

# Dragonfly Gazette

GEORGIA PROJECT WET Environmental Protection Division

Volume 1, Number 6 | FALL 2003

## Rivers Alive! Take Your Students' Learning Further!

**RIVERS ALIVE!** is Georgia's annual volunteer waterway cleanup event that targets all waterways in the State including streams, rivers, lakes, beaches, and wetlands. With 176 groups registering 24,783 volunteers in over 100 counties and all 14 river basins, Georgia citizens are ready to make a difference in October. Visit [www.riversalive.org](http://www.riversalive.org) for more information and to join a cleanup today.

The Dragonfly Gazette interviewed Brenda Hunt, Life Science Teacher and Soque River Outdoor Classroom Coordinator at North Habersham Middle School in Clarkesville, about her involvement in this month's statewide waterway cleanup.

**Dragonfly Gazette:** Where do you and your students participate in Rivers Alive?

**Brenda Hunt:** North Habersham Middle School and the Jackson Bridge area on Hwy 197 North - part of the Soque River watershed, which feeds into the Chattahoochee River.

**DG:** When do you do it?

**BH:** During and after school.

**DG:** Who participates?

**BH:** Myself, other teachers, Department of Natural Resources officers, parents, and five classes of life science students (135).

**DG:** Why do you do it?

**BH:** To create ownership and instill conservation practices in our students.

**DG:** Do you have safety concerns? If so, how do you minimize them?

**BH:** Working near the roadway at the bridge cleanup, I minimize risks by close adult supervision and low ratios of students/adults. The officers review safety precautions before we begin: wearing rubber



Students at Habersham Middle School help keep the Soque River alive!

gloves, watching for snakes, being careful of broken glass and sharp metal objects and staying with your assigned adult.

**DG:** How does Rivers Alive support your curriculum? How do you integrate it into your lessons to meet State education standards?

**BH:** I have utilized the river cleanup to help students understand the nature of scientific inquiry. Students practice safety by wearing gloves and appropriate clothing, and following procedures in collecting trash. We analyzed the trash collected using the scientific method to determine which type of trash occurred most frequently in our collection. Students collected data by analyzing the bags of trash collected, which they sorted by bags as we collected it. They then developed charts and graphs, interpreting their results. There are other QCCs covered as we discover and discuss the diverse flora and fauna in our collections. We also discuss the impact that humans are having on the environment as an effect of the recreation and fishing that occur along the Soque. Students observe habitats, actual specimens and take their first steps to becoming stewards of the river and surrounding riparian areas.

Editors: Deron Davis, Petey Giroux and Monica Kilpatrick Production artist: Jacob Escobedo

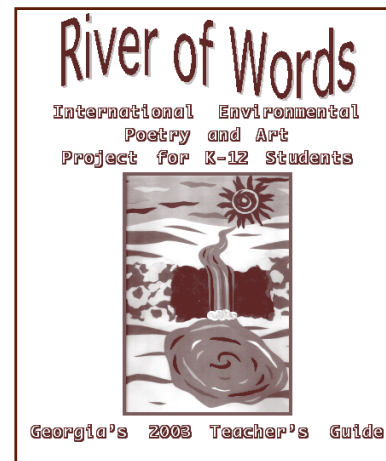
THE DRAGONFLY GAZETTE IS PRINTED ON RECYCLED PAPER. PASS IT ON TO A FRIEND, AND RECYCLE IT WHEN YOU'RE DONE.

The Dragonfly Gazette is published bi-annually. It is distributed to Georgia Project WET Facilitators and Educators in April and October.

## DISCOVER YOUR WATERSHED, WRITE POETRY, CREATE ART, WIN AWARDS

You can lead your students in a study of their watershed, poetry writing and/or art lessons using the FREE Georgia River of Words Teacher's Guide. The Guide is organized as follows:

- What is River of Words?
- Contest Rules and Guidelines
- How to Order National River of Words Materials
- Field Trips to Support River of Words
- National River of Words Teacher's Guide
- Activities to Support River of Words
- Inspirational Stories from Georgia Teachers
- Information on How to Get Involved in the Rivers Alive Waterway Cleanup Event



With River of Words, students explore their watershed, and describe their "place in space" through poetry or art. Work is entered in an international competition. All students who enter receive a certificate, and Grand Prize Winners (eight students annually) receive a trip to Washington, D.C. where they are recognized at a Library of Congress ceremony. Original poetry and art are returned to Georgia and entered in the State competition. Winning entries are recognized at a State Awards Ceremony; on the Georgia River of Words traveling exhibits; and in the Georgia ROW Poetry and Art Journal.

For a copy of the Georgia River of Words Teacher's Guide, the Contest Rules, the ROW/Rivers Alive poster, ROW bookmarks, and information about Project WET, Rivers Alive and Georgia Adopt-A-Stream, send your name, address, telephone number, fax number and email address to Petey Giroux at [petey\\_giroux@dnr.state.ga.us](mailto:petey_giroux@dnr.state.ga.us).

### STARBUCKS COFFEE COMPANY AND STARBUCKS FOUNDATION: SECOND YEAR IN A ROW

In August the Starbucks Foundation awarded Georgia Project WET/Environmental Education Alliance of Georgia \$20,000 for River of Words. Funds will provide scholarships for 250 underserved students to learn about their watersheds and express themselves through poetry writing and spoken word performances. Students will participate in these educational programs at the Dunwoody Nature Center in Atlanta and the Oatland Island Education Center in Savannah. In addition, Starbucks will fund ROW brochures, posters, Poetry and Art Journals, the traveling exhibits, and the 2004 awards ceremony. The Starbucks Coffee Company also renewed its commitment to the program. Participating stores will host the ROW exhibit and spoken word performances by award-winning students. In addition, employees will help host the 2004 State Awards Ceremony.

### EXHIBIT VISITS LIBRARIES STATEWIDE

Thanks to ROW Co-Coordinator, Bill Starr and the Georgia Center for the Book, the 2003 exhibit of poetry and art will make its way North, South, East, and West. Check the tour schedule below for a library near you.

SEPT 29-OCT 19, 2003 Houston County Public Library - Perry 478-987-3050	OCT 20-NOV 2, 2003 Twin Lakes Library System - Milledgeville 478-452-0677	NOV 3-16, 2003 Jefferson County Library - Louisville 912-625-3751	NOV 17-30, 2003 Screven-Jenkins Regional Library - Sylvania 912-564-7526
DEC 1-14, 2003 Live Oak Public Library - Savannah 912-652-3600	DEC 15-28, 2003 Statesboro Regional Library - Statesboro 912-764-1328	DEC 29, '03-JAN 11, '04 Ochopee Regional Library System - Vidalia 912-537-9283	JAN 12-25, 2004 Brooks County Public Library - Quitman 229-263-4412
JAN 26-FEB 8, 2004 Moultrie-Colquitt County Library - Moultrie 229-995-6331	FEB 9-22, 2004 Coastal Plain Regional Library - Tifton 229-386-3400	FEB 23-MAR 7, 2004 DeSoto Trail Regional Library - Camilla 229-336-8372	MARCH 8-21, 2004 Southwest Georgia Reg. Library - Bainbridge 229-248-2665
MAR 22-APRIL 4, 2004 Kinchafoonee Regional Library - Dawson 229-995-6331	APRIL 5-18, 2004 Chattahoochee Valley Reg. Library - Columbus 706-641-4078	MAY 3-16, 2004 Chattooga County Library - Summerville 706-641-4078	MAY 16-31, 2004 West Georgia Reg. Library - Carrollton 770-836-6711

# WET WORKSHOPS

VISIT THE [www.EEInGEORGIA.org](http://www.EEInGEORGIA.org) CALENDAR FOR THE LATEST INFORMATION ON AVAILABLE WORKSHOPS

## Project Learning Tree and Project WET

### 1 SDU Joint Facilitator Workshop

October 28 & 29, 2003

Zoo Atlanta

800 Cherokee Ave -Atlanta, GA

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

Registration fee: \$30.00 Includes Learning Tree & WET curricula, facilitator notebooks, educational resources, lunch and snacks both days. (SDU credit \$10 extra for us to process)

Join us for this exciting 2-day workshop, which will focus on Urban Forestry and Urban Watersheds. You will become certified as both a Project Learning Tree and a Project WET facilitator! You will also become part of both State training teams for these national environmental education programs. The workshop will begin at 8:00AM Tuesday, finish at 6:00PM Wednesday and 1 SDU credit will be available. Upon completion of this workshop, you will be certified to teach both Project Learning Tree and Project WET to other adults through educator workshops. As a certified facilitator, you will be asked to conduct two teacher workshops per year – one PLT and one WET.

Space is limited, and you must be able to attend the entire workshop to be certified in either program.

**Registration deadline is October 17, 2003.**

Confirmation information (including directions and workshop details) will be emailed or faxed to all registered participants.

### Questions? Contact...

Project Learning Tree 770-416-7621  
or Georgia Project WET 404-675-1638.

Please return this form with your  
major credit card number or check  
made payable to:  
Georgia Project Learning Tree, P.O. Box  
819, Macon GA 31202-0819

(Fax: 478/751-3559 credit card  
registrations only)

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: W \_\_\_\_\_ H \_\_\_\_\_ Fax \_\_\_\_\_

Email: \_\_\_\_\_

Credit Card Number: \_\_\_\_\_

Signature: \_\_\_\_\_

Have you taken a PLT \_\_\_\_\_ or WET \_\_\_\_\_ educator workshop?

Are you a Vegetarian: \_\_\_\_\_ Are you a Vegan? \_\_\_\_\_

Do you need us to process your SDU Credits? \_\_\_\_\_

# ENVIROSCAPE MODELS

Borrow Them for Your Classroom



The University of Georgia Cooperative Extension Service 4-H Program and Georgia Project WET (Water Education for Teachers) can help you make teaching about nonpoint source pollution real for students!

Nonpoint Source pollution is widespread overland runoff containing pollutants; the contamination does not originate from one specific location, and pollution discharges over a wide land area. Examples include sediment, oil, and litter (Project WET Curriculum and Activity Guide, 2000).

As a classroom teacher, 4-H leader, or other individual who works with students, you may borrow the Nonpoint Source Pollution Enviroscape, a model that allows learners to see pollution and runoff. Georgia's Quality Core Curriculum Standards include numerous objectives in Science and Social Studies that the Enviroscape model can help you bring to life.

For more information on Enviroscares, visit [www.enviroscares.com](http://www.enviroscares.com).

## ENVIROSCAPES MAY BE BORROWED FROM THE FOLLOWING LOCATIONS:

1. North District 4-H, Room 308 Hoke Smith Building, University of Georgia, Athens, Georgia 30602, 706-542-1206 phone, 706-542-1612 fax, [north4h@arches.uga.edu](mailto:north4h@arches.uga.edu).

2. Central District 4-H, 1109 Experiment Street, Flynt Building, Room 227, Griffin, Georgia 30223, 770-233-5561 phone, 770-233-5562 fax, [cdist4h@uga.edu](mailto:cdist4h@uga.edu).

3. West District 4-H, 1005 State University Drive, University of Georgia, Pettigrew Center, Room 211, Fort Valley, Georgia 31030, 478-825-6414 phone, 478-825-6980 fax, [westpdc@uga.edu](mailto:westpdc@uga.edu).

4. East District 4-H, P.O. Box 8112, Georgia Southern University, Statesboro, 30460-8112, 912-681-0179 phone, 912-681-0731 fax, [east4h@uga.edu](mailto:east4h@uga.edu).

5. South District 4-H, Rural Development Center, P.O. Box 1209, Tifton, Georgia 31793, 229-386-3414 phone, 229-386-7139 fax, [lpj4h@uga.edu](mailto:lpj4h@uga.edu).

6. Georgia Project WET, Georgia Environmental Protection Division, 4220 International Parkway, Suite 101, Atlanta, Georgia 30354, Petey Giroux, 404-675-1638 phone, 404-675-6245 fax, [petey\\_giroux@dnr.state.ga.us](mailto:petey_giroux@dnr.state.ga.us).

**REQUEST - Complete the form below and return to the location nearest you by fax or mail.**

Location for pickup \_\_\_\_\_

Dates Requested (mm/dd/yy - mm/dd/yy)

1st choice

2nd choice

3rd choice




Pick-up Date (Office Use Only) \_\_\_\_\_

Return Date (Office Use Only) \_\_\_\_\_

### RESPONSIBILITIES

- In borrowing items from Georgia Project WET, participants are responsible for picking them up from the UGA Cooperative Extension District Office, Project WET office, or previous borrower.
- Items must be returned to the specified location on the agreed upon date. Your failure to do so may cost another borrower their opportunity.
- There are specific set up or usage instructions for these loaner items. Participants agree to read and follow these instructions. Items exhausted, broken or lost must be replaced by the borrower. Use the Operating Guide check off sheet to insure that you have repacked all items. When receiving an item, use the check off sheet to insure that you have all items.
- Currently we do not require a deposit for the items. However, a new Enviroscape model costs \$1,000.

Organization Requesting Item \_\_\_\_\_

# of People Who Will Come in Contact with Enviroscape

Youth  Adults

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Contact Person \_\_\_\_\_

Home Phone \_\_\_\_\_

Email address \_\_\_\_\_

I have read the information above and will abide by the responsibilities.

Signature \_\_\_\_\_ Date \_\_\_\_\_

# frog pond lessons

Many teachers across the State are engaging students with water education. Often these classes include studying the pond in the campus' outdoor classroom. This section of the Dragonfly Gazette will focus on stories and lessons for making the most out of trips to the pond.

You can share your pond lessons and receive a \$50 gift certificate for EE teaching materials from the Nature Watch Catalog. Qualify to win a library of over \$500 of environmental education books and curricula! Visit [www.eeingorgia.org/page.asp?itemid=5385](http://www.eeingorgia.org/page.asp?itemid=5385) for more information.

*The following lesson plan is reprinted with permission from [www.EEInGEORGIA.org](http://www.EEInGEORGIA.org), Georgia Learning Connections, [www.glc.k12.ga.us](http://www.glc.k12.ga.us), and Corrie Keese, a 1st grade teacher at Summit Hill Elementary School in Fulton County, [keese@fulton.k12.ga.us](mailto:keese@fulton.k12.ga.us).*



## Meet Mr. Frog

This environmental education lesson serves as an introduction to frogs. First grade students will learn about frogs through observation and nonfiction books. Students will create a KWL to chart what they know, want to know, and have learned about frogs.

### *Primary Learning Outcomes*

*How can I answer my questions about frogs? What do frogs look like and sound like? What do frogs eat? Where do frogs live and how do they move?*

### **Assessed QCC Standards:**

Grade: 1

*Science*

*Inquiry*

1

*Topic: Science Inquiry, Process Skills and Problem Solving*

*Standard: Asks questions, makes and keeps simple records of observations, sorts and classifies objects, communicates with others, makes predictions, uses estimation and measurement, and makes sketches and diagrams to explain ideas.*

*Life Science*

11

*Topic: The Living World: Animals*

*Standard: Compares and describes different animals in the ways they look, grow, and move; such as tadpoles, caterpillars, kittens, puppies, colts, chicks, snakes, sharks, opossums and eagles.*

### **Non-Assessed QCC Standards:**

Grade: 1

*Language Arts*

*Written Communication*

27

*Topic: Reading*

*Standard: Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).*

50

*Topic: Reference/Study*

*Standard: Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.*

## Procedures/Activities

### *Step: 1 Duration: 5 minutes*

If applicable take children outside to a pond or bog site. (You can also use an audio clip of a frog croaking as an introduction to the lesson. See the web resource below.) Before leaving for the pond tell students that they need to be very quiet and listen for animal sounds before they get to the pond or bog. The closer you get the quieter the animals will get in order to protect themselves. Once you get to your destination ask students what they heard. Prompt students so they know they are listening for the frogs. Ask them to describe the sounds. Tell them that today they will begin learning about the fabulous world of frogs.

#### Web Resources for Step 1

Title: Frog Audio clips

URL: <http://www.naturesound.com/frogs/frogs.html>

Annotation: This site can be used to provide audio clips of various frog calls.

### *Step: 2 Duration: 3 minutes*

Bring students back into the classroom. Tell students that they will each be creating their own KWL chart. Remind them that the K stands for "What I KNOW." The W stands for "What I WANT to know." The L stands for "What I LEARNED." Pass out 1 copy of the KWL chart to each student. (see the KWL chart in the Spring 2003 issue of the Dragonfly Gazette).

### *Step: 3 Duration: 5 minutes*

Ask children to write down what they already know about frogs in the "K" column. Give students time to write and then have a few students share responses.

### *Step: 4 Duration: 7 minutes*

Ask children to write at least 3 things they want to know about frogs. Remind them to write it as a question. Give students time to write questions. Have a few students share their questions with the class. Be sure to remind students that we want to know the basics about frogs as well. For example, "Where do frogs live?" "How do frogs move?" "What do frogs eat?" "What do frogs look like?"

### *Step: 5 Duration: 10 minutes*

Tell students that one of the main ways scientists gather information is through observation. Divide children into 4 cooperative learning groups. Give each group a live frog in a "habitat," a see-through enclosure. Tell children to observe the frog. Remind children that they are trying to answer the questions they wrote down earlier. Any new information they gather, whether it answers a question or not, should be written in the "L" column. Remind students to write down what a frog looks like, where a frog lives, what a frog eats, and how a frog moves.

### *Step: 6 Duration: 3 minutes*

Have one student from each cooperative group return the frog habitats to the teacher. Tell students that scientist often get information from observation but they also get information from doing research in books.

## *Step: 7 Duration: 10 minutes*

Give each group 3-4 non-fiction books on frogs. (For suggestions on non-fiction books see below. Have students read their books to answer questions they might have had and to add new information to the KWL chart.

## *Step: 8 Duration: 7 minutes*

To culminate the lesson, assign one person in each group as a spokesperson. The teacher will call the representative from each group to the front of the room. The teacher will ask each representative to use the KWL chart he/she generated to answer one of the following questions: "Where do frogs live?" "What do frogs eat?" "What do frogs sound like?" "How do frogs move?" After each person has answered a question ask the spokesperson to share one other interesting fact that the group learned about frogs. Have students turn in KWL chart and return books to teacher.

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## *Materials and Equipment*

1. live frogs in see-through enclosures (1 for each of the 4 groups) 2. KWL charts (1 per student-see Spring 2003 issue of the Dragonfly Gazette) 3. 3-4 books on frogs per group (see suggested titles list below)

## Standards (Local and/or National)

### *Total Duration*

50 Minutes

### *Technology Connection*

1 CD/Tape Player of frog calls (optional) Web based audio files on an online computer (see step 1)

## *Assessment*

The teacher will assess student understanding using the KWL chart. The teacher should make sure that the student has written three questions in the "W" column. Teacher should also look to see that student has identified how the animal moved, what it sounds like, where it lives, what it eats, and what it looks like in the "L" column.

## F R O G N O N F I C T I O N

Burns, Diane. *Frogs, Toads, and Turtles*. New York: Creative Publishing, 1997.

Clarke, Barry. *Amazing Frogs and Toads*. New York: Alfred Knopf, 1990.

Fowler, Allen. *Frogs, Toads, and Tadpoles Too*. New York: Scholastic, 1992.

Grossman, Patricia. *Very First Things to Know about Frogs*. New York: Workman Publishing Co., Inc, 1999.

Hawes, Judy. *Why Frogs are Wet*. New York: HarperCollins, 2000.

Jeunesse, Gallimard. *Frogs*. New York: Scholastic Publishing, 1997.

Miller, Sara Swan. *Frogs and Toads: The Leggy Leapers*. New York: Scholastic, 2000.

Pallotta, Jerry. *The Frog Alphabet Book*. Watertown: Charlesbridge, 1991.

Pfeffer, Wendy. *From Tadpole to Frog*. New York: HarperCollins, 1994.

Tyler, Michael. *Frogs*. New York: Mondo Publishing, 1997.

Vern, Alex. *Where Do Frogs Come From?* New York: Harcourt, 2001.



# Soaking Wet

THIS SECTION OF THE DRAGONFLY GAZETTE RECOGNIZES PROJECT WET FACILITATORS, TEACHERS AND SCHOOLS AND PROVIDES A PLACE FOR THEM TO SHARE THEIR IDEAS AND ACCOMPLISHMENTS.

## SUSAN NOAKES FACILITATOR OF THE YEAR

Susan's been busy! She helped plan and conduct the Oconee River Festival, held in conjunction with the opening of the Athens Greenway. "Environmental stakeholders" in the Athens area worked together to coordinate the event and provided information booths, games and activities, and water quality demonstrations for the public. Susan, and EPD intern, Jason Ulseth, guided students in H2Olympics (page 30 of the Project WET Curriculum and Activity Guide, see photograph below). At the Charlie Elliott Outdoor Festival, Susan helped students find "pond critters," understand some of their unique features and how the organisms fit in the pond food web. With Susan's guidance, Jackson County cub scouts participating in summer camp mapped their watershed and determined the water flow from the source to the ocean. She also presented a program for adults in the High Falls Lake watershed on lake ecology and EPD's role in protecting water quality. And of course, in partnership with Kris Desmaris (another hard-working WET facilitator) of Sandy Creek Nature Center, Susan facilitated a Project WET workshop for teachers from Northeast Georgia.



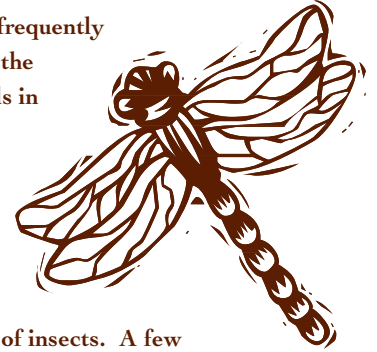
EPD intern, Jason Ulseth, helps students "compete" in H2Olympics

### "HOW CAN I CATCH A DRAGONFLY?"

*An article by Carol Anderson, Teacher of the Year*

My school, Elkins Pointe Middle School, is fortunate enough to have a retention pond right on campus. We are in the process of incorporating the pond into an outdoor classroom with nature trails. Our science classes constantly use the retention pond as a resource for our studies of natural water run-off, the water cycle, and plant/moss

growth observation. We also frequently visit the pond area to observe the microscopic plants and animals in their natural habitat, and then later study them under a microscope in the classroom.



Last year I assigned my students to collect and identify eight different orders of insects. A few days into the assignment, a student came into class visibly frustrated. "How do you expect me to catch a dragonfly?" he asked me angrily. I replied with a vision of a bygone era when children would run around barefoot in their backyard catching fireflies. I directed my response to the entire class to reinforce directions. I reminded them to look in their backyards, go to the park, and visit our retention pond. Well, based on their facial expressions, I might as well have asked them to paint the Mona Lisa.

The following day, more children arrived visibly frustrated: all asking, "How do you expect me to catch a dragonfly?" So, that night I went to the only store within budget: The Dollar Store! There I purchased enough butterfly nets to accommodate my class.

On the third day of our "dragonfly" adventure, we walked to the school retention pond with butterfly nets. Much to the delight of the students, the field surrounding the retention pond was teeming with all kinds of insects, especially DRAGONFLIES! Throughout class I heard screams of delight as students found, shared, identified, and captured different species of insects. My only regret was my lack of a video camera to capture forever the looks of success and gratification that were on their faces. It was truly a special "teacher moment!"

As the grand finale to our adventures we went to the Elachee Science Nature Center in Gainesville, Georgia for a guided hike through nature and to their pond. We were also able to tour their insect museum. I felt proud of my students as they raised their hands and gave educated answers to the questions of the Center's guides. Real-life interaction, thoughtful reflection, and a personal response; can assessment be more "authentic" than that?



# Soaking Wet

## ARNOLD MAGNET ACADEMY SCHOOL OF THE YEAR

7th grade teachers, Benita Hannaman, Terri Massa, Amy Mobley, and Jill Sammons, hosted a Project WET workshop for fellow teachers from Arnold, Allen Elementary, and other Columbus-area schools. Participants enjoyed a full day of learning and a delicious lunch sponsored by Columbus Water Works. The teachers also prepared their 100+ students for the Make A Splash with Project WET water festival on September 26. The middle-schoolers used Project WET and other activities to teach students from Allen Elementary about the importance of clean water. Other presentations included: parents from the Allen Elementary Parent Teacher Association and Georgia Congress of Parents and Teachers who demonstrated the flow of nonpoint source pollution with Enviroscope models; staff from the Georgia Environmental Protection Division and Nestle Waters North America (the festival's sponsor) who explained the movement of groundwater and springwater; staff from the Oxbow Meadows Learning Center who guided students in the identification of water insects and their role in determining water quality; and our very own Petey Giroux, who performed water songs as Mamma Bass.

## NOMINATE THE GEORGIA PROJECT WET SCHOOL/TEACHER OF THE YEAR

Each year Georgia Project WET recognizes a School and Teacher of the Year at an Awards Ceremony at the Environmental Education Alliance of Georgia's annual conference. The Georgia Project WET School of the Year also receives funding and organizational assistance to host a "Make a Splash with Project WET" Water Festival. To nominate a school or teacher, complete the forms below, answer the questions on a separate sheet and submit to Georgia Project WET, 4220 International Parkway, Suite 101, Atlanta, Georgia 30354.

**POSTMARK DEADLINE FOR NOMINATIONS IS FEBRUARY 15, 2004.**

### PROJECT WET SCHOOL OF THE YEAR NOMINATION

*Please note: Elementary, Middle and High Schools are eligible.*

Name of Project WET School of the Year Nominee \_\_\_\_\_

School address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone: Day ( ) \_\_\_\_\_ Evening ( ) \_\_\_\_\_

Email address \_\_\_\_\_ Fax \_\_\_\_\_

Your name, phone # and e-mail address (optional) \_\_\_\_\_

- 1) Why do you feel your school deserves to be the School of the Year?
- 2) What kind of water education projects or programs have your students engaged in? How many students are in your school? How many of them have been involved in these projects or programs?
- 3) Have any of your teachers received water education training (i.e., Project WET, Adopt-A-Stream, River of Words, etc.)? How many teachers are at your school? How many of them have been involved in this type of training?
- 4) Is the Project WET Curriculum and Activity Guide being used at your school? If so, by how many teachers?

### PROJECT WET TEACHER OF THE YEAR NOMINATION

Name of Project WET Teacher of the Year Nominee \_\_\_\_\_

School address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone: Day ( ) \_\_\_\_\_ Evening ( ) \_\_\_\_\_

Email address \_\_\_\_\_ Fax \_\_\_\_\_

Your name, phone # and e-mail address (optional) \_\_\_\_\_

- 1) Why do you feel this person deserves to be honored for their teaching in water education?
- 2) How does this person involve their students in learning about our water resources? What kind of water education projects or programs has this teacher engaged students in? How many students are involved in learning about water through this teacher?
- 3) What kind of water education training does this person have? (i.e. Project WET, Adopt-A-Stream, River of Words, etc.)?
- 4) If Project WET certified, how does this person use the curriculum in his/her teaching?

# NEWS, NOTES AND UPCOMING EVENTS

## THE URBAN WATERSHED



With funding from the Environmental Education and Training Partnership (EETAP), teachers from Centennial Place Elementary and Kimberly Elementary in Atlanta, two schools selected and trained in the EIC Model earlier this year (visit [www.eeingorgia.org/eic/](http://www.eeingorgia.org/eic/) for more information), recently helped Georgia Project WET and the City of Atlanta Department of Watershed Management pilot "The Urban Watershed," a supplement for the Project WET Curriculum and Activity Guide.

## ALTAMAHA RIVER: FROM THE SUMMIT TO THE SEA

Visit <http://coastgis.marsci.uga.edu/summit/tourmap.htm> for a virtual tour of the Altamaha River watershed from Athens to Brunswick. This site also contains general information for students and teachers on hydrology, water quality, coastal habitats, plants, and Sapelo Island.

## 2004 YOUTH ENVIRONMENTAL SYMPOSIUM (YES)

Will your middle or high school students be working on an environmental project to make your school or community a better place? If so, they could win one of three cash prizes in The Georgia Conservancy's 2004 Youth Environmental Symposium. YES showcases student-led projects that address local environmental issues. All types of projects are eligible: stream clean-ups, recycling programs, schoolyard habitat construction, environmental education and advocacy initiatives.

Ten finalists will be invited to present their projects to a panel of judges Friday, April 30, 2004 at the Fox Theatre in Atlanta. The winners will be selected at that time.

The information packet, poster, and entry forms will be available after November 1. If you are interested contact Karen Garland at [kgarland@gaconservancy.org](mailto:kgarland@gaconservancy.org).

## FREE!

### Poster Highlights Environmental Education!

The Environmental Education and Training Partnership (EETAP) has developed an attractive poster promoting the educational value of learning about the environment. The poster features colorful photos of the natural environment, cultural history, and resource stewardship. Bearing the slogan "Teaching with the Future in Mind," the poster also includes contact information regarding educator-training opportunities in EE as well as web links for obtaining instructional materials to support quality environmental education.

Visit <http://www.eetap.org> and submit your mailing address to receive a free copy.



## WATER JEOPARDY BOARD

Developed for 4th, 5th and 6th grade audiences, the U.S. Geological Survey (USGS) Water Jeopardy packet includes a poster of categories and questions, sheets to cover the questions, an answer sheet and instruction sheet. It's a fun way to teach students some general water facts.

**FREE!**

To receive a copy of the board contact: Kathy Wilson, Technical Editor/Outreach Coordinator, USGS, Room 406, Federal Building, 100 Centennial Mall North, Lincoln, Nebraska 68508, 402-437-5663 phone, 402-437-5139 fax, [kewilson@usgs.gov](mailto:kewilson@usgs.gov).

*NOTE: Quantity is limited. Teachers or outreach coordinators from the same school or organization please share.*

# GEORGIA AQUARIUM SURVEY



Please fill out the brief survey below and you will receive an invitation to the preopening Aquarium Educators Meeting and special gift for your participation.

1) Do you believe informal education institutions (zoos, museums, conservation centers etc.) are beneficial in helping teachers and students meet the goals of the educational curriculum in Georgia?

Yes  No

Please explain your answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) How can the Georgia Aquarium help you meet/ or continue to meet your curriculum needs?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Do you feel there are obstacles that impede your ability to take your class on educational field trips?

Yes  No

Please explain your answer \_\_\_\_\_  
\_\_\_\_\_

4) How can the Georgia Aquarium assist you in meeting your educational curriculum needs?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

County \_\_\_\_\_ E-mail address \_\_\_\_\_

Which of the following titles would best describe your role in the education community.  
Please circle the most appropriate title.

Teacher (grade level you teach) \_\_\_\_\_

Administrator

Other (please specify) \_\_\_\_\_

PLEASE MAIL YOUR RESPONSE TO:

Brian Davis  
Director of Educational  
Programming  
The Georgia Aquarium  
2455 Paces Ferry Road  
Atlanta, GA 30339

DEADLINE:  
MAIL BY DECEMBER 15TH 2003

# NOT ANOTHER SCIENCE PROJECT

{ By Elizabeth Mulkey  
Home School 4-H, Decatur County }

"Oh, Elizabeth, I found it. This wonderful book has been in my closet for all these years. You will absolutely love it!!!" My mother beams at me, holding some sort of large book. Reading isn't so bad. I rather like to read, but not a 3,000-page book like this one!

"Do I have to read the whole thing?" I ask timidly.

"Of course not; but I think this will be more interesting than you ever dreamed. Today you will learn about, let me see... here we go - the water cycle!"

I study the cover of the book. It has a strange writing on the front, and appears to be very old. I open the cover and find a short note from Mother.

Dear Elizabeth,

When I was your age I detested science. That is, until Professor Aquifer opened my eyes to the amazing world of water with this book. My love for science blossomed, and I devoted my life to this field. I know you think science is boring, but hopefully this will change your perspective. You should find the enclosed raincoat very handy; I suggest that you use the galoshes as well. I hope you're ready to get wet!

With that, the book starts to glow. It gets brighter and brighter until I am almost blinded by a blue light. Suddenly, I am being pulled into the book! I struggle and twist, trying to free myself, but to no avail. I land in a damp room and see a raincoat and a pair of galoshes. The floor opens up and I feel myself falling! It is a strange feeling, almost like I am looking through water, a raindrop to be exact.

An instant before I hit the ground, my raindrop sprouts a drill which drills into the ground and buries me deep in the soil.

I stay in the soil for what seems like forever, waiting for something to happen. From under the ground I hear a distant patter which soon becomes a roar. It is raining again! It is raining so hard that some of the soil is washing into the river.

Abruptly, I start to slide; the earthy smell of soil gives way to a cool, fresh smell. I am free!

The river swirls, carrying me farther and farther away from land. I slow down in a hot, humid feeling place.

As if on cue, I am sucked into another raindrop. It is almost like raining, except backwards.

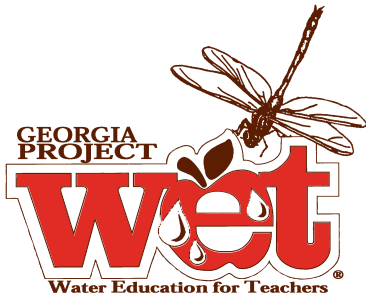
I land in the clouds, which is definitely my favorite place.

I shouldn't have worried at all! It starts to rain and I hurtle toward an ocean.

There are a few fish, but thankfully no sharks. I turn around and gasp in horror. A whale is about to slurp me in! I swim away as fast as I can, but I simply cannot beat the huge whale. I rush

inside its mouth with the rest of its food. I see a blue glow, which looks not unlike the one the book emitted. I am back in my room! I run to the study, dripping wet, and tell my mother of the adventure.

FOOTNOTE: Elizabeth Mulkey wrote this story as a member of Decatur County's 4-H Club. During recent meetings, Extension Agent Kaye Lynn Hataway led students in "The Incredible Journey," (page 161 of the Project WET Curriculum and Activity Guide). The 4-H'ers learned about the journey of a water molecule in the water cycle and wrote stories about the places they visited on their journey.



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## What's Inside this Issue?

- *Take Your Students' Learning Further with Rivers Alive*
- *Get Your FREE ROW Teacher's Guide Today*
- *Become a Project Learning Tree and Project WET Facilitator*
- *Meet Mr. Frog*
- *Borrow an Enviroscape Model for Your Classroom*
- *Project WET Facilitator, Teacher, and School of the Year On the Move*
- **MORE FREE STUFF!!**