of all our water. Water goes through the cycle over and over again. Shows the students that water can be in different states and how it changes from one to another.  | 2                     |
| <b>Water: Vital to Health</b>     | Students will learn how water affects their health on a daily basis. Getting the students to think of water in many different things other than in a glass or bottle.   | 2                     |
| <b>Weather Watchers</b>           | How is the weather today? What will it be like tomorrow? Come to this weather centre and discover the wonders of climatology and its relation to the water cycle! Students can try out different weather instruments and try to predict what tomorrow's weather might bring based on the information they chart   | 2                     |

## Websites of Interest

**This is a listing of some of the websites provided to the teachers as resource sites. There is a great deal of information on water in these sites, which may help you prepare for your day(s) at the Peterborough Children's Water Festival.**

*Peterborough Children's Water Festival*

<http://www.pcf.net>

*Water is the Lifeblood of the Earth – Environment Canada*

Contains information about the nature of water and management. Has a good teacher's corner and a large list of publications.

<http://www.ec.gc.ca/envhome.html>

*Environment Canada's Greenlane*

Information about various environmental issues, such as nature, clean water, clean air and climate change.

<http://www.ec.gc.ca/envhome.html>

*Otonabee Region Conservation Authority*

<http://www.otonabee.com>

*Watershed Science Centre*

Information about watershed research.

<http://www.trentu.ca/wsc/>

*Peterborough Utilities Commission*

[www.puc.org](http://www.puc.org)

*Water Science for Schools, U.S. Geological Survey*

General information for kids and teachers, as well as online activities.

<http://www.usgs.gov/tracks/teachers.html>

*Project Wet*

A Canadian program to promote the appreciation and knowledge of water resources in the classroom.

<http://www.cwra.org/wet/wetpage1.html>

*Water - Ministry of the Environment*

Information on various water-related issues, including wells, conservation, drinking water monitoring, the Great Lakes, and more.

<http://www.ene.gov.on.ca/water.htm>

*Ministry of the Environment – Water Conservation*

Adobe Acrobat documents on water conservation and other water-related issues.

<http://www.ene.gov.on.ca/envision/Watercon/index.htm>

*Ontario Clean Water Agency*

<http://www.ocwa.com/>

*Waterworks Program*

A water conservation education program for grades 4 to 8.

<http://www.ocwa.com/frwatwrk.htm>

*Great Lakes Information Network*

Information about life in and around the Great Lakes. Teacher resources provide quizzes, mini lessons on Great Lakes topics. U.S. and Canadian partnership.

<http://www.great-lakes.net/>