



## ***Welcome to the 10th Annual Peterborough Children's Water Festival!***

Dear Educators,

March 2011

On behalf of our organizing committee, I welcome you to the 10<sup>th</sup> annual Peterborough Children's Water Festival!

With over 134 lakes, the Peterborough Region has been blessed with an abundance of fresh water- and a multitude of plants and animals that rely on this lush environment. As a community, we have a responsibility to teach our children the importance of water and how they can care for this valuable resource.

We are a proud member of the Children's Water Education Council, which forms a network of over 20 Children's Water Festivals across the province. By working with other Festivals we share ideas and experience in order to continuously improve the way in which we present educational material to students.

Our organizing committee continues to focus on making every student's visit to the Festival a significant and memorable part of their school's curricular program. The learning stations are designed to be hands-on, stimulating, fun, and further students understanding of water concepts taught through the school curriculum. I encourage you to visit our website [www.pcwf.net](http://www.pcwf.net) which will provide you with links to other sites related to water education. Please take advantage of the downloadable forms located on the website that will help you to register your students.

We look forward to seeing your school participate in the 2011 Peterborough Children's Water Festival in May!

Yours truly,

***G. Craig***

Gary Craig, P. Eng.

Chair, 2011 Peterborough Children's Water Festival

The Peterborough Children's Water Festival brings together the expertise of educators, water quality and quantity specialists, community volunteers, conservation groups, industry and government to provide the regions elementary students with the opportunity to discover the importance and diversity of water.

This Teacher's Planning Guide is designed:

- Give you an overview of the Festival and its purpose
- To help you get organized for the Festival
- Suggest ways to prepare your students and volunteer adults in order to maximize fun and learning!
- Outline the connections between the Festival activities and the requirements of the Ontario Curriculum at each grade level
- Provide ideas for further study back at school

## **Learning in Context**

Water covers 75% of the planet, and also makes up about 75% of a person's body weight. Water is essential for all life on Earth. Without it, nothing lives.

Civilization depends on the availability of clean freshwater – for growing food, drinking, washing, traveling and playing. All cultures and faiths around the world recognize the sanctity of water. Throughout history, water has turned mill wheels, carried ships, provided steam and produced electrical power. Today, water continues to be essential to the health of human beings and the natural environment, as well as our economies.

In Ontario, we enjoy what appears to be a super-abundance of water. The word 'Ontario' is actually from a Haudonasonee (Iroquoian) language and means 'beautiful water' or 'sparkling water'. There are about 250 000 lakes in Ontario, and water covers about one sixth of our province. Nearly 17 per cent of Ontario's land area consists of lakes and rivers, many of which form the province's boundaries, like the Great Lakes and the Ottawa River.

Ontario residents and businesses draw 58% of their water supply from lakes and rivers (surface water), and 42% from ground water. However, human activities can negatively affect water sources, sometimes with irreversible outcomes. People are beginning to realize much of our water supply is becoming contaminated and over utilized. This in turn can endanger the health of people, plants and wildlife. In order to keep water sources clean and plentiful, human behaviour must change.

Some other interesting water facts include:

- Water Consumption usually drops 18-25% after a water meter is installed
- One Litre of oil can contaminate up to 2 million Litres of water
- Many homes lose more water from leaky taps and toilets than they need for cooking and drinking
- A five minute shower with a standard shower head uses 100 L of water, while the same length of shower with a low flow shower head uses only 35 L
- A single lawn sprinkler spraying 19 L per minute uses 50% more water in just one hour than a combination of ten toilet flushes, two five minute showers, two dishwasher loads, and a full load of clothes.

These and other water facts can be found on Environment Canada's Freshwater Website: <http://www.ec.gc.ca/eau-water/>

## **The City and County of Peterborough**

Maintaining a clean water supply is key to the economic, environmental and human wellbeing in the Peterborough region. Below are characteristics of the Peterborough Region that reinforces the importance of having a community that cares for this valuable resource.

- The Peterborough region has 134 lakes
- The City of Peterborough is located in the Otonabee Region Watershed
- Residents and businesses rely on piped, municipally treated Otonabee River water in urban areas, and ground water in rural areas (for private or communal wells).
- Peterborough contains many of the province's important natural features, as well as habitats for many regionally and provincially significant flora and fauna. On a local, regional and provincial scale, these natural features provide essential ecosystem functions that support the health of the land, air and water.
- During the summer months the Peterborough region is visited by over 30,000 tourists and cottagers, looking to enjoy the regions natural characteristics suitable for outdoor recreation (waterways, forests, caves etc.), festivals and tourist attractions.
- Environmental features in Peterborough are also recognized as a significant resource for recreational and leisure activities. The Trent- Severn Waterway, waterfront parks, conservation areas, and provincial parks offer both passive and active recreational opportunities. Activities such as hiking in Petroglyphs Provincial Park and Warsaw Caves Conservation Area, or fishing in the Otonabee River contribute to the quality of life experienced by Peterborough residents.

## **Festival Objectives**

Two of the primary objectives of this event are to develop personal awareness of the importance of water, and to foster respect for the natural environment. It is hoped that increased individual awareness and respect will contribute to developing a community that is committed to using natural resources wisely.

# The Water Festival

The Peterborough Children's Water Festival motivates students to become caretakers of water in their classroom and community. By combining hands-on interactive activities with messages relevant to their daily lives, students 'soak up' knowledge concerning the properties, uses, connections and importance of water. With this knowledge, students become aware of the value of conserving and protecting water.

Activities at the Festival are grouped into five theme areas:

## Water Conservation

- Examines using water wisely in our homes, schools and communities.

## Water Attitudes

- Introduction to historical uses of water compared with present uses.
- Exploration of common attitudes toward water, and ways to promote an appreciation of water as a natural resource.

## Water Technology

- Looking at the role of water in energy production.
- Examine how water is treated, stored and distributed

## Water Protection

- Examination of the connections between soil, air, water, plants, people and animals.
- Consideration given to the positive steps we can take to keep water clean.

## Water Science

- Introduction to the physical science of surface water and ground water.
- Introduction to the hydrological cycle.
- Exploration of the role of water quality and quantity to aquatic life.

Overall, these themes all convey the message that water is essential to people, to the natural environment, and to the economy – including business, industry and transportation. The Peterborough Children's Water Festival provides hands-on activities, discussions, demonstrations, displays and exhibits that challenge students (and teachers!) to consider the importance of water to human and environmental health, as well as the role of water in economic development.

Interaction with industry professionals, water experts and enthusiastic educators highlight the environmental education messages of the Festival.

We look forward to seeing you and your students at the 2011 Peterborough Children's Water Festival!

## Getting Ready for the Festival

Please consider the following suggestions when preparing for the Festival:

- **Read through this planning guide**- it will give you a good idea of what to expect, and suggest ways to incorporate this visit into your class's studies.
- Divide your class into groups of **five**. Please ensure the groups are no larger than five students for supervision and safety reasons.
- Assign one adult supervisor to each group of **five** students. Children requiring medical attention (administering medication, epilepsy, special physical needs, etc.) should be in a group supervised by the teacher, or by their parent/guardian.
- Discuss the Festival and the role of adult supervisors with your volunteers/helpers.
- Encourage your adult supervisors to read the **Parent Information Guide**. This guide will be provided to you through the Festival Coordinator.

*Please Note: An adult supervisor must accompany students at all times.*

- Media are often present at the Festival. Any student who is not to be photographed or interviewed should be pointed out to the adult supervisor. Proper name spellings of students able to be photographed or interviewed should also be available.
- Copy and distribute copies of the Festival Itinerary template (see page 11 of this guide) to all adult supervisors.
- Read the description for each activity. This will help in planning your day.
- Familiarize yourself with the site map and plan ahead by suggesting activities and exhibits that best suit the learning objectives of your program. The Festival Itinerary Template is for you to list preferred activities for each group of students. This will assist your adult supervisors in identifying those activities that you are interested in having your students visit. Please let the supervisors know that children learn best when it is something of interest, so if they really would like to visit an activity not listed, try to work it in. Give your parent volunteers a list of additional activities beyond their required list in case they have time to visit more.
- Start each group at a different activity to avoid congestion and maximize learning time.
- Encourage everyone to bring 'litterless lunches and snacks'.
- For easier identification, prepare a sign with your school's name on it which you can ask the school bus driver to display in the front window of the bus when they return to pick you up at the Festival.
- Please discourage students from feeding the waterfowl that may be found along the riverbank. They have plenty of natural foods available to them.

By planning ahead and preparing all your adult supervisors for your visit, everyone can take an active role in this valuable learning experience.

## **On the Day of the Festival:**

- The Festival is held rain or shine. Please ensure that everyone is prepared and dressed for the weather. The site may be wet in places, so waterproof footwear is a good idea.
- Upon your arrival at the Riverview Park and Zoo, please have all students remain on the bus until you receive instructions to unload and a site map from a Festival Host.
- Check that everyone knows when and where to meet the bus to go back to the school. Give your school bus driver a sign with your school's name on it so you can easily identify your bus among the many in the parking lot at the end of the day.
- Ensure each adult supervisor has a Festival Site Map and their group's itinerary. We ask each group to start their day at a different activity to avoid congestion.
- The Peterborough Children's Water Festival puts safety first. If any of your students or adult supervisors have medical conditions (diabetes, epilepsy, severe allergies, etc.) please report to the First Aid station, located in the registration tent, and submit a written description of the person and the condition(s) before beginning your Festival visit.
- You may stop for lunch and snacks at times that are convenient for you. Activities will close for the volunteer lunch between 11:30- 12:00.
- You can identify Festival staff and volunteers by their bright yellow T-shirts with the Peterborough Children's Festival logo on the front. Festival Organizers will be wearing blue Festival Golf shirts. Staff and volunteers will be located throughout the site. Should questions or problems arise, do not hesitate to approach them. They are here to help, and are happy to do so.
- Remind your students about the importance of being careful around the riverbanks. The current in the Otonabee River can be strong, especially when water levels are high.
- A lost and found will be set up at the registration tent. Please bring any found items there, and check in at the tent before leaving the Festival to make sure your class hasn't left anything behind. Remaining items will be taken by a Festival Organizer after the Festival. Please contact the coordinator after the Festival if there are items you are still missing.
- Activity Centres will close at 2 p.m., at which time, entertainment will be provided for the children (you will be advised of the location when you sign in). This entertainment period will run until 2:30 p.m. at which time we will assist you in loading your students onto your bus(es).

## **Timeline for the Day:**

9:00-9:30- Buses with students arrive

9:30- 11:30- Students visit activity centres

11:30-12:00- Activity centres close for volunteer lunch

12:00-2:30- Students visit activity centres

2:00- 2:30- Buses load and depart

## Thematic Overview of Activity Centres

This section provides you with an alphabetical list of all activities along with a description of the activity and a general theme. Also included is a rating of the physical interaction each activity involves for the students.

The activity levels are rated from 1 to 3:

- 1-** *A passive activity where a presentation or talk is given to students. Students will be engaged through questions and discussion*
- 2-** *This activity will provide a hands-on activity for students to touch materials and/or be a part of the activity*
- 3-** *This activity will engage students through active play (e.g. running etc.)*

ACTIVITY	DESCRIPTION	THEME	ACTIVITY LEVEL
ABORIGINAL VOICES	Our First Nations existed here long before European settlement. They had and still have a very special relationship with the environment. Water stewardship has long been a role of Anishinabek women. Students gather to listen to Dorothy Taylor from Curve Lake honour water and explain why water is important to her.	Water Attitudes	1
BALANCED EARTH	Introduces the concept of climate change and demonstrates that every individual has the power to positively influence the world around them. Students will use a scale and blocks to discover the balance of climate and what happens when this balance is disturbed. Blocks will be added and removed by the students in a game of trivia about the climate.	Water Conservation	2
BARK SKIN AND CEDAR	Using Canada's Waterways as a starting point, we will explore canoe design with our hands. The students will then develop skills of paddling through a game.	Water Attitudes	3
BLUE THUMB	This activity allows the students the opportunity to take responsibility for their actions and pledge to become a water protector.	Water Attitude	1
DOING THE LAUNDRY	Why was Monday in pioneer days Laundry Day? Try doing laundry using old methods and equipment and compare water consumption to the present day.	Water Attitudes	2
DOWN THE SEWER	An activity to display safe household hazardous waste (HHW) disposal practices. HHW items (cleaners, oils, poisons etc.) and pictures or models of a garbage can, HHW Depot and sink. Participants decide	Water Protection	2

ACTIVITY	DESCRIPTION	THEME	ACTIVITY LEVEL
FILTER BED	This display will illustrate the layers of material that make up a filter bed in a Water Filtration Plant. This display links conceptually with the Amazing Water Treatment Activity Centre.	Water Technology	1
GO WITH THE FLOW	Students simulate daily household routines and evaluate the impacts of their everyday actions on the environment. They investigate the rate of water flow, discover simple home water saving technologies and hypothesize about the impacts these technologies have on the environment.	Water Conservation	2
GREAT WATER RACE	Students can manipulate models to discover what controls the direction and speed of water. Students learn the concepts of slope and angle.	Water Science	2
GREEN ROOF	The rapid runoff associated with a conventional roof is contrasted with the delayed environmentally friendly water release from a green roof.	Water Technology	1
LATHER UP!	How much water do we use for a five-minute shower? Students compare early 19 <sup>th</sup> century bathing methods to modern methods. Even modern 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.	Water Conservation	2
MEDICAL MYSTERY	Students are called upon to solve a historical medical mystery based on diseases that relate to water. Diagnose a patient's illness. How did they get sick? 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 diagnose the illness. Students discuss how illness can be caused by water pollution and compare scientific knowledge of 1914 and today.	Water Attitudes	2
NO WATER OFF A DUCKS BACK	Students observe feathers to see what it's like to try to clean oil from birds. This educates them about the hazards of commercial oil spills (such as from tankers) and local problems from oil that reaches natural waterways due to household sources	Water Protection	2

ONTARIO PROVINCIAL POLICE MARINE UNIT	The OPP Marine Unit was established in 1970 and is responsible for enforcement of Boating Regulations on non-federal waterways, and for search and rescue. The OPP has two boats used continually on waterways within the Trent-Severn system and closed lakes.	Water Attitudes	1
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ACTIVITY	DESCRIPTION	THEME	ACTIVITY LEVEL
OPG CENTRE: WATER POWER STATION	This tabletop model provides participants with both an educational and interactive opportunity. Here, students will learn about the basic operation of a hydroelectric generating station while being able to 'open' and 'operate' the station.	Water Science	2
OSPREY SURVIVOR	Students pretend to be osprey collecting fish to feed their baby osprey. Each fish is worth points and some are marked for pollutants with negative points. This teaches students about osprey and how they catch their food for survival. This activity also introduces the concept of food chains and how contaminated fish can affect animals that eat them.	Water Science	3
PIONEER WATER RACE	Students will be encouraged to examine the importance of water to the survival and success of pioneers. Taking a trip back in time, students can investigate how farm buildings were located near a water source, how pioneers obtained the water needed for animals and the family and how much water was required. Discover hand power and the role of the child in pioneer families. Help us fetch a bucket!	Water Attitudes	3
POLAR BEAR, POLAR BEAR	Through discussion and activity, students learn how to survive as a polar bear within an environment that has been affected by melting ice due to effects of Climate Change.	Water Protection	3
POWER OF WATER	Through an active demonstration students learn how the force of water is used to generate clean, reliable and renewable energy.	Water Science	1
RIVERVIEW CREEK RESTORATION	This teaches the importance of streams in urban areas. Students will also learn about the importance of plants along a stream and the role they play in providing habitat, which includes food, shelter and space.	Water Science and Water Protection	3
ROLLING THROUGH THE 'SHED	Donning Velcro Vests, students imagine themselves as water droplets rolling through the watershed. See what water picks up as it travels. Work backwards as a detective to find out where the different materials would be found in a real watershed.	Water Protection	3

ROYAL FLUSH	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. How does the required amount of water come back every time?	Water Conservation	2
SEPTIC SIGHTS!	Watch water trickle through the sewage pipes into the septic bed in a rural waste water scenario. Where do the wastewater and solid wastes go if one is not connected to the municipal wastewater system?	Water Protection	1
ACTIVITY	DESCRIPTION	THEME	
SOMETHIN' FISHY'S GOIN' ON	Students test the pH levels of common liquids (ex: juice, vinegar). Discuss how natural habitats must have water with a certain pH to support natural life. Students a lake model to see which lakes are healthy and which are too acidic, due to acid rain.	Water Protection	2
SPECIES AT RISK	Students will be presented information about species at risk and the importance of recognizing how it became 'at risk' and equally as important, how to sustain these species in the future.	Water Conservation	1
SPONGE BOG FROG	Using aquarium to represent a water habitat it is illustrated how pollutants can harm frogs as they absorb pollutants through their skin. It is designed to encourage students to help keep streams and ponds free of pollution and teaches children how to identify potential pollutants that should not be put into the water systems.	Water Protection	2
STOP, DROP AND ROLL	Using a relay race, students learn about the importance of water in fighting fires. Students have to run at the sound of a smoke alarm, don firefighting equipment and race back to their group	Water Attitudes	3
STREAM SAVERS	Students learn how a naturalized stream bank provides a protected environment for aquatic species. They observe the different responses of naturalized versus "manicured" stream banks.	Water Protection	1
TAPPING THE SOURCE	Created by the Peterborough Utility Commission, this Activity Centre is a model of a water distribution system similar to that of Peterborough. Water is drawn from the Otonabee River through a miniature water network, and pumped through various components of the system.	Water Technology	1
THREE TIMES A DAY	Students will have the opportunity to examine brushing their teeth and comparing water consumption using a variety of techniques. How much water can you save three times a day?	Water Conservation	2

WATER CYCLE MADNESS	Using a game of tag, students are shown that water can be in different states and how it changes from one state to another. The water cycle (evaporation, condensation, precipitation and collection) is explained and the transfer of water from soil to plants to growth is illustrated.	Water Science	3
WATERSHED ED	A three dimensional working mobile of the Otonabee River that will look at the history of the river and watch it as it gets more polluted. Then the children have to figure out how to clean it up!	Water Protection	1
WEATHER WATCHERS	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! Water Science	Water Science	1
WEST NILE LOOKOUT	Students learn about West Nile Virus and what they can do to prevent the spread of this disease.	Water Conservation	1
WILD RICE DANCE OFF!	Students will be introduced to the life cycle of the Canadian Wild Rice, and be able to see the progression of its growth through four stages shown in aquariums.	Water Attitudes	3



## Festival Itinerary

Name of adult supervisor:

Students in your group are:

- 1.
- 2.
- 3.
- 4.
- 5.

**At 2 p.m. please gather at Tree # \_\_\_\_\_ in the parking lot  
(You will be provided with a tree number on the morning of the festival).**

### Teacher's Notes


## Teachers Planning Guide - Grade 2

GRADE 2 ACTIVITIES	STRAND
ABORIGINAL VOICES	<ul style="list-style-type: none"> <li>Heritage and Citizenship (Traditions and Celebrations)</li> </ul>
BALANCED EARTH	<ul style="list-style-type: none"> <li>Understanding Earth and Space Systems (Air and Water in the Environment)</li> </ul>
BARK SKIN AND CEDAR	<ul style="list-style-type: none"> <li>Physical Education &amp; Health - Active Participation</li> </ul>
DOING THE LAUNDRY	<ul style="list-style-type: none"> <li>Earth and Space Systems (Air and Water in the Environment)</li> </ul>
DOWN THE SEWER	<ul style="list-style-type: none"> <li>Life Systems (Growth and Changes in Animals)</li> <li>Matter and Energy (Properties of Liquids and Solids)</li> <li>Earth and Space Systems (Air and Water in the Environment)</li> </ul>
GO WITH THE FLOW	<ul style="list-style-type: none"> <li>Matter and Energy (Properties of Liquids and Solids)</li> <li>Earth and Space Systems (Air and Water in the Environment)</li> <li>Mathematics (Measurement)</li> </ul>
GREAT WATER RACE	<ul style="list-style-type: none"> <li>Earth and Space Systems (Air and Water in the Environment)</li> </ul>
GREEN ROOF	<ul style="list-style-type: none"> <li>Life Systems (Growth and Changes in Animals)</li> <li>Matter and Energy (Properties of Liquids and Solids)</li> <li>Earth and Space Systems (Air and Water in the Environment)</li> </ul>
LATHER UP!	<ul style="list-style-type: none"> <li>Earth and Space Systems (Air and Water in the Environment)</li> <li>Mathematics (Measurement)</li> </ul>
MEDICAL MYSTERY	<ul style="list-style-type: none"> <li>Earth and Space Systems (Air and Water in the Environment)</li> <li>Canada and World Connections (Communities around the World)</li> </ul>
OPP MARINE UNIT	<ul style="list-style-type: none"> <li>Healthy Living (Personal Safety and Injury Prevention)</li> </ul>
OSPREY SURVIVOR	<ul style="list-style-type: none"> <li>Life Systems (Growth and Changes in Animals)</li> </ul>
OFF I GO	<ul style="list-style-type: none"> <li>Earth and Space Systems (Air and Water in the Environment)</li> <li>Fundamental Movement Skills</li> </ul>
POLAR BEAR, POLAR BEAR	<ul style="list-style-type: none"> <li>Earth and Space Systems (Air and Water in the Environment)</li> </ul>
RIVERVIEW CREEK RESTORATION	<ul style="list-style-type: none"> <li>Science and Technology (Understanding Life Systems)</li> </ul>
ROLLING THROUGH THE SHED	<ul style="list-style-type: none"> <li>Life Systems (Growth and Changes in Animals)</li> <li>Matter and Energy (Properties of Liquids and Solids)</li> <li>Earth and Space Systems (Air and Water in the Environment)</li> </ul>
ROYAL FLUSH	<ul style="list-style-type: none"> <li>Earth and Space Systems (Air and Water in the Environment)</li> </ul>
SEPTIC SIGHTS!	<ul style="list-style-type: none"> <li>Life Systems (Growth and Changes in Animals)</li> <li>Matter and Energy (Properties of Liquids and Solids)</li> <li>Earth and Space Systems (Air and Water in the Environment)</li> <li>Canada and World Connections (Communities around the World)</li> </ul>
SOMETHING FISHY'S GOING ON	<ul style="list-style-type: none"> <li>Matter and Energy (Properties of Liquids and Solids)</li> <li>Earth and Space Systems (Air and Water in the Environment)</li> </ul>
SPECIES AT RISK	<ul style="list-style-type: none"> <li>Understanding Life Systems (Growth and Changes in Animals)</li> </ul>
SPONGE BOB FROG	<ul style="list-style-type: none"> <li>Life Systems (Growth and Changes in Animals)</li> <li>Earth and Space Systems (Air and Water in the Environment)</li> </ul>
STOP, DROP AND ROLL	<ul style="list-style-type: none"> <li>Healthy Living (Personal Safety and Injury Prevention)</li> <li>Understanding Earth and Space Systems (Air and Water in the Environment)</li> </ul>

STREAM SAVERS	<ul style="list-style-type: none"> <li>• <i>Matter and Energy (Properties of Liquids and Solids)</i></li> <li>• <i>Earth and Space Systems (Air and Water in the Environment)</i></li> </ul>
THREE TIMES A DAY	<ul style="list-style-type: none"> <li>• <i>Earth and Space Systems (Air and Water in the Environment)</i></li> <li>• <i>Mathematics (Measurement)</i></li> </ul>
WATER CYCLE MADNESS!	<ul style="list-style-type: none"> <li>• <i>Understanding Earth and Space Systems (Air and Water in the Environment)</i></li> </ul>
WATERSHED ED	<ul style="list-style-type: none"> <li>• <i>Science and Technology – Understanding Life Systems</i></li> </ul>
WEATHER WATCHERS*	<ul style="list-style-type: none"> <li>• <i>Earth and Space Systems (Air and Water in the Environment)</i></li> </ul>
WEST NILE VIRUS	<ul style="list-style-type: none"> <li>• <i>Earth and Space Systems (Air and Water in the Environment)</i></li> <li>• <i>Canada and World Connections (Communities around the World)</i></li> </ul>
WILD RICE DANCE OFF!	<ul style="list-style-type: none"> <li>• <i>Physical Education &amp; Health - Active Participation</i></li> <li>•</li> </ul>

**\* Grade 2's will be able to understand some of the concepts discussed at these activities, but some of the ideas are complex.**

**Complete and duplicate this form for your parent volunteers so that your students see all the activities you have selected.**

## Teachers Planning Guide - Grade 3

GRADE 3 ACTIVITIES	STRAND
ABORIGINAL VOICES	<ul style="list-style-type: none"> <li>• <i>Heritage and Citizenship (Pioneer Life)</i></li> </ul>
BARK SKIN AND CEDAR	<ul style="list-style-type: none"> <li>• <i>Social Studies – Early Settlements in Upper Canada</i></li> <li>• <i>Physical Education &amp; Health - Active Participation</i></li> </ul>
DOING THE LAUNDRY	<ul style="list-style-type: none"> <li>• <i>Heritage and Citizenship (Pioneer Life)</i></li> </ul>
GO WITH THE FLOW	<ul style="list-style-type: none"> <li>• <i>Energy and Control (Forces &amp; Movement)</i></li> </ul>
GREAT WATER RACE	<ul style="list-style-type: none"> <li>• <i>Earth and Space Systems (Soils in the Environment)</i></li> </ul>
GREEN ROOF	<ul style="list-style-type: none"> <li>• <i>Life Systems</i></li> </ul>
LATHER UP!	<ul style="list-style-type: none"> <li>• <i>Energy and Control (Forces &amp; Movement)</i></li> <li>• <i>Heritage and Citizenship (Pioneer Life)</i></li> </ul>
MEDICAL MYSTERY	<ul style="list-style-type: none"> <li>• <i>Heritage and Citizenship (Pioneer Life)</i></li> </ul>
ONTARIO PROVINCIAL POLICE MARINE UNIT	<ul style="list-style-type: none"> <li>• <i>Healthy Living (Personal Safety and Injury Prevention)</i></li> </ul>
PIONEER WATER RACE	<ul style="list-style-type: none"> <li>• <i>Heritage and Citizenship (Pioneer Life)</i></li> </ul>
POLAR BEAR, Polar Bear	<ul style="list-style-type: none"> <li>• <i>Earth and Space Systems (Air and Water in the Environment)</i></li> </ul>
RIVERVIEW CREEK RESTORATION	<ul style="list-style-type: none"> <li>• <i>Science and Technology (Understanding Life Systems)</i></li> <li>• <i>Social Studies (Urban and Rural Communities)</i></li> </ul>
ROYAL FLUSH	<ul style="list-style-type: none"> <li>• <i>Energy and Control (Forces &amp; Movement)</i></li> </ul>
SEPTIC SIGHTS!	<ul style="list-style-type: none"> <li>• <i>Energy and Control (Forces &amp; Movement)</i></li> <li>• <i>Earth and Space Systems (Soils in the Environment)</i></li> </ul>
SPONGE BOB FROG	<ul style="list-style-type: none"> <li>• <i>Life Systems (Growth and Changes in Plants)</i></li> </ul>
STOP, DROP AND ROLL	<ul style="list-style-type: none"> <li>• <i>Healthy Living (Personal Safety and Injury Prevention)</i></li> </ul>
STREAM SAVERS	<ul style="list-style-type: none"> <li>• <i>Life Systems</i></li> <li>• <i>Earth and Space Systems</i></li> </ul>
THREE TIMES A DAY	<ul style="list-style-type: none"> <li>• <i>Energy and Control (Forces &amp; Movement)</i></li> </ul>
WATER CYCLE MADNESS	<ul style="list-style-type: none"> <li>• <i>Understanding Life Systems (Growth and Changes in Plants)</i></li> </ul>
WATERSHED ED	<ul style="list-style-type: none"> <li>• <i>Science and Technology – Understanding Life Systems</i></li> <li>• <i>Early Settlements in Upper Canada</i></li> </ul>
WEST NILE VIRUS	<ul style="list-style-type: none"> <li>• <i>Earth and Space Systems (Air and Water in the Environment)</i></li> <li>• <i>Canada and World Connections (Communities around the World)</i></li> </ul>
WILD RICE DANCE OFF!	<ul style="list-style-type: none"> <li>• <i>Physical Education &amp; Health - Active Participation</i></li> <li>• <i>Science and Technology – Understanding Life Systems</i></li> </ul>

\* Grade 3's will be able to understand some of the concepts discussed at these

activities, but some of the ideas are complex.

Complete and duplicate this form for your parent volunteers so that your students see all the activities you have selected.

## Teachers Planning Guide - Grade 4

GRADE 4 ACTIVITIES	STRAND
BARK SKIN AND CEDAR	<ul style="list-style-type: none"> <li>Physical Education &amp; Health - Active Participation</li> </ul>
DOWN THE SEWER	<ul style="list-style-type: none"> <li>Life Systems (Habitats &amp; Communities)</li> </ul>
GO WITH THE FLOW	<ul style="list-style-type: none"> <li>Measurement (Capacity, Mass &amp; Volume)</li> </ul>
GREAT WATER RACE	<ul style="list-style-type: none"> <li>Earth &amp; Space Systems (Rocks, Minerals &amp; Erosion)</li> </ul>
GREEN ROOF	<ul style="list-style-type: none"> <li>Earth &amp; Space Systems</li> </ul>
LATHER UP!	<ul style="list-style-type: none"> <li>Measurement (Capacity, Mass &amp; Volume)</li> </ul>
ONTARIO PROVINCIAL POLICE MARINE UNIT	<ul style="list-style-type: none"> <li>Healthy Living (Personal Safety and Injury Prevention)</li> </ul>
OSPREY SURVIVOR	<ul style="list-style-type: none"> <li>Life Systems (Habitats and Communities)</li> </ul>
PIONEER WATER RACE	<ul style="list-style-type: none"> <li>Fundamental Movement Skills (Locomotion &amp; Travelling)</li> </ul>
POLAR BEARS, POLAR BEARS	<ul style="list-style-type: none"> <li>Earth &amp; Space Systems</li> </ul>
RIVERVIEW CREEK RESTORATION	<ul style="list-style-type: none"> <li>Science and Technology (Understanding Life Systems)</li> </ul>
ROLLING THROUGH THE SHED	<ul style="list-style-type: none"> <li>Life Systems (Habitats &amp; Communities)</li> </ul>
SEPTIC SIGHTS!	<ul style="list-style-type: none"> <li>Earth &amp; Space Systems (Rocks, Minerals &amp; Erosion)</li> </ul>
SPONGE BOB FROG	<ul style="list-style-type: none"> <li>Understanding Life Systems (Habitats and Communities)</li> </ul>
STOP, DROP AND ROLL	<ul style="list-style-type: none"> <li>Healthy Living (Personal Safety and Injury Prevention)</li> </ul>
STREAM SAVERS	<ul style="list-style-type: none"> <li>Life Systems</li> <li>Earth and Space Systems</li> </ul>
THREE TIMES A DAY	<ul style="list-style-type: none"> <li>Measurement (Capacity, Mass &amp; Volume)</li> </ul>
WATERSHED ED	<ul style="list-style-type: none"> <li>Science and Technology – Understanding Life Systems</li> </ul>
WEST NILE VIRUS	<ul style="list-style-type: none"> <li>Life Systems (Habitats &amp; Communities)</li> </ul>
WILD RICE DANCE OFF!	<ul style="list-style-type: none"> <li>Physical Education &amp; Health - Active Participation</li> <li>Science and Technology – Understanding Life Systems</li> </ul>

Complete and duplicate this form for your parent volunteers so that your students see all the activities you have selected.

## Teachers Planning Guide - Grade 5

GRADE 5 ACTIVITIES	STRAND
BALANCED EARTH	<ul style="list-style-type: none"> <li>• <i>Understanding Earth and Space Systems (Conservation or Energy and Resources)</i></li> </ul>
BARK SKIN AND CEDAR	<ul style="list-style-type: none"> <li>• <i>Physical Education &amp; Health - Active Participation</i></li> </ul>
GO WITH THE FLOW	<ul style="list-style-type: none"> <li>• <i>Energy and Control (Conservation of Energy)</i></li> </ul>
LATHER UP!	<ul style="list-style-type: none"> <li>• <i>Energy and Control (Conservation of Energy)</i></li> </ul>
MEDICAL MYSTERY	<ul style="list-style-type: none"> <li>• <i>Life Systems (Human Organ Systems)</i></li> </ul>
POLAR BEAR, POLAR BEAR	<ul style="list-style-type: none"> <li>• <i>Earth and Space Systems (Weather)</i></li> </ul>
POWER OF WATER	<ul style="list-style-type: none"> <li>• <i>Understanding Earth and Space Systems (Conservation of Energy and Resources)</i></li> </ul>
RIVERVIEW CREEK RESTORATION	<ul style="list-style-type: none"> <li>• <i>Science and Technology (Understanding Life Systems)</i></li> </ul>
ROYAL FLUSH	<ul style="list-style-type: none"> <li>• <i>Energy and Control (Conservation of Energy)</i></li> </ul>
THREE TIMES A DAY	<ul style="list-style-type: none"> <li>• <i>Measurement (Capacity, Mass &amp; Volume)</i></li> </ul>
WATER CYCLE MADNESS	<ul style="list-style-type: none"> <li>• <i>Understanding Matter and Energy (Properties of and Changes in Matter)</i></li> </ul>
WATERSHED ED	<ul style="list-style-type: none"> <li>• <i>Science and Technology – Understanding Life Systems</i></li> </ul>
WEST NILE VIRUS	<ul style="list-style-type: none"> <li>• <i>Life Systems (Human Organ Systems)</i></li> </ul>
WEATHER WATCHERS	<ul style="list-style-type: none"> <li>• <i>Earth and Space Systems (Weather)</i></li> </ul>
WILD RICE DANCE OFF	<ul style="list-style-type: none"> <li>• <i>Physical Education &amp; Health - Active Participation</i></li> <li>• <i>Science and Technology – Understanding Life Systems</i></li> </ul>

Complete and duplicate this form for your parent volunteers so that your students see all the activities you have selected.

## Planning for and around the Peterborough Children's Water Festival

We hope that the Festival will be a fun and educational day of activities for your students. The day can be a "stand-alone" experience for your class, or it can be the focal point for a variety of related lessons and classroom activities before and/or after Festival Day.

In this section we offer suggestions for assessing how much your students 'absorbed' during the Festival, and include some suggestions on how you might expand the Festival experience into your classroom program.

The Curriculum Reference section matches the activities at Festival Day with sections of the Curriculum.

In general, Curriculum most directly involved with this event are:

Grade 2: English Language - Oral & Visual Communication  
Mathematics - Measurement  
Physical Education & Health - Active Participation  
Science and Technology - Matter and Energy  
Science and Technology - Earth and Space Systems  
Social Studies - Features of Communities Around the World  
Physical Education & Health - Fundamental Movement Skills  
Physical Education & Health - Active Participation

Grade 3: English Language - Oral & Visual Communication  
Mathematics - Measurement  
Science and Technology - Understanding Life Systems  
Science and Technology - Matter and Energy  
Science and Technology - Earth and Space Systems  
Social Studies - Early Settlements in Upper Canada  
Social Studies - Urban and Rural Communities  
Physical Education & Health - Fundamental Movement Skills  
Physical Education & Health - Active Participation

Grade 4: English Language - Oral & Visual Communication  
Mathematics - Measurement  
Science and Technology - Understanding Life Systems  
Science and Technology - Matter and Energy  
Science and Technology - Earth and Space Systems  
Social Studies - Canada's Provinces, Territories and Regions  
Physical Education & Health - Fundamental Movement Skills  
Physical Education & Health - Active Participation

Grade 5: English Language - Oral & Visual Communication  
Mathematics - Measurement  
Science and Technology - Understanding Life Systems  
Science and Technology - Matter and Energy  
Science and Technology - Earth and Space Systems  
Physical Education & Health - Fundamental Movement Skills  
Physical Education & Health - Active Participation

The Learning Expectations description in the Festival Activities and the Curriculum section of this guide suggests ways to have students show that they know the various concepts involved in the activities. Each grade level and class will have different methods of providing students with an opportunity to demonstrate their knowledge. It may help to discuss many of the ideas with the class before going to the Festival, and make note of the knowledge/skill levels at that time. Then the follow-up work can focus on assessing the change in knowledge and values after the Festival Day.

Follow-up activities might involve:

- allowing each group of students time to prepare and present a report to the class on what they saw, did and learned on Festival Day. If groups of five are unwieldy for such an assignment, they might be split up and each part of the group given a specific part of the day to present.
- as you move around the Festival, develop some questions about the Activity Centres your students are visiting, and present them to the students back at school to see what they have retained. The questions could be delivered orally to the class in discussion, or as a quiz or True/False list.
- using some of the resources shown in this Guide, prepare further activities that students can do that require them to go back to information and values learned at the Festival.
- assign individuals, or preferably pairs or groups, to prepare reports that they can present to classes that were not at the Festival. Ask the teacher and students of that class to tell you how familiar your students were with the water material they were presenting. Having students prepare skits, plays or puppet shows with a "water" theme can also do this.
- choose some "big ideas" from the festival and have students create posters or magazine-style advertisements to put up around the school.

### ***Your Feedback is important***

Information about the effectiveness of various activities at the Festival is essential to help organizers adapt and improve the Festival elements and create an even better event next year. In addition to using the Festival evaluations and feedback forms as a part of your Student Evaluation and Reporting this term, ***please consider sending in a report on student learning at the Festival along with the evaluation you are provided with.***

### **Expanding the Festival**

The Festival can be a "stand-alone" event, or it can be the focal point for a variety of related lessons and classroom activities before and/or after Festival Day. To expand the event into a larger unit involves more planning and preparation, and requires you to either start earlier and use the Festival as the culmination of a series of lessons and activities, or to use the Festival as the starting point for a week or two of further review and study. Either method suggests that the curriculum focus for your grade level be developed into a study-series with the Festival as a key focus. This might be work on Pioneer Life, Wildlife Habitats, Urban Water Systems, Conservation and/or Pollution Studies, Human Body Systems and Need for Water, the Chemistry and Physics of Water – all depending on the content strands your grade is responsible for.

Other subjects can easily be included in the program; Language skills involving critical reading, writing descriptive narrative material, creating stories or scripts, developing arguments - again depending on your grade level and the curriculum objectives - are natural extensions to the water theme and the Festival activities; Mathematics skills involving measurement of speed, volume, temperature, time, and problems involving water scenarios can be practiced or taught in the classroom or in the schoolyard; Art and Drama offer many interesting ways to express and record information and values - some activities were suggested in the Assessment section above.

The resources listed at the back of this guide contain many lesson plans and further suggestions on how to involve your class further with the Water theme.

### **Ideas to get you going:**

- Invite a local water expert from the community to talk to your class. For older grades, have the students prepare and interview the guest.
- Have students prepare a Water Cycle chart and explain the terms evaporation, condensation, ground water, precipitation, etc.
- Use a video camera to have groups of students organize a video-team and prepare a video about some aspect of the water topic.
- Take an erosion hike in a local park or conservation area and spot examples of water damage - natural or man-made.
- Take a map of the area and sketch out the watershed nearby.
- Take a poll of materials that enter the water treatment system from students' homes - or the storm sewer system from the yards in students' neighborhoods.
- Study water legends and stories from Indigenous cultures.
- Have the class develop a resolution to save water and have it signed by the Principal and announced to the school community.
- Post posters and displays throughout the school with tips on how to conserve water.
- Have students study the source of their water supply. Investigate any possible sources of contaminants to the water.
- Choose an animal, describe its habitat and give examples of how it uses water.
- Study the habitat and life cycles of native aquatic species.

## **Resources for Teachers**

### **Books**

Available at the Peterborough Public Library

*The Amazing Water Book*: Deborah Seed: Kids Can Press. ISBN 1550740032

*Earthcycles and Ecosystems*. Beth Savan. Toronto: Kids Can Press. ISBN 155074013X

*A Primer on Fresh Water: Environmental Citizenship Freshwater Series:*  
Environment Canada. (Reference only) ISBN 0662287651

*The Jumbo Book of Science, 136 of the Best Experiments:* The Ontario Science Centre. ISBN 1550741977

*Scienceworks: An Ontario Science Centre Book of Experiments:* Kids Can Press. ISBN (bound) 0919964818 (paperback) 0919964613

*The Greenpeace Book of Water.* Klaus Lanz. Sterling Publications. ISBN 0806942126

*Down The Drains: Water Use and Pollution.* Barbara James. ISBN 0750201940

*A Drop of Water: A Book of Science and Wonder.* Walter Wick. Scholastic Press. ISBN 0590221973

*The Health of Our Water: Toward sustainable agriculture in Canada.* Agriculture and Agri-Food Canada, Research Branch. ISBN 0662284895

### **Ministry of Education Curriculum Units**

Available online at <http://www.edu.gov.on.ca/eng/elementary.html>

Grade 3: Social Studies

- Early Settlements in Upper Canada
- Urban and Rural Communities

Grade 3: Science

- Understanding Life Systems: Growth and Changes in plants

Grade 4

- Life Systems: Habitats and Communities

Grade 4/5

- Understanding Earth and Space Systems: Conservation of Energy and Resources

### **Videos & Periodicals**

Available at Peterborough Public Library

*Journey of the Blob.* Bullfrog films. Video. 10 minutes. Grades P-16. ISBN: 0-7722-0243-5. (see above for ordering info) Also part of the Look Again Series (see below)

*A boy makes a decision about how to dispose of a green glob he has concocted. What will happen if he dumps it into a stream? Where does water come from and where does it go? This film illustrates the water cycle and raises many questions about environmental responsibility and the consequences of our decisions.*

*Planet Earth: Caring for our Environment.* Video 28 minutes. Ordering number 9191 175. Produced by the National Film Board of Canada

*This film illustrates the water cycle, while raising questions about environmental responsibility and the consequences of our decisions.*

*Water Supply in Canada: How water is supplied.* Video, 20 minutes. Classroom video, Burnaby, BC.

*Discusses how water is supplied and its domestic, industrial and agricultural uses. Examines the benefits and costs of dams, effects on migration of mammals and fish, and the river downstream.*

*Water Works.* Video, 27 minutes. Porpoise Bay Productions, 1991.

*A look at the Great Lakes basin, its origins and characteristics, all looked at through informative field trips.*

*Acid Rain.* Video, 30 minutes. Schlessinger Video Productions.

*The causes of acid rain and its effect on land forms, soil, crops, lakes, animals and humans are explained. The state of legislation (1993) and other measures taken to minimize the damage of acid rain are also discussed.*

### **Publications available from Environment Canada**

Education levels are specified for each publication (primary, intermediate, secondary)

These can be obtained free of charge using the order form on their website,

<http://www.ec.gc.ca/eau-water/default.asp?lang=En&n=24F409D1-1>

*Threats to water availability in Canada.* The Canadian government addresses water concerns.

*Linking water science to policy. Workshop series final report.* Canada's National Water Research Institute organized a variety of workshops on water quality.

*Did you know?...Freshwater facts for Canada and the world.* Includes 150 frequently asked freshwater facts.

*Every Drop Counts: A Speaker's Kit On Water Conservation and energy efficiency.* Downloadable off the website. The kit consists of a PowerPoint presentation and support materials.

*Resource Kit: Kids WaterFest at the museum of Industry.* On the site as a PDF file. Complete kit is 773 KB. Educator's notes and student activities designed to provide an overview of the importance of water.

*A Premier on Fresh Water: Question and Answers.* Answers a wide range of questions on different aspects of water, its physical characteristics, availability both above and below ground, its uses, and how its shared and managed.

*Let`s Not Take Water For Granted.* Available on the site as PDF files. Teaching suggestions, reading materials and learning activities to help teachers of grade 5.

*Water and Canada: Preserving a Legacy for People and the Environment.* Available on the site as PDF files. Includes information about water sustainability and development, as well as sustainability, quality and use.

*Water Fact Sheets:*

A collection of fact sheets in the Freshwater Series. Some are out of print but can be viewed on the website.

A-1: Water – Nature’s Magician

A-2: Water – Here, There and Everywhere

A-3: Clean Water – Life Depends On It

A-4: Water Works!

A-5: Groundwater – Nature’s Hidden Treasure

A-6: Water Conservation: Every Drop Counts

A-7: Water, Art and the Canadian Identity – At the Water’s Edge

A-8: Water – the Transporter

A-9: Water – Vulnerable to Climate Change

**Available for purchase from the American Water Works Association**

- 6666 West Quincy Ave., Denver, Colorado 80235, 1 800 926 7337, Fax: 303 347 0804. There is a charge for most of their publications. Contact AWWA for information and current prices. Their website can be found at: <http://www.awwa.org>

**Consumer Information and Education**

Fact Sheets:

Chlorination of Drinking Water

The facts about Bottled Water and Home Water Treatment Devices

**Bill Stuffers**

*It’s a Natural,*

Pamphlet filled with information about how to get a water conserving landscape.

*H<sub>2</sub>O Makes Everything Go!*

Pamphlet that quizzes users with 9 questions about water and it’s many uses.

*25 Things you can do to Prevent Water Waste*

9 ways in the bathroom, 6 ways in the kitchen and laundry room and 10 ways outside to prevent water waste

*Five Basic ways to Conserve Water.*

Information on 5 easy ways to save water

*A Consumers Guide to Water Conservation: The inside story*

Learn how to check for leaks, conserve water in the shower and reduce the amount flushed

*A Consumers Guide to Water Conservation: The outside story*  
8 tips for conserving water outside

*Get your Hands Dirty*  
Describes soil textures, 7 types of organic material.

*How does your Garden Grow?*  
Offers alternatives to reduce the amount of water needed for your garden.

*Lawn Watering Tips*  
Offers tips on how much and when to water your lawn to maintain lawn.

*Caution! Your hose may Be Hazardous to your Health!*  
Describes how to prevent backflow of water to keep your family safe from fertilizers and weed killers.

*Good Soil For Effective Watering.*  
Learn about various types of soil and how to maximize its properties for optimum water use and long-lasting lawns and gardens.

*Preventing Floods and Leaks in your Home.*  
Learn how to look for water leaks

## Youth Education

*Splash! Activity Book.*  
Colouring book with water related word and number games

*Water Magic – Water Activities for Students and Teachers (Grades k-3)*  
23 hands-on activities that address various objectives

## **Compact Discs**

*Aqua Venturer.* Water Environment Federation  
To Order: WEF public education products call 1-800-666-0206  
Learn the story of water, it's treatment, it's use throughout history and its importance to life on Earth.

*Introduction to Aquatic Environments.* Department of Zoology, University of Guelph.

2 Discs covering info about rivers, lakes, chemistry, physical, food webs and plants, benthos, zooplankton, fish, toxics, biodiversity/exotic species  
<http://www.cybernatural.uoguelph.ca/products/aquatic.htm>

*Great Lakes Explorer: Biodiversity.* Department of Zoology, University of Guelph.

Students can explore issues relating to biological diversity in the Great Lakes. They can participate in expeditions to 44 sites to sample fish. Learn how pollution, habitat and geography affect biological diversity.  
<http://www.cybernatural.uoguelph.ca/products/aquatic.htm>

*Mission: Acid Rain.* University of Guelph.

Learn how to measure pH, collect animals and take rock samples and see how acid rain affects ecosystems. And see how you can stop acid rain.  
<http://www.cybernatural.uoguelph.ca/products/aquatic.htm>

*Amphibians, Reptiles and Mammals of the Great Lakes: The Great Lakes Faunal Atlas.* Department of Zoology, University of Guelph.

Learn about amphibians, mammals and reptiles while enjoying an interactive, multimedia experience that includes photographs, sound and animations.  
<http://www.cybernatural.uoguelph.ca/products/aquatic.htm>

*Ontario's Living Legacy.* Ontario's Ministry of Natural Resources. Contact:

<http://www.mnr.gov.on.ca/en/Business/LUEPS/index.html> or call, 1-877-727-7701.  
 Information about Ontario's Provincial Parks

## Water and Environment Website Links for Kids & Teachers

Site and Description	Internet Address
<i>Freshwater Website</i> – Environment Canada Contains information about the nature of water and management (Site has a good teacher's corner and a large list of publications).	<a href="http://www.ec.gc.ca/water/index.htm">http://www.ec.gc.ca/water/index.htm</a>
<i>Great Lakes Information Network</i> Information about life in and around the Great Lakes. Teacher resources provide quizzes, mini lessons on Great Lakes topics, U.S. and Canadian partnership.	<a href="http://www.great-lakes.net/">http://www.great-lakes.net/</a> <a href="http://www.great-lakes.net/teach/">http://www.great-lakes.net/teach/</a>
<i>Canadian Water Resources Association</i> For individuals and organizations interested in the management of Canada's water resources	<a href="http://www.cwra.org">http://www.cwra.org</a>
<i>Canadian Climate Data, Environment Canada</i> Historical climate data from across Canada.	<a href="http://www.ecoaction.gc.ca">http:// www.ecoaction.gc.ca</a>
<i>Adopt-A-Pond (Toronto Zoo)</i> A wetland-conservation program allows people and groups to adopt a pond.	<a href="http://www.torontozoo.com/adoptapond/">http://www.torontozoo.com/adoptapond/</a>
<i>Otonabee Region Conservation Authority</i>	<a href="http://www.otonabee.com">http://www.otonabee.com</a>
<i>Peterborough Utilities Services</i>	<a href="http://www.peterboroughutilities.ca/home.htm">http://www.peterboroughutilities.ca/home.htm</a>
<i>Waterfront Regeneration Trust</i> A southern Ontario ENGO that organizes projects designed to enhance the Lake Ontario shoreline on the Canadian side.	<a href="http://www.waterfronttrail.org/">http://www.waterfronttrail.org/</a>
<i>Ontario Clean Water Agency.</i>	<a href="http://www.ocwa.com">http://www.ocwa.com</a>
<i>Lifewater Canada</i> Information on drilling safe drinking water wells and building hand pumps, and training programs.	<a href="http://www.lifewater.ca">http://www.lifewater.ca</a>
<i>Watershed Science Centre</i> Information about watershed research.	<a href="http://www.trentu.ca/iws/">http://www.trentu.ca/iws/</a>
<i>Water - Ministry of the Environment</i> Information on various water-related issues, including wells, conservation, drinking water	<a href="http://www.ene.gov.on.ca/water/index.php">http://www.ene.gov.on.ca/water/index.php</a>

monitoring, the Great Lakes, and more.	
<i>Water Survey of Canada</i> National water quantity survey. Looks at waterrelated issues facing various provinces.	<a href="http://www.wsc.ec.gc.ca/">http://www.wsc.ec.gc.ca/</a>
<i>Water Environmental Association of Ontario</i> An organization for technical and professional individuals.	<a href="http://www.weao.org">http://www.weao.org</a>
<i>U.S. Environmental Protection Agency</i> Kids' site has online activities. Teachers' site has info. such as curriculum ideas and other links.	<a href="http://www.epa.gov/kids/">http://www.epa.gov/kids/</a> <a href="http://www.epa.gov/teachers/">http://www.epa.gov/teachers/</a>
<i>Waterweb</i> A consortium listing water-related and environmental websites in Canada and internationally.	<a href="http://www.waterweb.org">http://www.waterweb.org</a>
<i>Great Lakes Information Management Resource – Kids resources</i>	<a href="http://www.on.ec.gc.ca/greatlakes/For_kids-W34DB7BBAD-1_En.htm">http://www.on.ec.gc.ca/greatlakes/For_kids-W34DB7BBAD-1_En.htm</a>
<i>Canada's Aquatic Environments-</i> Promotes awareness of aquatic ecosystems	<a href="http://www.aquatic.uoguelph.ca">http://www.aquatic.uoguelph.ca</a>
<i>Ducks Unlimited Canada</i>	<a href="http://www.ducks.ca/resource/teachers/index.html">http://www.ducks.ca/resource/teachers/index.html</a>
<i>Canadian Centre for Inland Waters</i> Water research in the Great Lakes	<a href="http://www.ec.gc.ca/inre_nwrl">http://www.ec.gc.ca/inre_nwrl</a>
<i>RiverSides Stewardship Alliance</i> Acts to facilitate behavioural attitudes	<a href="http://www.riversides.org">http://www.riversides.org</a>
<i>Ontario Streams</i> Stream restoration information and education	<a href="http://ontariostreams.on.ca">http://ontariostreams.on.ca</a>
<i>Conservation Ontario-</i> Network of 38 conservation	<a href="http://www.conservation-ontario.on.ca">www.conservation-ontario.on.ca</a>
<i>Water Environment Federation-</i> Dedicated to water preservation and enhancement	<a href="http://www.wef.org/AboutWater/ForThePublic/FactSheets/">http://www.wef.org/AboutWater/ForThePublic/FactSheets/</a>
<i>Water Use it wisely-</i> Incorporates water conservation tips into a memory game	<a href="http://www.wateruseitwisely.com">www.wateruseitwisely.com</a>
<i>BellLive-</i> Electronic Learning Adventures help kids learn about the environment	<a href="http://www.bellmuseum.org/distancelearning/watershed/watershed2.html">www.bellmuseum.org/distancelearning/watershed/watershed2.html</a>

# 2011 Festival Supporters

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***Grant and Emma Murphy***

In-Kind Donor





**Directions to Peterborough Children's Water Festival  
May 26<sup>th</sup> and 27<sup>th</sup> 2011**

*(Please note: there will be a public day to celebrate our 10<sup>th</sup> Anniversary on May 28<sup>th</sup>)*

Riverview Park and Zoo

Peterborough, Ontario



Riverview Park and Zoo is located on Water Street North in Peterborough, Ontario. Bus entrance to the parking lot is located at the lights by Carnegie Avenue.

Peterborough Utilities Services Inc.  
1867 Ashburnham Dr., Peterborough, ON K9J 6Z5  
(705) 748-9301, ext. 299 fax (705) 748-0120

Peterborough Children's Water Festival  
c/o Peterborough Green-Up  
378 Aylmer Street North, Peterborough, K9H 3V8  
(705) 745-3238 x208 fax (705) 745-4413