We at the Discovery Center have learned that teachers in South Dakota are very enthusiastic about including water conservation and ecology lessons in their science curriculum. However, through working with them at the statewide water festivals and water ecology workshops, we have learned that they feel ill equipped to do so. Water is one of our state's most important natural resources. This course will provide educators with the knowledge and tools to competently, and confidently, provide water education to their students. Through participation in this course, they will become familiar with high-quality, hands-on water education curricula, become comfortable with water ecology field study and gain a strong understanding of water ecology.

GENERAL OBJECTIVES OF THE WORKSHOP

Following the completion of this workshop participants will be able to:
1. Understand and explain the concept of nonpoint source pollution, identify the factors that affect their water supply, and discover the potential teaching opportunities associated.
2. Perform and interpret water quality tests.
3. Provide age-appropriate, hands-on experiences for their students that will expand their knowledge and understanding of water using Project WET, The Watersource Book, and the Walter Walleye curricula.
4. Identify local water resource management personnel and projects which they can use to enhance their program.
5. Plan and implement a thorough water ecology/conservation curriculum for their students.
6. Demonstrate a working knowledge of water ecology.

EVALUATION PROCEDURES

The workshops will be evaluated through teacher surveys during the course. Specifically, we will measure the teacher's confidence to define water specific vocabulary, present basic water science, conduct in class water education activities and list the human threats from water pollution.

Teachers will be encouraged to teach a hands-on water ecology unit in their classrooms. Upon the completion of this unit, they will evaluate its success and the usefulness of the Project WET workshop in developing and teaching the unit.

Additionally, the teacher's can be in contact with the workshop instructor through the e-mail on the internet or by phone. Based upon the content of this communication, the instructor can make additions and modifications to future workshops.
Each participant will have a lesson plan to include four activities from one of the curriculum guides in their curriculum including how they will assess the activities.
Participants will plan a field trip to a local water source.

Day Two 8:00 - 5:00

The Field Trip
  Chemical Testing
  Participants will test water from a local creek or pond.
  Participants will make inferences and conclusions based on the data collected.

Small Group Work
  Participants will design an assessment for their unit.
  Participants will present their unit to the class and have the class complete one of the unit activities.

Presentations
  Participants will finish their lesson plans and make their class presentation.

Summation and Evaluation
Date of Workshop: June 13, 2000
Location of Workshop: Rosebud Reservation, Mission, SD
Course Name: Project WET Teacher Training
Course Number: 

Project WET/WOW Workshop Evaluation Form

Thank you for your interest in Project WET! Your responses to the following questions and suggestions will help us improve the quality of Project WET/WOW workshops and services.

Instructions:
Respond to all items on this form, attaching additional pages if additional space is needed.

1. Please provide us with the following information:
   
   Position description/Title: 9 teacher, 1 Water Resource Field Technician
   
   Number of students reached per year: 25, 56, 60, 55, 30, 33, 43, 15, NA
   
   Number of years teaching experience: 8, 26, 5, 35, 1, 30, 13, 10, NA
   
   School setting (check one): Urban ___ Suburban ___ Rural ___

2. a. Have you attended a water education workshop in the last five years?
   YES ___ NO ___
   b. If yes, to what extent did this workshop (the one you are currently evaluating) build on your previous water education experiences?
   Helped me show kids useful experiments.

3. a. What grade(s) do you teach? 4, 6-8, 7-8, 7-8, 11-12, 1, 6, k-6, NA
   b. Were the contents of this workshop appropriate for the grade level you teach?
      YES ___ NO ___
      If no, what suggestions do you have to make them more appropriate?

4. a. What subject(s) do you teach? All, Science/math, Math/Science, Science/Social Studies, EE, 1st grade, 6th grade, k-6, NA
   b. Were the contents of this workshop appropriate for the subject you teach?
      YES ___ NO ___
      If no, what suggestions do you have to make them more appropriate?

5. Were the objectives of the workshop clearly stated?
   YES ___ NO ___

6. Were the objectives of the workshop accomplished?
   YES ___ NO ___
Please explain your responses to questions 5 and 6 if you answered no.

7. Did this workshop provide you with strategies to integrate Project WET activities into your curriculum? 
   YES 9  NO __
   Please explain your response below if you answered no.

8. Do you plan to integrate Project WET activities into your curriculum? 
   YES 9  NO __
   If no, please explain.

9. Please provide your overall comments about the Project WET Activity and Curriculum Guide (include strengths, limitations, comments about specific activities, etc.)

10. The best features of this workshop were: Great materials to implement into my classroom. There are a lot of activities that require combing math & science, so this will fit in quite well with what I teach. All the information. Experiments & testing was easy. Book. hands-on activities. Hand on activities. The hands-on activities and guide and handouts will be very helpful. Great speaker. hands on things, secchi disc.

11. The workshop would have been better if: If we would have had a two day workshop. We had more time. More time. We could have used 2 days. I think it was fine.

12. Any other comments, suggestions, requests, and/or concerns: This was great. Good job! This is a good deal.