

Water Conservation Education using Children's Water Festivals: experiential learning and quality of retention

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ABSTRACT:

Children's Water Festival in Colorado followed the model developed by the Groundwater Foundation in Nebraska. The first event in Colorado was held in Greeley, Colorado. The following year in 1992, Children's Water Festival was introduced in Delta-Montrose area in western Colorado. The very first event was a grand success. The school district, community intellectuals, and government agencies cooperated and subsequently adopted Children's Festival as an annual educational event for school children of the wider community. The program provided an experiential learning opportunity to fourth and fifth graders. The children enjoyed the outdoors and learned from fun filled activities related to water resources, conservation, pollution prevention, and aquatic habitat of wild life, fisheries and other organisms. A survey was conducted on the tenth anniversary of the program in 2001 to evaluate the quality of retention of this out of class education on water by students and the degree of commitment of the organizers and teachers. It also aimed at finding how this knowledge has impacted the youth in implementing conservation practices in their daily life. The results are presented.

INTRODUCTION:

Water is life. Life on earth as we know it would not have existed without water. Three fourths of the earth's surface is water, yet supply of fresh sweet water is becoming scarcer every day as the demand for growing food, manufacturing industrial goods and every day domestic use increases with the increase in population. At the same time the incidence of degradation of water quality is also rising from improper human activities. It is therefore essential to conserve water in daily uses and curb unnecessary waste. At the same time, it is also imperative that the water bodies, both surface and ground waters be protected from pollution and contamination. Over use of irrigation and fertilizer for crop production in the Central Platte River Basin within High Plains of Nebraska raised the nitrate level of groundwater above allowable Maximum Contaminant Level (MCL) of 10 ppm. Susan Seacrest, Director of the National Arbor Day Foundation created The Groundwater Foundation in 1985 (www.groundwater.org) in response to the situation that threatened public health. One of the key programs of the Groundwater Foundation was Children's Water Festival. The daylong event is targeted to children of grades 4-5 for to instill in their mind the importance of water conservation and water quality protection in a fun filled experiential

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learning setting. This event was introduced in other states. The author attended such a program in Greeley, Colorado, at Aims Community College. In turn, he introduced the same in Delta and Montrose Counties, Colorado, in 1992 with the help of local School District, government and non-government agencies of the locality. A list of presented materials is appended to the report.

METHODS:

In 2001, during the 10th annual presentation of the Children's Water Festival event, the author of this report decided to attend the Children's Water Festival program in Delta, Colorado, the place he left in 1996. The idea of surveying the participants came about at the site and survey instruments were developed on short notice. The survey forms were distributed to the presenters, teachers, attending parents, and volunteers at the site of event. Student evaluation forms for the current year participants were distributed in classes the following day with the help of the class teachers. The current participants were grouped according to ages, which ranged from 10-12. Questionnaires were also developed to obtain feed back from past participant students now in upper grade levels (5-12). The questions were simple and were geared to assess their level of satisfaction towards the program, impact on behavioral change, desire for continuation of the program. Questions were also asked to assess what were the shortcomings and suggestions were solicited for improving the program.

RESULTS AND DISCUSSION:

Class Teacher response: Eleven teachers from three elementary schools currently participating in the program responded. One of the teachers present at this event of 2001 was involved in the program for last nine years and four of them have participated before. The remaining five responded that this was their first direct involvement. All of them indicated that they do discuss and prepare the students prior to the event and carry on a follow up session after the water festival event. They ranked Children's Water Festival as an excellent experiential learning tool and recommended that this program be continued. Most of them have included this event as a part of class curriculum knowing that the School Board has approved the same. Four of the respondents did not know if this was an approved program from the School Board (details appended).

Response from Presenters: Eighteen presenters responded and ranked the Children's Water Festival as an excellent (10) or good (8) educational event for the school children. All of them look forward for participating in coming years. Eight of the presenters were new and some of the remaining presenters have been involved for past nine years. Their response to the question what keep them motivated to return, they all answered; it was the children – their excitement, curiosity and interest, and the new perspective they bring. All responded that the energy emanated by the children keeps them energized and motivated. The suggestion for future improvement offered by the presenters was the need for readily available plenty of cool drinking water. They also suggested that the event may be spread out to two days with presentations

lasting for half a day period. Students become exhausted by the afternoon, especially on a hot day.

Student participants of past events: In this group students from 5th to 12th grade were targeted. It was difficult to distribute these forms to all schools within the district. The number of returns was variable, abruptly falling for 12th grade. It was already the month of May and senior students were busy finishing up their program in the school. It was heartening to find that they remembered the event very clearly and that it has affected how they feel about water. The twelfth graders responded that they do practice conservation by taking shorter showers, using less water in irrigating lawns and washing dishes. The overwhelming number of response came from the 7th graders from all three middle schools. Seventy-six students returned a completed survey form. Forty-five of this group who has attended Children's Water Festival three years ago responded that the memory of what they learned affects how they feel and take care of water. About the same number responded that they practice conservation in their daily life, which is encouraging. The practices adopted for conservation according to the seventh graders extended beyond taking short showers, turning off the faucet while brushing teeth or washing face and hands, having full load in the washing machine etc. to conserving electricity, recycling, checking Grandma's well for pollution, and installing special low volume faucets. The question on whether the students will "always" remember the Children's Water Festival was far reaching. Understanding or interpreting the word "always" can bring different response. Even though the intent of the question was to find out if they will remember the event or what they learned the students may interpret it as whether they will constantly remember the events. As result the answer falls to twenty-nine against forty-five who say that the memory of that day affects their feeling and how they take care of water. Question phrasing is important and care is needed when developing questionnaire. As mentioned earlier, these instruments were developed in a hurry while the event was in progress.

CONCLUDING REMARKS:

It is the opinion of the author that the Children's Water Festival stands out as a highly successful experiential educational program for school children who will become future leaders. It is desirable that this program be expanded nationally and internationally. The author acknowledges the support of the school districts, fellow co-workers in state and federal agencies, community leaders and businesses, and most of all, teachers and parents. Due to space limitation, it was not possible to mention them individually (acknowledgement appended).

REFERENCES:

Masters & Associates. 2002. Follow-up Behavioral Impact Study on Groundwater Foundation Student Education Programs: Final Report

Miller, J. 2003. The History of the Children's Groundwater Festival.

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Seacrest, S. S. 2000. History of the Groundwater Foundation. Published in The Aquifer. Vol. 15, #2

Appendices

Programs presented over the years:

– Water Safety is no Accident: Learning the basics for being safe around water. Learn the Reach, Throw, Go for water rescue and toss ring buoys at floating targets. Learn hypothermia affects body.

- How High is the River, Smarty: Learn the importance of knowing stream and river flow. Hands on flow measurement.



Children learning about stream flow measurement by using simple float device like bath tub toy ducks. The results were compared with electronic flow measuring device.

- The Water Wizard: Challenge the wizard in a water knowledge contest.
- Pondering at the Pond: Examine the tiny organisms that live in local ponds using the microscope.



- Selenium Plinko: The game illustrates how a drop of water moves through high selenium ground and takes selenium to lakes and rivers. Discuss negative impact of selenium and other salts they may dissolve and move to water.
- Watershed Wonders: Review Water Cycle and understand protecting watershed.
- Would you share your water? A visual lesson on the amount of water in the world.
- There is salt in river: Learn how salt loading of the Colorado River and tributaries occurs as water passes through Mancos Shale – the source of salt in our soil and underground rocks.
- Snowpillows: Learn how snow turns into water, and how to measure how much water is in that snow.
- Go with the flow: learn about the history of the irrigation water distribution system and how we keep track of how much water is used. Learn how to set siphon tubes and also how to be safe around canals.
- A River Runs Through it: Learn how groundwater and river interacts using groundwater model and learn about benefits river provide including how it functions.



Children dressed up as a snowflake-water drop and beneficial worm to provide fun and joy to fellow students during the fun filled experiential learning day.



Children learning about water quality, how salinity is measured, and discuss its effect in agriculture, industry, and domestic water use.



Children learning how to protect watershed

Water Festival Survey Answers from Presenters

1. Since when did you start to present at Children's Water Festival?

1st year – 8 2nd year – 5 3rd year – 1 5th year – 2
6th year – 1 9th year – 2

2. Have you participated every year since then?

Yes – 15 No - 4

3. How did you get volunteered to do the presentation?

- I choose to volunteer as I think this program is good.
- I had someone “volunteer” me, my zeal for relaying info
- You have to like this type of situation to effectively be able to do this outreach.
- I am the park interpreter.
- Biology teacher selected me because I am his best student.
- It's part of my plan of work.
- I did it last year.
- Solicitation through Master Gardener's.
- My own accord.
- Part of our yearly schedule is to participate.
- I feel it is an agencies and professional responsibility.
- It was my first day as a ranger and I was volunteered for it.
- I do not do the presentations, but I make sure the presenters are there and have supplies.

4. Do you enjoy making presentations to the children?

Very much – 9 Much – 9 Not so much – 0

5. Working with children is tiring. What keeps you motivated?

- The kids, they always have a new perspective.
- Working with kids is energizing and always motivates me.
- My love for teaching. The children's excitement.
- Children's curiosity & interest.
- It's only one day. It's fun.
- It's a worthwhile subject matter. The a.m. when it is still a little cool and the kids are fresh!
Especially when they already know the stuff!
- The crowdads!
- The ice water at our station. The kids really responded to what it was like feel ice water.
(Part of hypothermia safety.)
- Working with the children is not tiring; otherwise I don't think the adults who are presenting would be presenting – It pains me to see the sheer exhaustion of the face of these kids who have to endure 12 stations. (And it was not just my station!!)
- Diet Pepsi, and the joy in their faces.
- I like to see their reactions to various information.
- We make a viable safety message for the kids.
- Lots of coffee.
- Friends

6. Write something to express your heartfelt feeling about Children's Water Festival.

- This was great. I look forward for next year.
- The children make it worth while to spend my time being involved at the festival.
- Working with kids.
- I think it's a good fun way for the kids to learn.
- I think it's a great venue to reach out to the kids – the different presenters & the different aspects of water & its effect on the different interests, it is important for the kids to understand. I think you should continue with it. Continue to ask for input from presenters.
- I love water and it loves me.
- The coordinated efforts of everyone involved is to be applauded – and congratulated –

- especially Terri Monroe – Good Job!
- I got a tan.
- Fun and rewarding.
- The programs deal with one of our most valuable resources.
- Good event that kids enjoy and also learn.
- I believe that all of the students took home some new knowledge with them.
- Could be better.
- Good experience for all.

7. How do you rank the Children’s Water Festival as an educational event for the children?

Excellent – 10 Good – 8 Fair – 0 Poor – 0

8. List some suggestions to improve Children’s Water Festival.

- Nothing. It was GREAT!
- Some events are very loud and active and this can be distracting.
- Water at every station (to drink). Louder horn (we were too far away).
- Keep it the same but have circus clowns come with water balloons in the shape of puppies.
- Allow a little more time for each station.
- More activities – water balloons.
- Better grass
- More water.
- By the afternoon children are exhausted. The children are over-stimulated, and no longer have the ability to retain presented materials – My recommendation would be to have 2 half day sessions, so as to accommodate all of the schools – and to somehow utilize a space where children are not drained by the elements, i.e. heat, sun wind, and rain. To expect 2 people to present 12, 20 minute presentations is unrealistic – the quality of the information disintegrates over time, especially by afternoon! Let us think of the kids and not our own inconveniences!!
- Consider doing 2, ½ days – half the kids one morning and the other half the next day. We really loose them in the afternoon – too hot and tired. Speakers get tired too!

Water Festival Survey Answers from School Teachers

1. How many years have you participated in Children’s Water Festival?

1 year – 6 2 years – 1 3 years – 1 6 years – 1 7 years – 1 8-9 years – 1

2. Do you prepare the students before the festival date about what they will learn?

Yes – 11 No - 0

3. Do you have a follow-up session to evaluate what the students have learned?

Yes – 11 No - 0

4. Is Children’s Water Festival a part of class curriculum?

Yes – 9 No – 2

5. Has this program been approved by school board?

Yes – 7 No – 0 Don’t know – 4

6. Tell us why you like Children’s Water Festival program?

- I like Children’s Water Festival because it is a fabulous hands-on experience.
- Hands-on way to learn about how water affects our lives.
- The kids hear about the things we’ve read and talked about in another format.
- The combination of the science, history, and technology was great.
- There were many hands-on science reinforcement activities.
- Hands-on activities help children appreciate the importance of water and the complexity of some issues surrounding it.

- Because we live in a semi-arid climate water conservation & education affects everyone.
- The main reason would be for the water safety.
- It is an extended experience in Science. I have especially appreciated the conservation kits and Water Wise Program in the class and how interrelated they are.
- Offers students new ways of learning about water and its importance. It's an application of information to the real world.
- The students loved learning about water. They love learning new concepts in different ways.

7. In your opinion, does this program help children to think about conservation of water or other resources?

- Yes, it does help children become aware of water issues.
- Definitely.
- Absolutely! This program got children and parents involved in the conservation of water at school as well as in the home.
- Yes, most of the stations relate to their level.
- Yes, my students have discussed at length. They even told me how concerned they were about the janitor cleaning our sidewalks with an open hose.
- Yes, some don't realize all the different ways to conserve.
- Yes, because this typically is not a high education priority until droughts impact our community.
- Yes, especially the models and the stations where the kids were involved.

8. Would you like this program to be continued?

Yes – 11 No – 0

9. How do you rank Children's Water Festival as an experiential learning tool?

Excellent – 7 Good - 4

Water Festival Survey Answers from Students Who Have Attended Children's Water Festival in the Past.

Grade 5

1. What one thing do you remember most about the Children's Water Festival?

- I remember the game.
- Learning about how different salmon live and how difficult it is.
- Water Wizard
- Salmon swim up stream and there is not a lot of fresh water on earth.
- That most fish swim up stream to lay their eggs.
- The one thing I remembered is that we have 3% fresh water and the rest is salt water.
- Learning how to conserve more water.
- Learning about water and having fun.
- How the salt gets in the water.
- Stuff cows are used for.

2. Do you think you will always remember the Children's Water Festival?

Yes – 8 No – 8

3. Does this memory affect how you feel or take care of water?

Yes – 13 No – 2 Sometimes – 1

4. Do you practice conservation?

Yes – 8 No – 8

If yes, what are the things you do for conservation?

- Turn off water while brushing teeth.
- Take quick showers.
- Don't waste water that I drink.
- Use the shower head, etc., that was provided.
- Water the lawn in the evening
- Don't water the lawn in the afternoon.
- Use one inch of water on the lawn.
- Take showers instead of baths.
- Wash the car with a bucket.
- Don't leave the hose on.
- Take 10 minute showers.
- Use water conservation stuff.
- Don't leave glasses of water unattended.
- Don't use so much water in the bath.

Grade 6

1. What one thing do you remember most about the Children's Water Festival?

- When we answered questions wrong and got squirted.
- The Wizard Game.
- There was water.
- I remember trying to throw the life saver
- Water and its uses.
- How to conserve water.
- The Plinko game.
- Watching the creatures squirm around under the microscopes.
- The water in the trailer.
- The bath toys floating in the ditch.

2. Do you think you will always remember the Children's Water Festival?

Yes – 5 No – 11

3. Does the memory affect how you feel or take care of water?

Yes – 7 No – 9

4. Do you practice conservation?

Yes – 4 No. – 11 Sometimes – 1

If yes, what are the things you do for conservation?

- Take quick showers.
- Help fix drains.
- Water lawn for ½ an hour.
- Turn off the water when brushing teeth.

Grade 7

1. What one thing do you remember most about the Children's Water Festival?

- Throwing the lifesavers to save a drowning person.
- The Water Wizard
- It had to do with water.
- Don't Know
- When they showed us that gum is made from cow fat and then we had to eat it.
- It was kind of fun.
- The fake river demonstrating erosion.
- I remember all of the germs and organisms in the water.

- How to save water.
- Getting to eat M&M's if you answer questions right.
- All kinds of kids got together to do a whole day of water activities.
- Erosion
- The water in the dirt.
- Getting squirted during the game.
- The activities.
- How to clean water.
- We had water geography questions.
- It was boring
- Measuring snowfall.
- Learning how bottled water is produced.
- Water fights
- The casting practice in the lake.
- Setting the tube for the irrigation thing.
- Blowing bubbles in the big pool.
- There isn't as much water in the world as there used to be because of wasteful people.
- Teachers yelling at us to get away from the pond.
- The test
- You waste lots of gallons if you leave the water on while brushing your teeth.
- Water safety

2. Do you think you will always remember the Children's Water Festival?

Yes – 29 No – 47

3. Does the memory affect how you feel or take care of water?

Yes – 42 No – 31 Kind of – 3

4. Do you practice conservation?

Yes – 42 No – 34

If yes, what are the things you do for conservation?

- I don't use a lot of water for showers
- I turn off water when I'm brushing my teeth.
- Have a full load in the washing machine.
- Make sure the faucets are off.
- Have a full load in the dishwasher.
- I don't pollute water.
- Recycle
- I drink all the water that I pour.
- I don't leave the light on.
- Water
- I don't use a lot of bath water.
- I don't leave water on all the time.
- Take showers, not baths.
- Turn off the water while washing my face.
- We have special faucets for our sinks.
- I don't have water fights.
- Electricity
- Food
- I turn off the water when I'm done using it.
- I collect cans and recycle them.
- I try not to flush the toilet every 2 seconds.
- I don't wait for water to get cold.
- Throw away trash
- Use less water every day
- Water lawn late in the day
- I check my Grandmas well for pollution.

- Don't use that much water to wash your hands.
- Don't let the toilet run.
- Don't run the water bull blast when I rinse dishes.

Grade 8

1. What one thing do you remember most about the Children's Water Festival?

- Lot's of games and cool activities.
- Looking through microscopes at bugs.
- Talking about the birds of the lake and of Colorado.

2. Do you think you will always remember the Children's Water Festival?

Yes – 2 No – 3

3. Does the memory affect how you feel or take care of water?

Yes – 1 No – 3 Sort of – 1

4. Do you practice conservation?

Yes – 4 No – 1

If yes, what are the things you do for conservation?

- Don't leave water on.
- Recycle cans.
- Have water-saving faucet things from my 5th grade sister.
- Turn off faucet while brushing my teeth.
- Bottle water for future use.
- Don't use as much water for taking baths and showers.

Grade 9

1. What one thing do you remember most about the Children's Water Festival?

- The big model of the river and erosion.
- There were many people and different stations.
- Irrigation, water flow, currents and racing toy boats.
- Irrigation and habitat
- Learning how to siphon water

2. Do you think you will always remember the Children's Water Festival?

Yes – 3 No – 7

3. Does the memory affect how you feel or take care of water?

Yes – 5 No – 5

4. Do you practice conservation?

Yes – 4 No – 5 Sometimes - 1

If yes, what are the things you do for conservation?

- I use sparingly.
- Hunting, hunters were the first conservationists.
- Planting trees.
- Take shorter showers
- Turn off faucets.

Grade 10

1. What one thing do you remember most about the Children's Water Festival?

- Looking through the microscopes.
- Getting out of school.

- Working with the children.
- The model of the water and erosion.
- Learning how to start the irrigation pipes.
- Installing new shower heads to conserve water.
- It was interesting.
- The water cycle exhibit.
- Learning not to waste water.

2. Do you think you will always remember the Children's Water Festival?

Yes – 5 No – 7

3. Does the memory affect how you feel or take care of water?

Yes – 6 No – 5 Yes & No – 1

4. Do you practice conservation?

Yes – 2 No – 9 Yes & No – 1

If yes, what are the things you do for conservation?

- Don't over water fields.
- Don't waste water.

Grade 11

1. What one thing do you remember most about the Children's Water Festival?

- Being on T.V.
- How many kids and interesting things there were.

2. Do you think you will always remember the Children's Water Festival?

Yes – 4 No – 0

3. Does the memory affect how you feel or take care of water?

Yes – 1 No – 3

4. Do you practice conservation?

Yes – 3 No – 1

If yes, what are the things you do for conservation?

- Conserve electricity
- Don't use a lot of water
- Turn water off when shaving my legs.

Grade 12

1. What one thing do you remember most about the Children's Water Festival?

- The lady who gave us jelly beans for telling her she took too many showers, washed her car too much and watered her lawn.

2. Do you think you will always remember the Children's Water Festival?

Yes – 0 No – 1

3. Does the memory affect how you feel or take care of water?

Yes – 1 No – 0

4. Do you practice conservation?

Yes – 1 No – 0

If yes, what are the things you do for conservation?

- Shorter showers. - Water the lawn less. - Use less dish water.

Water Festival Survey Answers

Students Attending - Age 10

1. I enjoyed the Water Festival (mark below how you feel).

Very Much – 26

So Much – 12

Not So Much – 5

Not At All – 0

2. What are three things that you will remember?

- Water Wizard
- The water cycle
- Crawdads
- The River
- Reach, Throw, Go
- Salmon go through a hard life.
- Selenium is harmful to fish and birds.
- 10 inches of snow is 1 inch of water.
- Some of the things that are made from cows.
- Topsoil, subsoil
- Hypothermia
- We use the same water as the dinosaurs did.
- Water picks up suet.
- I learned that shale is everywhere under the ground.
- H-O-M-E-S
- I always have a buddy.
- Looking at some of the creatures that live in a pond.
- We use the river today for what people used it for 100 years ago.
- Make-up is made of fat.
- Glue is made from hooves.
- Plinko
- How much salt is the river
- Always go swimming with a buddy.
- Never try to swim across the river.
- The one about the sand
- Saving water is better than wasting.
- 98% of the water is salt water

3. What are three things you did not like so much?

- It got boring after awhile.
- I don't think you should change a thing.
- The heat
- Learning what things are made from cows.
- Water Wizard
- The wind
- Keeping our arm in ice water.
- Walking around.
- We had no breaks.
- Snow Pillows
- Plinkos
- Some centers repeated everything over & over.
- I learned more at stations that had activities.
- Planning would have helped.
- We didn't get to catch animals
- We didn't get to see the fish or crawdads
- We didn't get to look in the telescopes.
- Some stations were boring.
- The Heat
- The guy with the sand

- Short lunch
- I did not like the very aggressive teacher
- The water cycle

4. What are your suggestions to make the festival better?

- Play more games.
- Have it in the shade.
- Let us swim.
- Have it indoors.
- Don't change a thing.
- Let us fish.
- Have different themes.
- Explain more
- Have more breaks
- Get people wet more often.
- Some stations could have been longer.
- Don't tell us what comes from cows.
- Next time I want to catch animals.
- I wanted to throw rocks in the river.
- Have a longer lunch.
- We needed a recess
- Have more Water Wizard questions.

5. Would you recommend the Water Festival to your friends?

Yes – 43 No – 1 No answer - 1

Students Attending - Age 11

1. I enjoyed the Water Festival (mark below how you feel).

Very Much – 60 So Much – 54 Not So Much – 13 Not At All – 3

2. What are three things that you will remember?

- Water Wizard
- The salmon activity.
- Sticking my arm in the cold water and learning of hypothermia
- Water safety
- Selenium is metal
- The water cycle.
- That all of the cow is used.
- Defining soil
- Not to waste water.
- The water river trailer.
- All of the different games.
- Looking at the crawdad.
- How much salt is in the water.
- How much snow weighs.
- Salt can be rocks.
- Water runs off dirt faster than grass.
- Not to dump oil on the ground
- Hooks and Ladders
- Looking in the microscope
- To not pollute water.
- Why water is important

- The wildlife habitat group
- I will remember that HOMES will help me remember the 5 great lakes.
- Not to take long showers.
- The Water Plenko
- Recycle when I can.
- I will remember all the fun that was provided.
- I will remember all the information I learned.
- That all kinds of pop have salt in them.
- Not to litter.
- Bullfrogs eat about anything smaller than themselves.
- You can save a drowning person with a stick.
- H₂O is the molecular formula for water.
- How much water is in the ocean.
- The san box.
- What non-point source pollution means.
- I will remember not to put too much fertilizer on the lawn.
- Hydroelectricity
- That 97% of the earth is water.
- I learned that 55% of your body is water.
- I learned that 24 million people drink Colorado water.
- I will remember that it is important to take care of the environment.
- I will remember the faucets you gave us.

3. What are three things you did not like so much?

- The heat.
- The cow station.
- Putting our hands in the freezing water.
- The dirt station.
- The pond section because fish were dead or dieing.
- Having to listen with no activity.
- Water safety
- The River stand.
- I didn't like "Could you share your water?"
- The Water Wizard station.
- To have to sit and not do anything.
- I didn't like the snow station.
- The CD rom game.
- Not all the stations were fun.
- Having to walk.
- I didn't like the Watershed wonders station.
- The loud noise that came from the horn.
- The microscopes. The pictures were gross!
- Sitting on the ground.
- Not enough water to drink or water breaks.
- I didn't like the water cycle.
- I didn't like the salt station.
- I did not like that we only had a little bit of time at each station.
- There were too many stations.
- The crawdads.
- I didn't like my apple, it was rotten.
- Too long of a break between stations.
- Not having a very long lunch break.
- Not having any shade.

- Having to eat a cold lunch.
- I wish there weren't so many sit down and learn stations and more hands-on activities.
- I didn't like how my classmates didn't pay attention.
- The shell thing
- The fact of not having much water to drink.
- I had a terrible headache all day.
- When they talked about something else other than water.
- Not being able to participate at every station.
- Some stations didn't give enough detail.
- Being in a sort of dirty area.
- I didn't like the recycle station.
- I didn't like the smell of the lake.
- Having to wait for lunch.
- Some of the people did not talk very loud.
- I didn't like that we couldn't go swimming.
- I did not enjoy the immature helpers.
- Each station lasted too long.

4. What are your suggestions to make the festival better?

- I have no suggestions; I enjoyed it the way it was.
- More activities
- More shade.
- Make every station active.
- Let us swim or get wet.
- More hands-on activities.
- WATER – Get some water.
- Have a longer lunch.
- More water and bathroom breaks.
- Have this on a cooler day.
- Make it all day long.
- Having it inside.
- Having seats set out for the kids.
- You should have a water balloon throwing contest.
- Talk more about water.
- Don't have as many stations.
- Let people visit the station they want.
- Having it for less time.
- Have more live animals.
- Tents at every station even during lunch.
- Talk louder.
- Practice safety more.
- No loud air horn.
- Let us go down to the pond.
- Leave the trees and bugs alone.
- I would like to have the rubber ducky race.
- Having more chances to participate in activities.
- Have less kids at each station.
- Have better things.
- Have a snack bar.
- Give oranges not apples.
- Eliminate the dirt station.
- Ditch the crawdads.
- Break up our class into smaller groups.
- Be more prepared.

5. Would you recommend the Water Festival to your friends?

Yes – 120 No – 10

Students Attending - Age 12

1. I enjoyed the Water Festival (mark below how you feel).

Very Much – 9

So Much – 6

Not So Much – 2

Not At All – 0

2. What are three things that you will remember?

- Save water.
- The Water Wizard.
- The games.
- The water safety station.
- Learning about the water cycle.
- How hot it was.
- Don't pour oil on the ground.
- Don't pollute the water.
- The wild life and water animal station.
- I will remember what I learned about fish.
- You can't drink salt water.
- Don't build houses next to rivers.
- Dams make energy.
- How much water is in me.
- The ice boxes
- The river model.
- I will remember how much fun I had with my friends.
- Our lunch was very good.
- All the fun stations.
- I learned that water is valuable.
- Water is good for you.
- How much snow weighs and all the facts at the snow station.
- I will remember the salmon game.
- I will remember the buzzer.
- Hypothermia.

3. What are three things you did not like so much?

- It was too hot.
- No shade.
- Some centers are boring.
- There were too many stations.
- Us not getting very wet.
- Salt station
- The air horn
- All the talking
- That now I know that gum is made out of cow.
- I didn't like the pond.
- I didn't like putting my hand in the cold water.
- I didn't like to sit and not have anything to drink.
- I didn't like to see the kids chew tobacco.
- I didn't like that we had to sit on the bus with other people.

4. What are your suggestions to make the festival better?

- Have more stations.
- Make the centers not so boring.
- Let us swim or get wet.
- Make it in a shady place.
- Let us use the bathrooms and get drinks more often.
- Make the centers last longer.
- Have a water balloon activity.
- Do it when it is not so hot outside.
- Get rid of the air horn.

- I have no suggestions, I liked it just the way it is.
- Make the stations closer together so we don't have to walk very far.
- Don't make us stand all day long.

5. Would you recommend the Water Festival to your friends?

Yes – 415 No – 2

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Children's Water Festival Committee:

- Mahbub Alam, Organizing Chair, Colorado State University Cooperative Extension Salinity Control Project, Delta
- John Almy, USFS, Delta
- Bob Balerio, Montrose Co. Joint School District #RE-1J
- Richard Antonio, CSUCE Salinity Control Project, Montrose
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- Carl Zimmerman, Colorado State Soil Conservation Board, Grand Junction

Presenting Organizations:

- Bill Heddles Recreation Center, City of Delta
- Colorado Division of Water Resources
- Colorado Division of Wildlife
- Colorado Soil Conservation District
- Colorado State Soil Conservation Board
- Colorado State University Cooperative Extension, Salinity Control Project
- Delta High School
- Montrose Recreation District
- U.S.D.I. Bureau of Land Management
- U.S.D.I. Bureau of Reclamation
- U.S.D.A. Forest Service
- U.S.D.A. Soil Conservation Service
- Uncompahgre Valley Water Users Association

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