



Program Leadership Workshop Guide

MEASURING OUR IMPACT

Please help us learn about how our materials are used. Photo copy this mailer each time you deliver the workshop and return with comments to the address on the back, or fax to:

EDUCATING YOUNG PEOPLE ABOUT WATER
Fax - 608/262-2031

WORKSHOP COORDINATOR:

ADDRESS:

- Check here if you would be willing to participate in a phone interview.
Your phone number _____

NUMBER OF PEOPLE ATTENDING WORKSHOP SESSION:

BRIEF DESCRIPTION OF HOW PARTICIPANTS PLAN TO USE TRAINING

For example, participants may use training as an opportunity for professional development, or as time for team planning to create of a school-wide watershed education program, or leader training to enhance a community 4-H water effort.

COMMENTS ABOUT THE WORKSHOP GUIDE OR ACCOMPANYING MATERIALS

Please share any thoughts that might help to improve *Educating Young People About Water* materials or video.

THANKS!

PLACE
STAMP
HERE

EDUCATING YOUNG PEOPLE ABOUT WATER
University of Wisconsin Cooperative Extension
Environmental Resources Center
216 Agriculture Hall
Madison, WI 53706



Program Leadership Workshop Guide

Companion to -

The *Educating Young People About Water* guides and training video.

Purpose -

To provide support to professionals who wish to initiate or improve a youth water education program. Training will:

- ✓ motivate participants to educate with community issues in mind
- ✓ encourage thinking about potential outcomes of youth water education
- ✓ introduce the *Educating Young People About Water* resource guides
- ✓ introduce program design and evaluation skills important to water education

Audience -

- Volunteers with professional background or strong water related interest
- Educators with little water education experience
- Resource managers with little youth education experience
- Water program planning committee members
- Program managers of water programs - looking for more ideas
- Participants of a workshop session at a professional conference or inservice

Training modules consider key components to a successful program:

Module 1 - *Educating youth about water* - Making learning fun!

Module 2 - *Why do a water education program?*

Emphasizing the community connection.

Module 3 - *Role of the water education initiator*

Making waves while staying between the banks.

Module 4 - *Where are you now? Where are you going?*

Evaluating and incorporating results into new program design.

Training strategy -

Training is designed to be used by:

- A professional working on his/her own
- Small planning group
- Large group workshop session

Training uses activities, discussion, and video to assist educators to improve their skills in planning water education programs which meet community education and stewardship goals.

Developed by Elaine Andrews, Joseph Heimlich, and Kelly J. Warren under USDA special project fund 93-EWQ1-1-9046.

Special thanks to Joe Heimlich for creative inspiration and to the many professionals who reviewed draft versions.

University of Wisconsin Extension, USDA Cooperative State Research Education and Extension Service, September 1995

WORKSHOP - getting ready

GOALS OF THE WORKSHOP EXPERIENCE -

The *Educating Young People About Water* workshop has been designed to take advantage of participant's previous knowledge about youth, education, or water resources by emphasizing an activity/discussion format. To get the most out of the session, the workshop leader will want to act primarily as a "facilitator" rather than as an instructor. The facilitator can maintain a flexible atmosphere by using the activities provided in each module to assess participant experience and understanding. Topics where participants are clearly knowledgeable can be skipped or presented briefly.

❖ TIME -

The workshop is divided into four modules and is designed to be completed in 4 - 6 hours depending on the experience and size of the group. Time includes use of the accompanying video. Total video time = 53 minutes; video modules, designed to accompany each workshop module, are approximately 12 minutes each.

❖ LEARNING IN A SMALL PLANNING GROUP -

The resources presented throughout the workshop were especially designed to assist a community planning team to create an effective water education program - either as a small group or as part of a larger workshop. Use your time with these materials to conduct a frank interchange of ideas about what your organization or partnership can accomplish. Try several activities, and really dig in when directions suggest using sections of *A guide to program planning and evaluation*.

❖ WORKING ON YOUR OWN -

For those who want to improve personal skills in managing a water education program, use the workshop outline to help you focus on key points. Do as many of the activities as are reasonable. You may want to keep a notebook of your thoughts as you go along. Use the video in modules, as suggested, and be sure to take time to consider your reactions to each segment. The resource guides provide a lot of information, practice using these tools along with each module.

❖ FACILITATOR INSTRUCTIONS - BACKGROUND

The **BACKGROUND** for each module summarizes the **GOALS** for that module and provides a set of discussion questions designed to emphasize points developed through the workshop activities. Prior to the workshop, the facilitator should familiarize themselves with the materials designed to accompany the workshop and the specific module.

❖ ACTIVITY INSTRUCTIONS - WHAT TO DO

ACTIVITY - Each activity was provided to explore and model specific goals. Instructions are brief. The facilitator should feel free to present the activity according to their own style.

DEBRIEF - Take time to ensure that participants understand the purpose of the activity. Suggestions for debriefing each activity are provided. *Please note activity/discussion questions listed in the BACKGROUND section.*

TOOLS - Activities are accompanied by overheads, handouts, worksheets, and sections of *A Guide to Planning and Evaluation*. As you prepare for your workshop, check for references to these materials using the water drop icon. Some activities will also require additional simple materials that you must provide. These are listed after each activity. To ensure that participants become familiar with the *Guides*, provide time to practice using them as suggested in the workshop directions.



❖ **OTHER SUPPORT NEEDED -**

VIDEO - Training is supported by a video which summarizes interviews and scenes from 8 exemplary youth water education programs, following the 4 module themes. While the workshop can be presented without the video, video segments were chosen to emphasize key points and to help participants visualize how they could use skills and resources in their own communities. Remember that a video is meant to be viewed in a small group, no more that 12 feet away from the monitor. If you have a larger group be sure to provide additional monitors or ask participants to sit or stand near the monitor during each 12-minute video module.

PUBLICATIONS - The workshop and video were designed to introduce the publications in the *Educating Young People About Water* series. These resources were developed based on the advice of over 40 outstanding water program managers and many published studies.

A guide to goals and resources is designed to assist the program manager to choose the educational materials most useful to the situation. It includes a guide to over 100 water education curricula and a listing of numerous other resources.

A guide to program planning and evaluation is a workbook including two practical checklists specific to water education program development needs: one for planning and one for evaluation. Look for the video camera icon for detailed information about points introduced in the video.

A guide to unique program strategies provides 37 program stories chosen to illustrate water education in 10 program settings using a variety of program goals. Look for the video camera icon for detailed information about programs highlighted in the video.

COMPUTER, MODEM, AND PHONE CONNECTION - Publications identified in *A guide to goals and resources* have been described in more detail in an electronic data base available on the internet or through a phone connection. Instructions for how to access the data base are described on page 3 of that publication

INTRODUCTION

BACKGROUND

GOALS -

- ✓ Summarize and introduce the workshop.
- ✓ Provide participants with an opportunity to meet each other and to talk about why they came to the workshop.
- ✓ Provide participants with *Educating Young People About Water* publications.

INSPIRATION -

Water education is not new. Many government and private organizations have promoted youth and adult water education for years. This effort has obviously had some success. Americans' high level of concern for drinking water quality and water pollution issues was documented in a 1993 survey.¹ Respondents strongly supported solutions to help ease water problems even after considering associated costs. So it may come as a surprise that despite Americans' concern and willingness to act, **little action is being taken by individual citizens** to improve freshwater quality or conserve the amount of water they use, according to survey results. In an open-ended question, youth who were surveyed (**ages 12 - 17**) **did not list water as an environmental issue that they would like to know more about**. Youth also performed poorly on a basic water quiz.

WHAT TO DO

RESOURCES

Handout #1 - Why I do water education
Handout #2 - 10 Success Elements
Overheads #1a-1d - 10 Success Elements
Overhead #2 - Purpose of workshop
Overhead #3 - Workshop modules
Overhead #4 - 3 publications available to assist youth water program managers
Overhead #5 - A Guide to Program Planning Table of Contents, modified
Overhead #6 - Program planning components
Publications: *Educating Young People About Water* series
Flip chart/ masking tape



Open the workshop session with an introductory activity:

Brainstorming!

- Provide each participant with a piece of paper with a rain drop (or **use Handout # 1**).
- Ask participants to write their reason for doing water education on the rain drop.
- Participants then introduce themselves to others and find those with similar reasons; participants form small affinity groupings.
- Group representative describes the affinity group to the larger group and introduce team members, by name, to larger group.
- As groups speak, note key reasons on a flip chart.

Debrief

- Ask participants if the reasons they gave for doing water education are the same as what is needed to make a water program successful? Take about 5 minutes to discuss participant views - there are no right or wrong answers!
- Ask participants to briefly describe what they hope to accomplish by participating in the workshop.

WHAT TO DO

Introduce the workshop

1. To help remind participants why we need to improve our water education programs:
 - Note key points on a blackboard or flip chart.
2. *Overhead #2* - Review goals of the workshop
3. *Overhead #3* - Explain that the workshop is divided into 4 modules which consider key components to a successful program
4. *Overhead #4* - Reference the publications available to support good program planning. Show *Overhead #5 - A Guide to Program Planning* Table of Contents, and the publications themselves.
5. *Overhead #6* - Refer to program planning components described in the publications. The workshop modules will help participants develop or improve their skills in many of these areas.
6. Use *Handout #2 - 10 Success Elements* or *Overheads #1a-1d - 10 Success Elements* to draw attention to the "10 key elements of a successful water education program" described in the materials. These "10 elements" can then be used as a reference point for the remainder of the workshop.



BACKGROUND

The workshop and *Educating Young People About Water* guides are designed to help participants make their water education program as successful as possible -- to help youth think about water issues and to know how and why to take action.

DISCUSSION -

- What do participants hope to gain from the workshop experience?
 1. Why does each one want to use these materials/participate in this workshop?
 2. Participant perception of benefits of learning in **this group**.
- A brief overview of the **publications**, particularly *A Guide to Program Planning and Evaluation*
- A brief introduction to **planning components** that will be explored throughout the workshop
- A first look at the "10 key elements to a successful water education program"

¹*Water: A National Priority, Americans' Attitudes Toward Water Quality and Availability*, conducted for the National Geographic Society by The Roper Organization Inc., November 1993. (See *A Guide to Planning and Evaluation* for more details about the National Geographic survey, pp. 3 and 49.)

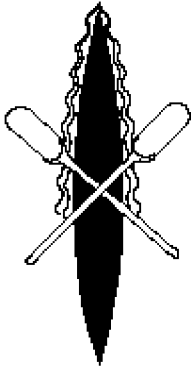
MODULE 1 - Making learning fun!

BACKGROUND

GOALS -

This segment will help participants answer these questions:

- ✓ How can youth learn while enjoying water resources?
- ✓ How is the uniqueness of water used in program design and delivery?
- ✓ What are signs that youth are having fun learning about water?



DISCUSSION -

- What do you already do?
- What is youth education about?
- How can *the uniqueness of water* be incorporated into program design and delivery?
- What *settings* are available for water programs, especially those which might appeal to youth's interests? [Consider museums, camp, club meetings, etc.]

WHAT TO DO

RESOURCES

Activity cards - 3 x 5, colored

Water activity materials:

containers for sand, rocks, etc.; liquid measuring cups or beakers; water; droppers; syringe (without needle); funnels; filter paper; buckets

Handout #3 - Youth water education video case studies

Overheads #1a-1d - 10 Success Elements

Overhead #6 - Program planning components

Video - Planning for Fun and Success!

Publications: Educating Young People About Water

A Guide to Program Planning, Planning Sections #5 and 6

A Guide to Goals and Resources

Sample water curriculum, such as:

2 H's and an O from The ERIC

Clearinghouse at Ohio State University,

Project WET curriculum, *The Water*

Sourcebook from TVA and the Water

Environment Federation

Computer with modem (optional)



Introduce the module.

- Activity card #1 - Give each participant a 3x5 card.
 1. Label one side "GOALS." Have them list 3 things they hope to accomplish through educating youth about water
 2. Label the other side "ACTIVITIES." List 3 water-related activities they could do with youth.
- List some participant examples on the flip chart.
- Briefly consider DISCUSSION questions listed in the left column.

Introduce the video

Watch introduction and module #1.

Use *Handout #3 - Youth water education video case studies*, to introduce the 8 programs referenced in the video.

WHAT TO DO

After the video

- Activity card #2 - Give each participant a second 3x5 card, preferably a different color from the first one.
- Ask participants to:
 1. Label one side "learning needs." Have them list 3 learning needs met by their water program
 2. Label the other side "youth needs." List 3 youth personal needs met by their water program.

Video and Activity Debrief

- Initiate a brief discussion about the video:
 1. What settings were used to educate about water?
 2. How was water used in the education process?
 3. Were the youth having fun?
- As you talk, list learning and youth needs noted by participants on a flip chart.
- Review Activity card #1. How do suggested goals and activities compare with each other? Compare Activity card #1 to card #2. How goals and activities compare to youth learning and personal needs? Conclusions?

Practice - Choose the Best Water Activity!

- Teams try a sample water activity that is:
FUN, EDUCATIONAL, and USES WATER.
- Teams choose one of the following activities:
- Provide directions on a blackboard or flip chart.
 - ❖ **Predict how much water is needed** to fill a cup of: rocks, gravel, or sand; how can you **get the water back out** of the: rocks, gravel, sand? Try your idea.
 - ❖ **Predict where water will go.** Choose 3 outside sites, such as a flat place, a slope, a depression. Predict where water poured from a bucket will go. Pour the water. What happened? Why?

Activity Debrief

- Ask why we did a water activity as part of the workshop? See DISCUSSION at right.
- Which of the "10 success elements" did we address in this training module?
- Ask participants to flip through *A Guide to Goals and Resources* and *A Guide to Planning and Evaluation*, which sections could help improve their success in identifying youth curricula? in choosing youth activities?

BACKGROUND

YOUTH NEEDS can include social needs, financial needs, education needs, health needs, recreational needs.



VIDEO DISCUSSION -

- What do we mean by success?
- Identify which of the "10 success elements" relate to this module.
- Identify parts of "planning checklist" which relate to this module.
- What resources are available to help identify appropriate youth water education materials?

WATER ACTIVITY DISCUSSION-

- Why we did the activity: Write participant suggestions on the flip chart. Ideas could include - to get our blood moving, to use water to teach water, to learn by doing, to emphasize that sometimes there is no right or wrong answer, to cater to different learning styles, etc.
- What learning goals could this activity meet? Could this activity contribute to meeting any personal needs of youth?
- Refer participants to *A Guide to Goals and Resources* - the Curriculum Summary charts at the end and the annotated listing, starting p. 17. You may want to demonstrate use of the Almanac electronic resource described on p. 3.
- Refer to sample curriculum available at the workshop.
- Refer participants to sections #5 and 6 of the Planning Checklist.

MODULE 2 - Why do a water education program?

Emphasizing the community connection.

BACKGROUND

GOALS

This segment will help participants answer these questions:

- ✓ How do I choose a **particular** water program design or activity?
- ✓ What do I want to accomplish in my program/activity?
- ✓ How does my education program/activity relate to community water issues?
- ✓ How can I convey a "sense of place" and empowerment to young people?



WHAT TO DO

RESOURCES

paper and crayons
topographic map of the area
Native American story emphasizing a "sense of place" for your region
Worksheet #1 - Steps to a community needs assessment
Overheads #1a-1d - 10 Success Elements
Overhead #6 - Program planning components
Publications: *Educating Young People About Water*
A Guide to Program Planning, Planning Checklist, Sections #2, 3, 5 and 6.



Introduce the module.

- Provide each participant with paper and a crayon. Ask participant to draw a picture that represents themselves in their own community. Include a representation of all the "communities" they are connected to.
 - When the drawings are finished, ask participants to find a "soul mate" - - find 1 person who has 3 - 4 of the same "communities" in their drawing.
 - To help guide discussion between "soul mates," put the following questions on a blackboard or flip chart. "Soul mates" may want to make brief notes about their discussion to share with the group.
1. What kinds of communities did you include? Did you include natural communities? geographic communities? social communities?
 2. Where is the water in each community? [Water is a part of any community.]
 3. What is the significance/impact of the individual in each of the communities identified?
 4. Describe what you mean by "community" and "sense of place."

Watch module #2 of the video.

Suggest that participants continue to sit with their "soul mate" while watching the video.

WHAT TO DO

Activity and Video Debrief

- Based on the introductory activity and video, ask for comments about the Wendell Berry quote, "If you don't know where you are - you don't know who you are." [Write the quote on the blackboard or flip chart.] Ask participants to describe their own views, then to imagine a "youth perspective" on the quote.
- What impact do answers have on youth water program design? Highlight the difference between a collection of water education activities and a water program designed to meet a community education goal.

*[Optional activities to illustrate "sense of place:"
map your watershed using a topographic map of the area;
read a Native American story emphasizing a "sense of place"
for your region.]*

Practice - Community needs assessment

Plan to take about 30 minutes for this activity in order to provide Teams with plenty of time to familiarize themselves with *A Guide to Planning and Evaluation*, Sections #2, 3, 5, 6 as they complete the worksheet questions.

- In "soul mate pairs" or local Teams, complete the steps to a community needs assessment outlined in *Worksheet #1*. Use their own community or a hypothetical community.
- Teams can complete all 6 steps of *Worksheet #1* as a group OR they can complete steps #1 and 6 together and steps #2 - 5 as individuals to save time.

Activity Debrief

- Ask Teams to share their final goal statement from step #6, of the Worksheet. Ask the group to discuss:
 1. Were there any steps that were hard to complete? Why?
 2. Were they able to include information from steps #1 - 5 in their goal statement?
 3. Were there any surprises when they compared their answer to step #6 with their original response in step #1.
- Provide group with the opportunity to discuss the needs assessment process, in general. See DISCUSSION at right.
- Identify which success elements relate to this module.

BACKGROUND

ACTIVITY / VIDEO DISCUSSION-

► What does a "sense of place" mean to participants? What does that imply for youth programs?

Key points to bring out include:

- a) in water education, attention to a "sense of place" should encourage us to serve youth in a specific community to solve problems from that community based on stewardship principles.
 - b) a "sense of place" can lead to a desire to be a steward of your place, a desire to care for your place.
- There are no right or wrong answers in this type of discussion. Use the discussion to raise ideas and to help participants understand their own motives better.



COMMUNITY NEEDS ASSESSMENT -

The best way to link a water education program to a community need is to find out more about the community. In this activity Teams practice thinking about how to do a needs assessment, and how the results might affect program goals.

ACTIVITY DISCUSSION -

- What is the difference between a collection of water education activities and a water program designed to meet an educational goal?
- Discuss needs assessment: types, individuals/groups to involve in identifying community water education needs, possible areas to include in assessment, benefits.

TAKE A BREAK !!

You've been working hard. If time and circumstances permit, take the group outside. Here are some ideas of things to do.

- ❖ Take a stream or shoreline walk. Skip stones, wade.
- ❖ Go to the highest point in your watershed. Describe where water flows. What geographic and human landmarks does it pass? What materials does it pick up along the way? Identify your watershed on a topographic map when you return.
- ❖ Make bubbles. Have ready: pie plates, dish soap, hangers, string, canning cap rings.



MODULE 3 - Role of the water education instigator

Making waves while staying between the banks.

BACKGROUND

GOALS

This segment will help participants answer these questions:

- ✓ Who are the people who initiate a youth water education program?
- ✓ What could/should the program "instigator" do?
- ✓ How can an organization support the success of the youth program?



WHAT TO DO

RESOURCES

blank paper and pencils

Overheads #7a-7b - THIS AND THAT

Overhead #8 - The role of the instigator

Worksheet #2 - Roles of the program "instigator"

Publications: Educating Young People About Water

A Guide to Program Planning, Planning Checklist.



Introduce the module

- "THIS OR THAT"

Tell participants that this next activity will help them consider their own skills in "instigating" and leading programs.

- In this activity, participants will choose and move into one of two groups. After they choose the group, see the overhead for directions about a group assignment. This activity is meant to be fast and fun! It should take no more than 15 minutes. Use *Overheads #7a and 7b*.

- *Overhead #7a - REACTION BETWEEN GROUPS*: Each group will share reactions with the other group.

Do you identify most with?

POND or OCEAN - choose one

RIVER or STREAM - choose one

RAIN or DRIZZLE - choose one

WHAT TO DO

THIS OR THAT continued

■ *Overhead #7b* - REACTION WITHIN EACH GROUP: Share your reaction with others in your group. (If groups are large, have just a few people talk each time.)

Do you identify most with?

LEADING/SUPPORTING

THINKING/TAKING ACTION

PLANNING/MANAGING

ORGANIZING/EVALUATING

Activity Debrief

- Ask participants to briefly list qualities or characteristics of a program "instigator." List on a flip chart. Refer to *DISCUSSION* at right.
- MOMENT OF SILENCE - Give participants a few moments to consider what they learned about themselves in this activity.

Watch module #3 of the video.

- Use *Worksheet #2* while watching the video. As participants watch the video, they can use the worksheet to jot down notes about different styles used to organize programs. Review the worksheet questions briefly before showing the video.

Video Debrief

- Share comments noted on *Worksheet #2*.
- Facilitate group discussion about key roles of the instigator. Consider how working with networks and partners can improve the fundamental success of a program. Refer to *DISCUSSION* at right.
- Use *Overhead #8* to review major points.
- Identify which "success elements" relate to this module and which parts of *A Guide to Planning and Evaluation* relate to this module.

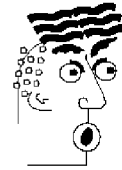
Reflection

Individuals take about 10 minutes to reflect on their own skills by answering the following question using a "stream of consciousness" writing approach.

- Write this phrase on the board: *As a program instigator, I have learned that I . . .*

Tell participants to "let your mind go. . . write whatever comes to mind."

BACKGROUND



ACTIVITY DISCUSSION -

- Reflection about personal ability to "be an instigator."

VIDEO DISCUSSION -

- Emphasize the importance of the community perspective: networks, partners and working in teams. TEAM = Together Everyone Achieves More!
- Brainstorm - How can we find the right people to help plan and carry out a program?
- Provide a list of local or state water education organizations to help participants start their own networks.
- How does planning with a Team affect our ability to attract youth to water education programs/activities and keep them involved?
- Identify which success elements relate to this module
- Identify parts of *A Guide to Planning and Evaluation* which relate to this module. ["Role of the Instigator on p. 9 and Sections 3 - 7 of the "Planning Checklist, and lists of organizations in the Appendices]



Module 4 - Where are you now? Where are you going?

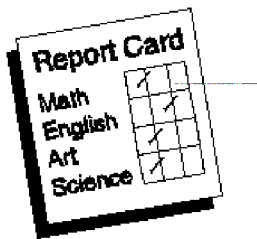
Evaluating and incorporating results into new program design.

BACKGROUND

GOALS

This segment will help participants answer these questions:

- ✓ **How did your water program go?** How can the program instigator find out if the program is successful?
- ✓ **Do you need to change directions?** How can the program instigator incorporate evaluation into the program design process?
- ✓ What do we need to do to keep improving our water education programs?



DISCUSSION TO INCLUDE -

- ▶ What is evaluation? [Evaluation is measurement against a goal.]
- ▶ What is the difference between program evaluation and impact evaluation? When are each appropriate?

[Note: *A Guide to Program Planning and Evaluation* provides detailed assistance on how to evaluate your program plan to help insure success through good organization and design. Note the explanation on p. 32. The Resource section provides additional ideas and sources for how to evaluate the impact of your program. Note pp. 52 - 54.]

WHAT TO DO

RESOURCES

blank paper and pencils

Overhead #9 - Evaluation practice

Worksheet #3 - Evaluating the trainer workshop

Publications: *Educating Young People About Water*

A Guide to Program Planning, Evaluation

Checklist.



Introduce the module

- Start with an evaluation activity. Tell participants that this activity is to get them thinking about the purpose and benefits of evaluation
- GIVE A GRADE -
 - To yourself in the workshop - grade from "A" to "F"
 - To the workshop - give a number from 1 - 100
 - To the person to your right - Satisfactory or Unsatisfactory + their name
 - To the person to your left - give 1 - 4 stars (*)

Activity Debrief

Facilitate group discussion about the following:

1. Were any of these questions threatening?
2. How did you determine your grade?
3. What did you learn about evaluation by doing this activity?

Watch video segment #4

While watching the video, tell participants to note any evaluation strategies mentioned and list as many as they can.

Video Debrief

Facilitate group discussion about the following questions.

1. What evaluation strategies did participants notice?
2. Did instigators evaluate program impact, program design, both or other? What's the difference?
3. How effective were evaluation strategies? How could results be used to modify their program?

WHAT TO DO

Practice - Program Evaluation

■ Small groups will use *Worksheet #3* to design an instrument to evaluate the water educators workshop. Each instrument should include the following categories:

- a) Goal to be measured
- b) Source of information
- c) Unit of measurement

Each small group should identify 3 - 5 goals to describe.

■ Use *Overhead #9* to do a few examples as a group before dividing into teams. After making sure that everyone understands the suggestions on the overhead, let the group suggest other examples.

Examples:

a) Goal - knowledge; Source - content question on test;

Unit - right or wrong answer

b) Goal - lots of kids should attend; Source - take attendance; Unit - number of kids

c) Goal - new skill; Source - observation; Unit - can a child do it?

■ When small groups have completed the first part of *Worksheet #3*, then tell groups to choose 1 goal and describe detailed actions needed to gather information about the goal.

Activity Debrief

■ Compare results from *Worksheet #3*.

■ Ask participants to review the "Evaluation Checklist" in *A Guide to Program Planning and Evaluation*.

Facilitate a discussion on the following:

1. How many have evaluated a water program - theirs or another one?
2. How many have considered questions listed in the "evaluation checklist?" If yes, which ones?
3. What might you do differently when you return home? What other help do you need?

Reflection

DEW SOMETHING

Ask participants to write themselves a letter summarizing steps they will take to start or improve a water education program. For each step they include, ask them to describe how they will know if they have met their goal?

BACKGROUND



ACTIVITY DISCUSSION -

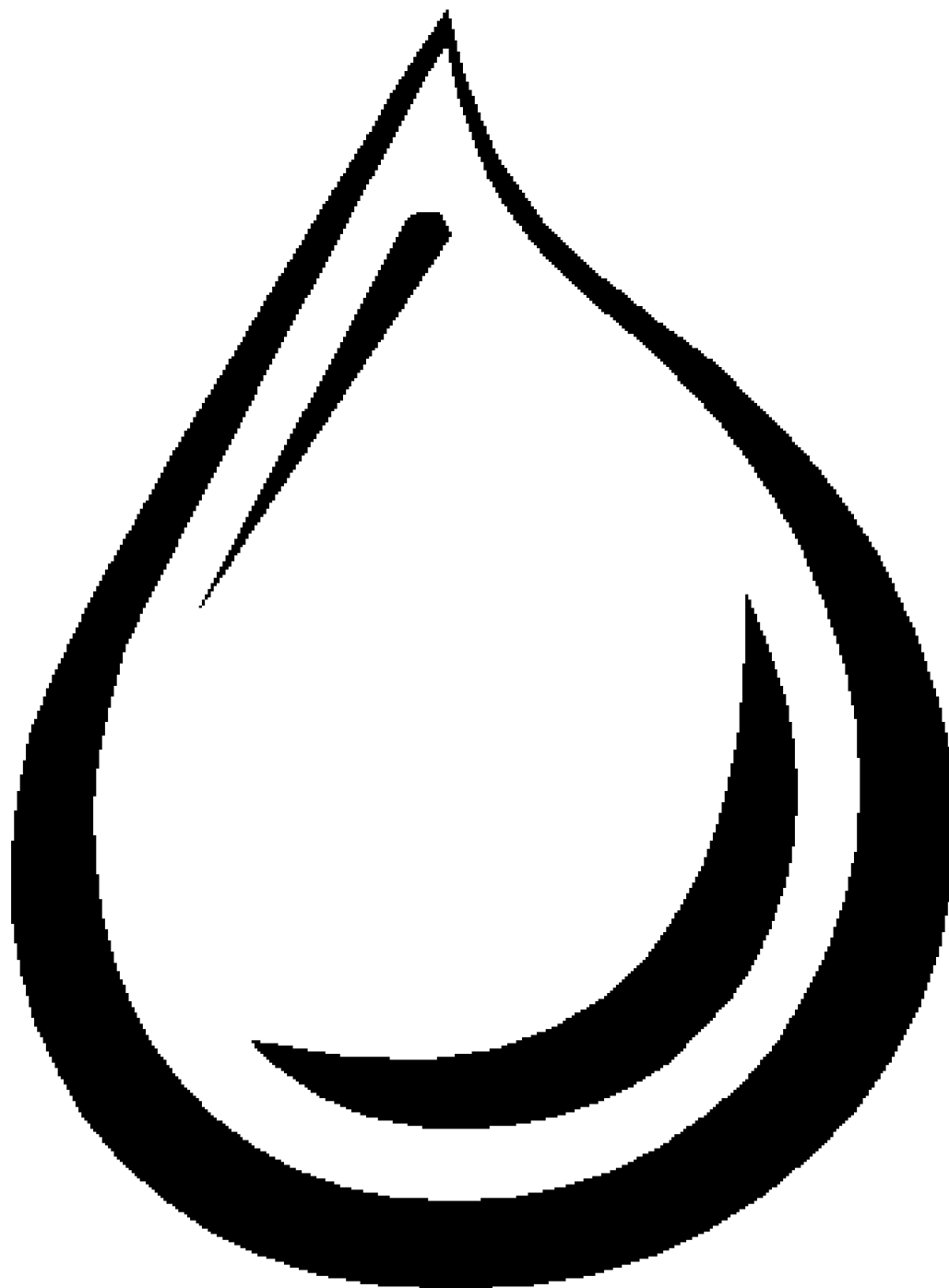
- How will you know if youth have been affected by your water education program? Are they different? How do you know?
- A program which began with community needs in mind may need to change to continue to be relevant. How can you identify and incorporate new community needs which have emerged since the program began?

REFLECTION DISCUSSION -

- End program by asking participants to share personal goals, needs for achieving goals, and ideas for finding support.

Handout #1

WHY I DO WATER EDUCATION



YOUTH WATER EDUCATION PROGRAMS

10 SUCCESS ELEMENTS

1. The program includes clearly stated education goals. Youth should:
 - understand basic water science and its ecology
 - be able to collect and analyze information about conditions relevant to local water decisions
 - be able to evaluate impacts and alternatives for community decisions
 - be able to apply new information in the community
 - have the opportunity to practice personal water management skills and make a personal commitment to using them
2. The program is connected to community water issues.
3. The program helps instill a sense of place and a responsibility for stewardship of that place.
4. The program meets youth education needs and desires (including fun/recreation).
5. The program involves youth as full and valuable partners and acknowledges their contributions.
6. The program involves community partners (individuals, schools, agencies, and organizations) to avoid duplication and expand impacts.
7. The program uses organizational support to provide continuity and stability and to ensure high quality.
8. The program uses program design and youth activities to further program goals and address community needs.
9. The program delivers the program effectively, including actually using water as part of teaching.
10. Program evaluation results in program improvement.

Adapted from: Andrews, E., E. Farrell, J. Heimlich, R. Ponzio, and K. J. Warren. 1995. *Educating Young People About Water, A guide to program planning and evaluation*. ERIC, Columbus, Ohio.

YOUTH WATER EDUCATION PROGRAMS

VIDEO CASE STUDIES

Adopt-A-Lake, Stevens Point, Wisconsin-- With Wisconsin being one of two US states with the greatest number of lakes (Minnesota, the contender), lake education ranks as a high priority. This interest reflects the number of schools wanting to adopt a lake. *Adopt-A-Lake* workshops involve both students and teachers as they learn water quality monitoring techniques. Lake education in Wisconsin takes place year-round with special emphasis on winter workshops. Program coordinator, Libby McCann, says "It's the interest and creativity of these groups that keeps me motivated to do more."

Austin Youth River Watch Program, Austin, Texas-- "The kids in the River Watch program won't let it be anything *but* a success," states Jack Goodman, Executive Director of a program that targets minority, high school students at risk of dropping out of school. Through water quality monitoring along the Colorado River, the program provides an interesting, authentic opportunity to use and develop academic skills. An independent evaluator from the Austin Independent School District found that overall (in 1993-94 school year), students in the River Watch program had a higher school attendance rate, higher grade point average, and 0% dropout rate than at-risk students who were not in the program. To date, students have found and reported breaks in sewer lines along tributaries leading to the River, which is Austin's drinking water source. Students have also been instrumental in establishing a phosphate ban on detergents sold in the Austin area.

Fishing for 4-H, Front Royal, Virginia-- "If they're having fun, you can't keep them from learning," says Tobin Smith, volunteer Trout Unlimited youth coordinator. Youth who reside at this 2 ½ day camp learn to tie flies, attend sessions on groundwater contamination and fish habitat, and spend several hours fishing - often for the first time. *Fishing for 4-H* brings together local Trout Unlimited chapter members and 4-H leaders working closely with youth in a camp setting. The program aims to enhance life skills such as communicating, getting along with others, and appreciating the natural world through angler education.

Hooked On Fishing, Not On Drugs, East Troy, Wisconsin--"If people are happy, they are less likely to use drugs," says Twila Voss, program coordinator. The philosophy that underlies this statement begins with offering youth alternative ways to spend their leisure time. Sponsored by Future Fisherman's Foundation, *Hooked on Fishing, Not on Drugs* combines the nationally-known D.A.R.E. (Drug Awareness and Resistance Education) Program and angler education to encourage youth, ages 9-12, to say "No!" to drugs and "Yes!" to fishing.

Leap Into Lakes, Madison, Wisconsin-- Museum personnel claim the wastewater-path simulator (ping pong ball vacuum) is definitely the biggest attraction. This interactive exhibit at the Madison Children's Museum, designed for 9-12 year olds, works to raise awareness of the immediate effects Madison residents have on the surrounding lakes. The exhibit includes a 3-D water cycle with sound, nonpoint source pollution computer programs, and a giant anatomically-correct fish to crawl into. Teachers and students in the Yahara Watershed Education Fair (see below) collaborated with museum personnel in creating the *Leap Into Lakes* portable education trunk that includes a curriculum and materials to conduct activities at school or home.

Project ECO, Plymouth, Wisconsin-- "...Involve me and I will understand." This old Chinese proverb is the premise to the wetland education philosophy that *Project ECO* coordinators embrace. Middle school classrooms visit the marsh for 2 days to discover how wetlands function, historical uses, and why humans should preserve and restore wetlands. A remodeled semi-truck trailer known as the Outdoor Skills Center sits on site and equips students with microscopes and tools for them to get a closer look at the wildlife that rely on the marsh.

Underwater Coastal Cleanup, Pensacola, Florida-- Some consider marine debris the most important environmental issue along the Gulf of Mexico. Cleanup crews, often young anglers, soon learn the reality of throwing over fishing line and nets as scuba divers bring up large tangled nets loaded with trapped animals. Collected information includes number of hooks and sinkers, length of fishing line, and animal species recovered from the nets. Cleanup coordinators use this data to influence public policy that will decrease the amount of marine debris such as eliminating large balloon releases, and setting out fishing line containers for recycling.

Yahara Watershed Education Fair, Madison, Wisconsin-- The answer in "hands-on!" This is the only *right* answer in this science inquiry education format. Fair coordinators lure water education specialists from the Madison community to share their knowledge and skills through interactive displays - ranging from exotic aquatic plants to stream dynamics to fish i.d. and scale reading to computer watershed games. Afternoon activities including fishing, soil testing, and aquatic macroinvertebrate sampling. Fourth-seventh grade teachers attending this one-day event also take part in the Yahara Watershed Education Network and the Heron Summer Institute.

Summarized from: Warren, K. J. and E. Andrews. 1995. *Educating Young People About Water, A guide to unique program strategies*. ERIC, Columbus, Ohio.

**ELEMENTS
OF
SUCCESS**



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Purpose -

To provide support to professionals who wish to initiate or improve a youth water education program.

Training will:

- ✓ motivate participants to educate with community issues in mind
- ✓ encourage thinking about potential outcomes of youth water education
- ✓ introduce the *Educating Young People About Water* resource guides
- ✓ introduce program design and evaluation skills important to water education

Training modules consider key components to a successful program:

Module 1 - *Educating youth about water - Making learning fun!*

Module 2 - *Why do a water education program? - Emphasizing the community connection.*

Module 3 - *Role of the water education initiator - Making waves while staying between the banks.*

Module 4 - *Where are you now? Where are you going? - Evaluating and incorporating results into new program design.*

**THE
EDUCATING YOUNG PEOPLE
ABOUT WATER
SERIES**

A guide to goals and resources

A guide to planning and evaluation

A guide to unique program strategies

VIDEO - *Planning for fun and success!*

A GUIDE TO PROGRAM PLANNING AND EVALUATION

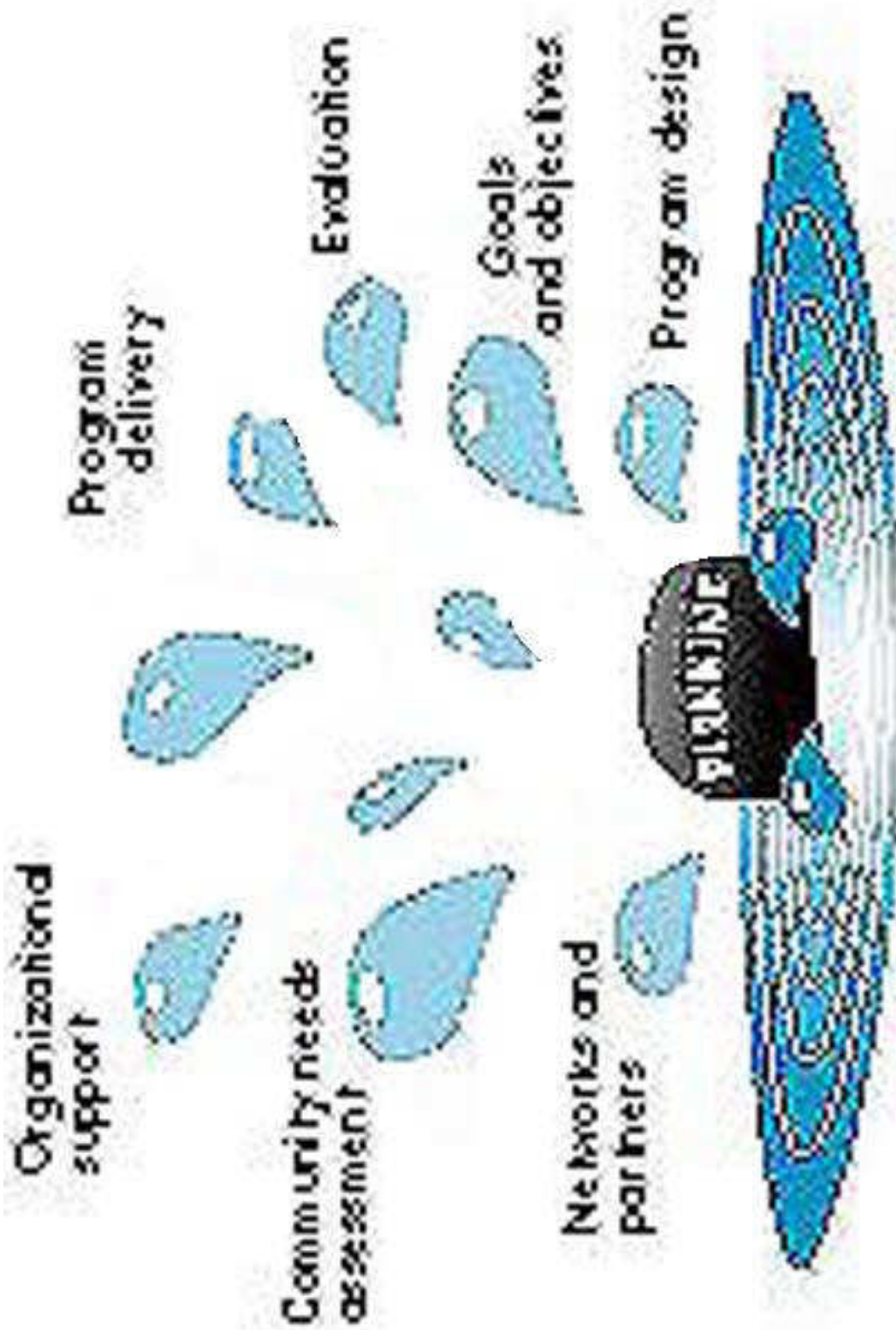
CONTENTS

Introduction to Youth Water Program Planning and Evaluation

- What do we know about youth water education programs?
- Setting up a successful water education program
- Planning and evaluating for success
- Managing for success: the role of the "instigator"

Program Planning Checklist

Program Evaluation Checklist



THIS AND THAT

REACTION BETWEEN GROUPS:

Do you identify most with?

POND/OCEAN - Each group must choose 3 words to describe itself

RIVER/STREAM - Each group must choose 3 words to describe "the other group."

RAIN/DRIZZLE - Each group must describe 2 differences between the groups.

THIS AND THAT

REACTION WITHIN EACH GROUP:

**LEADING/
SUPPORTING** - why you did not select the other group

**THINKING/
TAKING ACTION** - what is your favorite part about doing this?

**PLANNING/
MANAGING** - why you feel more comfortable doing this than the other

**ORGANIZING/
EVALUATING** - why you are glad someone else is doing the other job

THE ROLE OF THE "INSTIGATOR"

- Find out: who is doing what, using which resources
- Evaluate and understand community's water education needs and concerns. Use experts to help!
- Create or link with a partner network
- Connect to a stable organization active in the community
- Hold planning sessions with partners
- Identify educational materials that match audience and goals
- Set up systems to: evaluate the program, celebrate strengths, fix weaknesses, continue into the future

EVALUATION PRACTICE

SAMPLES

Goal to be measured	Source of information	Unit of measurement
knowledge gained	content question on test	right or wrong answer
new skill	observation of performance	person successful

STEPS TO A COMMUNITY NEEDS ASSESSMENT

To complete the worksheet, refer to *A Guide to Planning and Evaluation* Planning Checklist Sections #2, 3, 5 and 6 for ideas about what to consider.

1. Why do you want/need to do a water education program?

7. *You may want to revise this statement after you have completed steps #2 - 7.*

6. The goal of our water education program is *(include information from steps #1 - 6)*:

How does this goal compare to your statement in step #1?



2. Who/what is the "community" that will be impacted by the program? [Use Section #2.]

PEOPLE -

PLACE -

5. Who are the key players needed to design a program which meets the community and youth needs you identified? What help can they provide? [Use Section #3]

PLAYERS

RESOURCES

3. What knowledge and skills will youth need to meet the need you identified? [Use parts of Sections #5 and 6]

4. Who are the youth targeted to participate? [Use Section #2]
Youth from: a specific neighborhood? youth program or school? a specific age group? a specific interest or ability group?



ROLES OF THE WATER PROGRAM "INSTIGATOR"

During and after watching video module #3, describe the program "instigators" roles you notice, using the questions below as a guide.

ACTIVITY	INSTIGATOR ROLES
<p>What <u>role</u> did the instigators play?</p>	
<p><u>Who</u> did instigators draw together in a <u>diverse team</u> to serve both community and youth needs?</p>	
<p>How did instigators take advantage of the <u>strengths</u> of each group they included?</p>	
<p>How did instigators use water activities to meet program goals.</p>	
<p>Other points you noticed . . .</p>	

EVALUATION PRACTICE

Evaluating the Training Workshop

Design an instrument to evaluate impacts of the water educators workshop. Each small group should identify 2 - 4 goals to measure along with sources of information about that goal and what unit you will use to measure it.

Goal to be measured	Source of information	Unit of measurement

Choose 1 goal to describe detailed actions needed to gather information about the goal. Compare results with other groups.

Goal to be measured	Method for gathering information