

# Dragonfly Gazette

## “Momma Bass” Petey Giroux honored

### All who knew 'Petey' will agree: Environmental honor fits

At its annual conference in March, the Environmental Education Alliance of Georgia honored Petey Giroux with the group's Eugene Odum Lifetime Achievement Award.

Anyone who knew Petey knows how committed she was to making the world a better place. Her enthusiasm for people and the planet was so great she developed an enormous and diverse network of fans.

Some people may have known Petey as the dedicated parent who created entertaining and educational characters to teach kids about environmental issues, including the garbage-strewn Waste Watcher, endangered Canis rufus and freshwater songstress Momma Bass (all starring Petey).

Others learned how to bring her creative teaching strategies to their indoor and outdoor classrooms through the countless workshops she conducted across the state- as the first ever chair of environmental education for Georgia PTA, and then as the first coordinator of Georgia Project WET.

Still others knew Petey as a Twilight Twirler, strutting her stuff and spinning her baton up and down parade-filled streets. Then there were the African drummers with whom she donned a Dashiki and pounded away on percussion instruments. Her graduate student friends knew her as a consummate storyteller who made their trip to Boundary Waters fun and exciting.

Regardless of how you knew Petey, you know she was a determined leader.

Wearing the “mommy shoes” as she called them, she helped her own children become vibrant, successful

young women. Two of them are now wearing “mommy shoes” of their own for Petey's four beautiful grandchildren.

Petey transformed the work of PTAs across the state by making environmental education a priority for them.

She worked hand-in-hand with the folks at the Chattahoochee River National Recreation Area to establish a friends group and create an environmental education training center for adults.

Petey served as conference chair, president and advisory board chair of the Environmental Education Alliance of Georgia, contributing greatly to the successful organization the alliance is today.

And let's not forget the mark she left on Project WET USA, the Georgia Aquarium and the Georgia Conservancy; they'll never be the same.

Anyone and everyone who knew Petey knows she was an unparalleled friend to people, plants and animals (especially her own dogs and cats, which she rescued).

Petey earned the love and respect of all who knew her. Sadly, our loved and honored friend passed away on July 30, 2008 after a valiant fight against pancreatic cancer. To learn more please visit <http://mylifeline.org/petey>

Dereon Davis is director of waterSmart for the Georgia Environmental Protection Division, and an unabashed Petey Giroux fan.



Petey as Earthina

**EDITORS NOTE:** This issue of the Dragonfly Gazette features a number of resources to help teachers bring creative environmental activities to their students.

**Page 2-3** 2008 Georgia River of Words

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## Nine National Finalists and 42 State Winners Recognized at the Georgia ROW Awards Ceremony

On Sunday, May 4, 2008 at the Chattahoochee Nature Center, 51 students and their teachers were recognized for creating award-winning art and poetry through the River of Words competition. The Awards Ceremony was coordinated by the Georgia Environmental Protection Division's Project WET program and the Georgia Center for the Book and was supported by a donation from Templeton and Associates.

Each year as a part of the River of Words program, children worldwide submit poetry and art that reflect the theme of watersheds. This program, supported by the Library of Congress

Center for the Book, seeks to allow children the experience of creatively expressing themselves about their natural world, while fostering respect for and understanding of the environment. The co-founders of River of Words, former US Poet Laureate Robert Hass and writer Pamela Michael, judge poetry entries, while Thatcher Hurd, a children's book writer and illustrator, reviews art entries.

Over 20,000 students participated worldwide this year, with 2,061 entries coming from Georgia! From the 100 finalists chosen, eight grand prizewinners were chosen from the US and one international prize was awarded. Following these selections, Georgia chose state finalists. This year, Georgia had five poetry national finalists and four art national finalists, while 22 art and 20 poetry entries won at the state level.

The contest is open to all students age 5-18 and entries are due each year by February 15. For more information, to see all of the winners' work, and get the schedule for the traveling exhibit visit the River of Words page on [GAProjectWET.org](http://GAProjectWET.org)

### '08 STATE WINNING POETRY

M. Branch Austinson, grade 1, Homeschool, Bainbridge, Teacher: Teresa Adkins  
Sarah Bahr, grade 10, Roswell High School, Roswell, Teacher: Joel McElvaney  
Ashleigh Brooks, grade 12, Roswell High School, Roswell, Teacher: Joel McElvaney  
Autumn Fitzgerald, grade 12, Maranatha Christian Academy, Oakwood, Teacher: Lyndrid Patterson  
Ansley Claire Gerretzen, grade 1, Casa Montessori, Marietta, Teacher: Cyndia Hunnicutt  
Aaron Jones, grade 10, Tucker High School, Tucker, Teacher: David Hirsch  
Sindhu Kannappan, grade 3, Casa Montessori, Marietta, Teacher: Cyndia Hunnicutt  
Bradley Keith, grade 6, Bennett's Mill Middle School, Fayetteville, Teacher: Jennifer Ritter  
Sam Larsen, grade 2, Casa Montessori, Marietta, Teacher: Cyndia Hunnicutt  
Dayna Maxfield, grade 8, Bennett's Mill Middle School, Fayetteville, Teacher: Jennifer Ritter  
Bryce McKinney, grade K, C.L. Gideons Elementary, Atlanta, Teacher: Darlene Dobbs



**Raindrops on a Spider Web**  
**Eric Stokes, grade 7 Columbia Co. 4-H, Martinez**  
**Teacher: Shirley Williamson**  
**National Finalist**



Emilie Menzel, grade 10, Parkview High School, Lilburn, Teacher: Beverly Bateman  
 Ahiliya Nat, grade 4, Barnwell Elementary, Alpharetta, Teacher: Lauren Papadakis  
 Amber Phillips, grade 4, Armuchee Elementary, Rome, Teacher: Andrea Moore  
 Matthew Reingold, grade 1, Roswell  
 Laura Stubbs, grade 11, Bulloch Academy, Statesboro, Teacher: Diane Hathaway  
 Lauren Sykora, grade 7, Riverwatch Middle School, Suwanee, Teacher: Jen Sellars  
 Matthew Thomas, grade 8, Bennett's Mill Middle School, Fayetteville, Teacher: Jennifer Ritter  
 Adam Wayton, grade 6, Bennett's Mill Middle School, Fayetteville, Teacher: Jennifer Ritter  
 Isaac Wilson, grade 2, Upson Lee South, Thomaston, Teacher: Sheryl Farr

## '08 NATIONAL FINALIST POETRY

Joe Carnaroli, grade 9, West Forsyth High School, Cumming, Teacher: John Bush (2)  
 Katie Garmon, grade 9, West Forsyth High School, Cumming, Teacher: John Bush  
 Keith Gilbert, grade 9, West Forsyth High School, Cumming, Teacher: John Bush  
 Kendall Pakula, grade 12, Roswell High School, Roswell, Teacher: Joel McElvaney

## '08 STATE WINNING ART

Jesse Abbott, grade 9, Demorest  
 Tyler Anglin, grade 2, St. Mary's Elementary School, St. Mary's, Teacher: Beth Moody  
 Emily Bachner, grade 6, Davis Academy, Atlanta, Teacher: Michelle Stein  
 Rebecca Benfield, grade 6, Maranatha Christian Academy, Oakwood, Teacher: Lyndrid Patterson  
 Mackenzie Bourne, grade 9, Evans High, Evans, Teacher: Pamela Segers  
 Baylor Cantrell, grade 2, Due West Elementary, Marietta, Teacher: Lisa Slanson and Stacey Harvey  
 Samuel Choi, grade 6, Bennett's Mill Middle, Fayetteville, Teacher: Jennifer Ritter  
 Kinsey Garreau, grade 2, Maranatha Christian Academy, Oakwood, Teacher: Lyndrid Patterson  
 Lindsey Kandel, grade 9, The Cottage School, Roswell, Teacher: Katja Burkett  
 Amy Lee, grade 11, Centennial High, Roswell, Teacher: John Riggins  
 Diofanny Mark, grade 7, Luella Middle, Locust Grove, Teacher: Judith Beekman  
 Michael McDaniel, grade K,  
 Mansfield Elementary, Mansfield,  
 Teacher: Beth Coody  
 Anika Mitchell, grade 6, Casa  
 Montessori, Marietta, Teacher:  
 Theresa Dean  
 Ana Ovtchinnikova, grade 12,  
 Centennial High, Roswell, Teach-  
 er: John Riggins  
 David Patterson, grade 11,  
 Maranatha Christian Academy,  
 Oakwood, Teacher: Lyndrid Pat-  
 terson  
 Chandler Pennington, grade 6,  
 Georgia Military College Prep,  
 Milledgeville, Teacher: Maj. Patty  
 Anderson  
 Austin Pyron, grade 7, New Hope  
 Middle School, Dalton, Teacher:  
 Carla Maret  
 Nicole Rocheteau, grade 2, Casa  
 Montessori, Marietta, Teacher:  
 Hedwig O'Brien  
 Andrew Sexton, grade 6, Maranatha Christian Academy, Oakwood, Teacher: Lyndrid Patterson  
 Luke Tassopoulos, grade 6, Casa Montessori, Marietta, Teacher: Theresa Dean  
 Sarah Toner, grade 8, Dickerson Middle, Marietta, Teacher: Rebecca Johnson  
 Rae Williams, grade 11, Maranatha Christian Academy, Oakwood, Teacher: Lyndrid Patterson

## Spring

**The river trout battles against the current  
 Like a sailboat sailing against the wind  
 The geese are flying north again  
 Coming back from their winter vacation  
 The maple tree is sprouting new life  
 Out of its' brown entangled branches  
 The newborn baby bird  
 Seeing its first sight of the sun  
 Rolling up over the tall mountains**

**Keith Gilbert, grade 9  
 West Forsyth High School  
 Cumming  
 Teacher: John Bush  
 NATIONAL FINALIST**

## '08 NATIONAL FINALISTS ART

Paul Brown, grade 11, Decatur High, Decatur, Teacher: Wendy Keith-Ott  
 Alana Handman, grade 10, Decatur High, Decatur, Teacher: Wendy Keith-Ott  
 Kasey Rodgers, grade 3, Barnwell Elementary, Alpharetta, Teacher: Lisa Hammond  
 Eric Stokes, grade 7, Columbia County 4-H, Martinez, Teacher: Shirley Williamson

## River of Words Timeline

February 15	April	May	June-December	September
Annual deadline for entries	National winners announced and State winners selected	Georgia's National and State Winners recognized at Awards Ceremony	ROW exhibit travels to libraries across the state	Georgia ROW Teacher's Guide and Student Art and Poetry Journal are produced and distributed



# River of Words Lesson Plan

Throughout the next three pages, you will find several journaling prompts and a writing/drawing exercise for your students taken from the River of Words Teacher's Guide. These prompts and exercises are designed to help your students think creatively about their watershed and discover more about their ecological address.

## Student Activity:

### Journaling Prompts (p. 5-6)

This activity will allow students to use their creativity to illustrate and write journal entries about nature on their own terms. Approximate time: 45 minutes.

## Lesson:

### Watershed Memory Drawing Exercise (p.7)

Utilizing a guided journaling exercise, you can encourage your students to reflect on memories from time spent at the waters' edge. Students can then use their reflections to write and draw about their watershed. Approximate time: 1 hour

## Making the Connection:

### Nature Journaling Web (p.8)

This curriculum web for nature journaling lays out how science, social studies, math and other curricula can be integrated with nature journaling activities.

Below, you will find a list of Georgia Performance Standards (GPS) that correlate to the writing activities in this issue. For a complete listing, visit [www.georgiastandards.org](http://www.georgiastandards.org).

## ROW in the Classroom

The River of Words Teacher's Guide is available to teachers across the state and includes contest rules and guidelines, an application form and how to order materials section, activities that support River of Words, inspirational stories from Georgia teachers and information on other programs such as Georgia Project WET and Adopt-A-Stream. River of Words is coordinated in Georgia by Georgia Project WET (Water Education for Teachers) and the Georgia Center for the Book. If you are interested in learning more about the River of Words project in Georgia, or in obtaining a River of Words Teacher's Guide, visit [www.georgiaprojectwet.org](http://www.georgiaprojectwet.org) or contact the Georgia Project WET office at 404.675.1762.

Grade	GPS Covered	Description
K	ELAKW1	The student begins to understand the principles of writing.
1	ELA1W1	The student begins to demonstrate competency in the writing process.
2	ELA2W1	The student demonstrates competency in the writing process.
3	ELA3W1	The student demonstrates competency in the writing process.
4	ELA4W1	The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
5	ELA5W4	The student consistently uses a writing process to develop, revise, and evaluate writing.
6	ELA6W4	The student consistently uses the writing process to develop, revise, and evaluate writing.
7	ELA7W2	The student demonstrates competence in a variety of genres.
8	ELA8W1	The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
9	ELA9W1	The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.
10	ELA10W1	The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.
11	ELA11W4	The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.
12	ELA12W4	The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

# STUDENT COPY PAGE

## Journaling Prompts:

From: Finding a Path to Place: Creative Journaling - Journaling Prompts

By: Kristen Clapper Bergsman, Laughing Crow Curriculum

## Silhouettes

Sometimes the hardest part of journaling is starting. When a blank page looms before you, leaving you stuck, try this simple exercise. Collect several leaves from the ground around you. Choose leaves with interesting and diverse shapes. Trace the leaves on your blank journal page. Now, use the structure imposed by the leaf shapes to form your writing. You can either write your words within the leaves, or along the outside edges of the leaves. Try this with other natural objects as well, such as stones, shells and feathers.

## Time Machine

Imagine what your natural place will look like into the future. If you could sit in the same place and have time speed by you, what would you see? What events would unfold around you? Ask students to write and draw pictures about their chosen place into the future, using powers of ten. What will it look like in five hours, five days, five months, five years, fifty years, five hundred years, five hundred thousand years, five million years and so on.



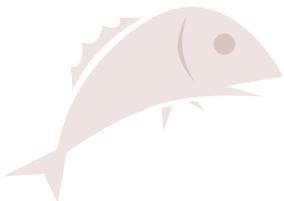
# STUDENT COPY PAGE

## Metaphors

Find a natural object for a subject. Any natural object will work, such as a stone, the bark of a tree, the surface of a pond or a fern frond. Now, develop a list of metaphors for their natural object and just write down whatever pops into your mind as it arrives. For example, some metaphors for the bark on a madrona tree might include: newly stripped bone, tea-stained teeth or peeling paint that needs scraping. Using your list of metaphors, develop one or more of them into a poem or short essay.

## Animal Eyes

Shift your perspective and try observing the world around you through the eyes of a wild animal. How would this meadow look if I were a fox? What would I be doing if I were a pond snail? How would this feel if I were a chickadee? Try to describe the place through the eyes of that animal.



# Watershed Memory Drawing Exercise

**By: Lucia Harrison, artist and Evergreen State College Professor**

## Guided Journal Exercise:

Close your eyes, take a couple of deep breaths and get comfortable. Think back through your life to experiences you have had with rivers, creeks, lakes or oceans.

**Teacher:** Give some examples from your own experiences.

When was the first time you came into contact with a creek, river lake or ocean? As the memories come, jot down a few notes in your journal. Your notes may look like this:

- Looking for stream bugs in the Flint River at my uncles house
- Swimming at Black Lake
- Inner tubing on the Chattahoochee

**Teacher:** Have students take 5-10 minutes to generate a list

Now, take one memory, the one that jumps off the page and write about it in more detail. Describe the scene: Who was there? What season was it? What was the weather like? Was it nighttime or daytime? What did the place look like? Did you see any animals there? Did you hear anything? Did you feel anything? What did you do there? How did you feel?

**Teacher:** Have your students only write things that they are comfortable with. If a memory is too scary or upsetting, they should write about something easier. When your students finish writing, tell them to re-read what they have written and see if there is anything they would like to add.

Now close your eyes again and take a couple of deep breaths. Try to get to the place just before you fall asleep. See if any images or sounds come to your mind's eye? If so, just watch them and see if they change.

**Teacher:** Let a few minutes pass

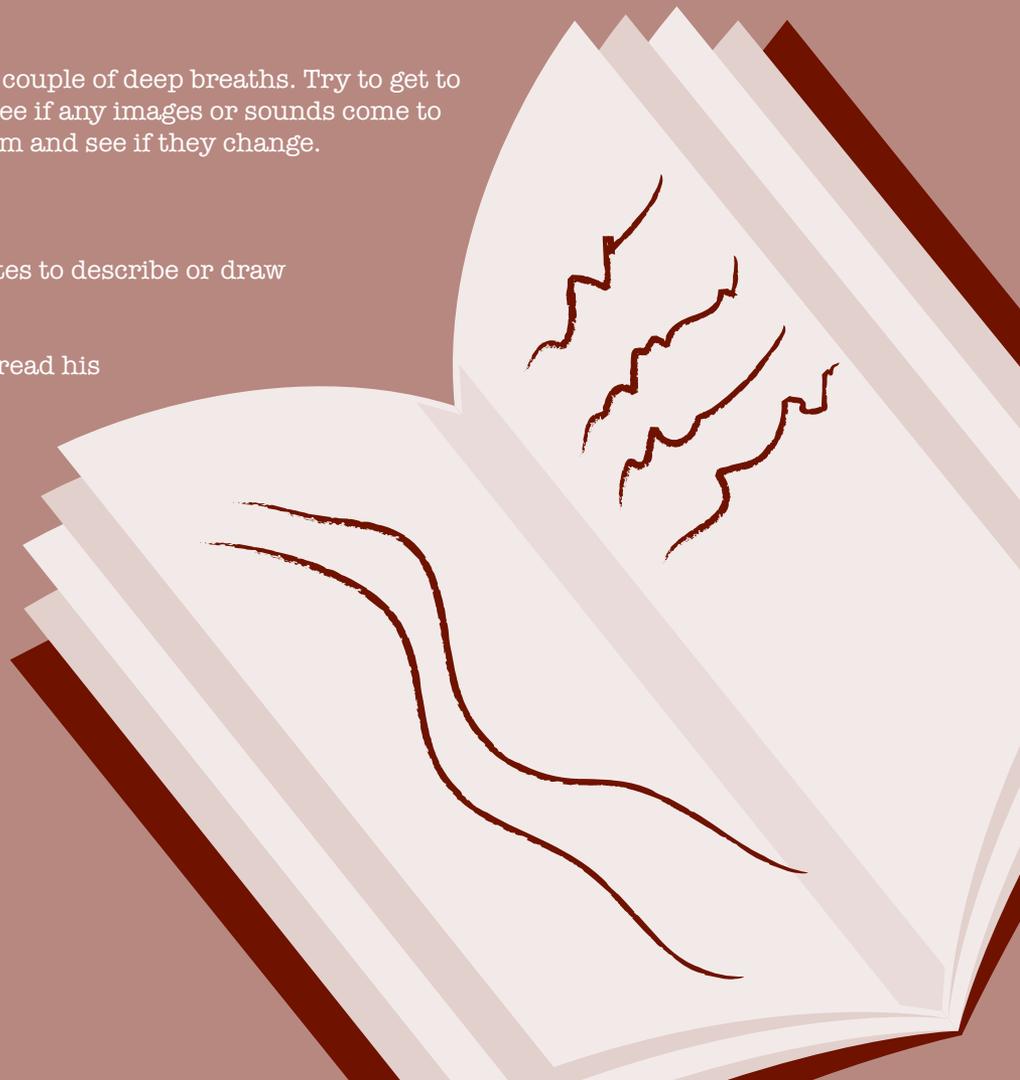
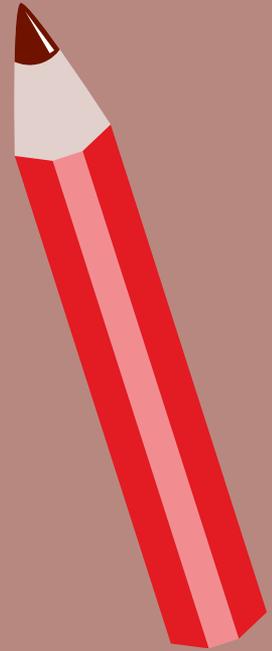
When you are ready, take a few minutes to describe or draw the images.

**Teacher:** Ask if anyone would like to read his or her journal entry aloud. If no one does, that's fine.

## Drawing Assignment

Make an image inspired by your journal entry on a watershed memory.

This could be a map of the place, a non-objective drawing about your feelings in the place, a drawing of the place, a drawing of your favorite plant or person in the place or some other idea.



# A Curriculum Web for Nature Journaling

## Earth Science

Plants  
Insects  
Birds  
Other animals  
Trees and shrubs  
Habitats and seasons

Weather  
Observing  
Identifying  
Measuring  
Comparing  
Listing

## Social Studies

Local history  
Natural and human communities  
Environmental health in history  
Mapmaking

## Math

Measurements  
Charts  
Graphs  
Mapmaking  
Computation

## Physical Education

Walking and exploring  
Outdoor activity  
Hiking

## Language Arts

Written: poetry, prose, fiction,  
nonfiction  
Oral: description, problem solving,  
communication  
Listening: group communication,  
group sharing, oral learning

## Art

Hand-eye skill  
Self-confidence and social skills  
Learning to compose work supportively  
Observational drawing versus  
imaginative drawing  
Different forms of art expression  
Mapmaking



## From Journal to Poetry Writing

Where do poems begin? With the eyes, the ears, the hand and the heart. Poets don't wait for inspiration; they find inspiration through their explorations of the world around them. Poets have been known to keep tattered notebooks and scraps of paper in their pockets at all times to write down what they see, hear and feel at any moment of the day or night. Poets will use journals to record the names of things, to help them remember specific details of what they have seen, and to write down what they might learn in books and other texts. All of this information is then used to create poems.

Have your students choose a place near water to write about. Ask them to describe in their journals the physical characteristics of the area, the water characteristics, weather, flower and plant population, and bird population. Encourage your students to use their journal entries to write a list poem about what they saw, heard, smelled, tasted and felt in their nature spot. Have them try organizing the poem into "sense" categories, each category including a list of four or five specific concrete things. The list should include repetition of phrases, sentence structure and sound. Suggest students end the poem with a list of what they know, feel, wish and/or dream of.

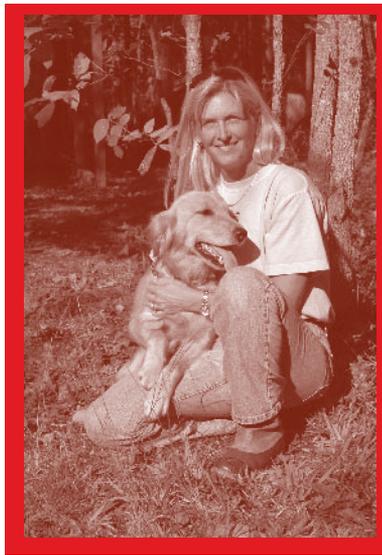
# Soaking Wet

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.

## 2008 GEORGIA PROJECT WET FACILITATOR OF THE YEAR

### Kim Kilgore

Kim Kilgore is the environmental education coordinator for Floyd County Schools and the director and co-founder of the Arrowhead Environmental Education Center located in Armuchee, Georgia. She has been an educator for 29 years spending the last fourteen teaching Environmental Education to all ages pre-K through adults at Arrowhead.



The Arrowhead Environmental Education Center, which began operation in 1994, is coordinated through a partnership between Floyd County Schools and the Georgia Department of Natural Resources Region 1 Game Management.

Kim attended the University of Georgia for her BSED in Health & Physical Education (1979) and got her Masters of Education in Biology at Columbus College (1987). She began her teaching career in Columbus, Georgia spending 9 years with Muscogee County Schools and three years with Fort Benning Schools before moving to Rome, Georgia. Her hobbies include wildlife photography, tennis, running and playing with her golden retrievers. Kim has been a licensed wildlife rehabilitator holding both state and federal permits since 1986 and specializes in birds of prey.

In addition to teaching at Arrowhead she also facilitates a variety of staff development workshops focusing on the environment such as Project Wet, Project Wild, Flying Wild, Project Learning Tree, Native Seasons and Monarchs in the Classroom through the Northwest Georgia RESA. She served on the EEA Board from 1996-2003 and presently serves on the Environmental Education Alliance Advisory Board and the Monarchs Across Georgia Steering Committee.

## 2008 GEORGIA PROJECT WET TEACHER OF THE YEAR (HIGH SCHOOL)

**Patti Cook** (nominated by Mary Carol Sheffield)  
South Paulding HS, Douglasville

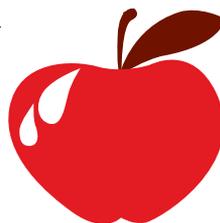
When it comes to conservation and protection of our natural resources, especially water, Patti Cook has passion. As a trained facilitator for Georgia Project WET and a trainer for Adopt-A-Stream, Patti leads other educators and community members in Paulding County by action and example.

Patti's 125 Paulding County High School students are as involved as she is due to her efforts to incorporate Project WET, Georgia Adopt-A-Stream and Rivers Alive into her biology and environmental science curricula. From the use of "Choices and Preferences" to engage students in a discussion about prioritizing water uses to "The Pucker Effect" demonstrating how ground water can transport pollutants, Patti engages her students in high level thinking, data collection and problem solving using Project WET activities.



Patti's actions at school do not end with the bell, as she is also sponsor for the Environmental Club. The club reaches students with her water passion who might not have the benefit of being in one of Patti's classes.

She not only incorporates Project WET into her own teaching, but has reached far into the community with workshops and training sessions. Last summer she worked with the Paulding County Extension Office to hold Project WET workshops for teachers of pre-Kinderergarten through college-aged students. She also serves on the UGA Cooperative Extension, Paulding County Agriculture and Natural Resources Advisory Team as a voice for water education in the county.





## 2008 GEORGIA PROJECT WET TEACHER OF THE YEAR (ELEMENTARY SCHOOL)

**Nancy Boyle** (nominated by Erin Roberson, principal) Peeples Elementary, Fayetteville

Nancy Boyle wants everyone to know about water. As soon as she was trained in Project WET, she began thinking of ways to bring water education to the entire school. The idea of "Water Week" for grades K-5 began to emerge.



She analyzed the science curriculum of each grade and identified standards that were related to water resources. She scoured resources in order to develop grade-level lesson plans, which included objectives, key vocabulary, teacher background information, a Power Point, and a hands-on interactive activity. Under Nancy's direction, the PTO purchased all the materials needed for the activities, and not only that, she recruited 80 volunteers and held training sessions to help them carry out the lessons. The nomination packet sent in by her principal was 1/4 inch thick.

Through Nancy Boyle's efforts the entire school of 800 students was involved in learning about water resources. Kindergarten students learned about classification of fish using body and mouthparts in "Something Fishy", 1st grade students learned about the migration of birds between nesting habitats and wintering grounds in "Migration Headache", 2nd grade students learned the life cycle, problems and ways to help sea turtles in "Turtle Hurtles", 3rd grade students studied the Wonders of Wetlands, 4th grade looked at Acid Rain or pH Precipitation and 5th graders studied "Water Works", point and non-point source water pollution

In addition to Water Week, Nancy has been instrumental in encouraging the school to adopt a recycling program. In fact, they just recently partnered with a company to recycle "white paper" to complement the newspaper-recycling program already in place.

## 2008 GEORGIA PROJECT WET SCHOOL OF THE YEAR

**Winnona Park Elementary School, Decatur** (Nominated by Donna Fortenberry)

Winnona Park is a school involved in the Expeditionary Learning reform model. This approach combines rigorous academic content and real world projects -- learning expeditions -- with active teaching and community service. To this end, Winnona Park is committed to transforming their outdoor space to support this philosophy. They want to expose children to the wonders of nature, to foster their innate curiosity and to help them develop a sense of responsibility and stewardship. They have partnered with the Oakhurst Community Garden to develop their school grounds habitat plan.

Over the past three years, teachers, parents, the PTO and various organizations have helped them create several outdoor spaces. The four kindergarten classes created the first outdoor classroom and bird habitat in 2006. The kindergarten teachers attended the Outdoor Classroom Symposium and learned how to make and use water barrels as a source of watering and supplying the habitat with the necessary water for animals. That same year the third grade began to study the creek that runs along the back of the property. They tested the water and studied the habitat in and around the creek. Also in 2006 with the help of a local business, the school successfully designed and built a pond with biofalls and a bog filter.

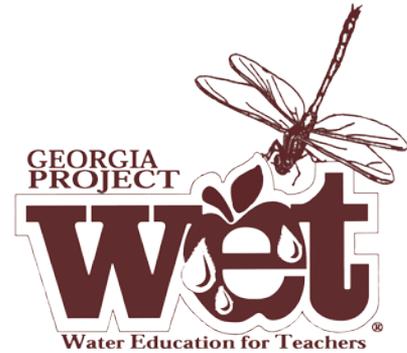
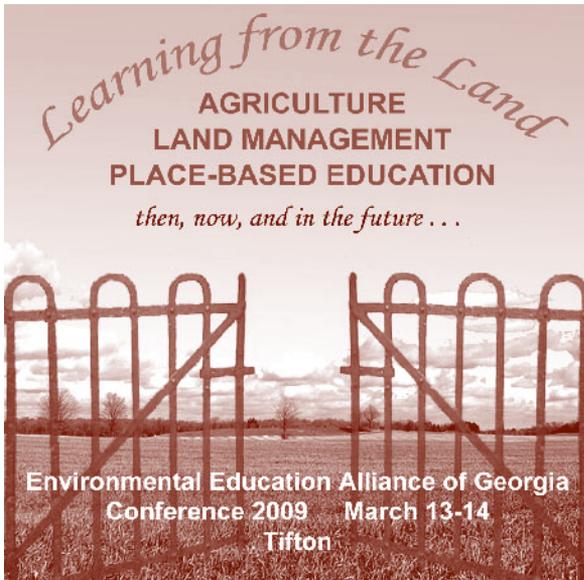
Winnona Park Elementary's next step is to test then capture the water from the school's AC to use in the outdoor habitats. The kindergarten team has applied for a grant to create a wetlands area adjacent to the outdoor classroom.

We are pleased to offer this unique and active school the title of 2008 Georgia Project WET School of the Year. With this title comes a FREE Project WET Educator's Workshop for 20 of their teachers.



# NEWS, NOTES AND UPCOMING EVENTS

Don't miss the 2009 EEA Conference held this year at the UGA Conference Center in Tifton, March 13-14, 2009. **Visit [www.eealliance.org](http://www.eealliance.org) for details and registration.**

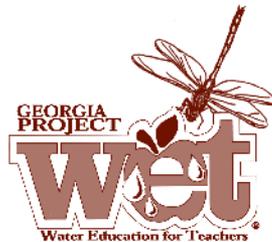


Georgia Department of Natural Resources  
Environmental Protection Division  
Watershed Protection Branch  
4220 International Parkway, Suite 101  
Atlanta, GA 30359

**Periodically, Georgia Project WET conducts a program evaluation to identify strengths and weaknesses, to spot problems and find solutions, to provide information on reaching our goal and objectives, and to demonstrate the results of our program to our supporters. We are in the process of putting together our evaluation instrument and will use various means to collect the information we seek. You may be asked to participate in a survey, an interview, or through an observation during an activity.**

**We hope all of you can help us make Georgia Project WET the best it can be! Some of the questions we will be asking are:**

- **Are educators using Project WET activities with students after a training workshop?**
- **How frequently are Project WET activities used with students?**
- **Has there been an impact on student learning after using Project WET activities with students?**
- **How can facilitators promote and better assist educators in the use of Project WET activities with students?**



## **2009 Pre-EEA Conference Wetlands Workshop featuring Project Webfoot and Georgia Native Waters**

**March 12 at the NESPAL Center in Tifton  
8:00 am - 4:00 pm  
Just \$35, includes lunch!  
One PLU available upon request.  
Brought to you by GA Project WET and  
the Georgia Conservancy**

Sign up by February 27 with the EEA Conference registration (listed with the Field Trips) or by visiting the calendar on our website - [GAProjectWET.org](http://GAProjectWET.org)