**Application Form for Grades K – 9**

**Projects, presentations, materials and resources in Yukon schools**

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| --- | --- | --- | --- | --- |
| Application for: Projects, Presentations \_\_x\_\_\_  Resources, Materials \_\_\_\_\_ | | | | |
| Agency/Department: Environment  Date of Submission: Feb 15, 2018  Contact Name: Tyler Williams  Phone Number: 667-3411  Email: tyler.williams@gov.yk.ca | | | | |
| Request initiated by: Environment | | | | |
| Title of project, presentation, resource or material: Canada Water Week Presentations | | | | |
| Grade | [Subject](https://curriculum.gov.bc.ca/curriculum) | Big Ideas | Curricular Competencies | Content |
| 2 | Science | Water is essential to all living things, and it cycles through the environment | Identify simple patterns and connections  Compare observations with predictions through discussion | the water cycle |
| 3 | Science | Wind, water, and ice change the shape of the land | Compare results with predictions, suggesting possible reasons for findings | transfer of thermal energy |
| 4 | Science | Energy can be transformed | Experience and interpret the local environment  Compare results with predictions, suggesting possible reasons for findings | phases of matter |
| 7 | Science | Earth and its climate have changed over geological time | Experience and interpret the local environment  Seek patterns and connections in data from their own investigations and secondary sources | evidence of climate change over geological time and the recent impacts of humans: |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| How will this presentation, project, resource or material enhance Yukon schools?  - Provides students lessons using Yukon specific environmental content.  - Inspires students through access to scientists, providing real world examples of careers in  environmental science. | | | | |
| Please list and attach any professional review of this work.  The majority of water week presentations are developed from lessons published by the educational  foundation Project Wet (https://www.projectwet.org). | | | | |
| Any additional information that you would like to supply should be provided on separate pages.  Canada Water Week school presentations are an annual event, results from last year’s teacher survey are attached. | | | | |
| Forward application to the Project Approval Committee: [curriculum@gov.yk.ca](mailto:curriculum@gov.yk.ca) | | | | |
| Department Resource Committee Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Approved: Yes \_\_\_\_\_ No \_\_\_\_\_  Reasons if application is declined: | | | | |
| Approved for: | | | | |
| Restrictions, if any: | | | | |

# Canada Water Week School Presentations Survey Results May 2017

Methodology

Each of the participating schools were contacted by email during the week of their presentation with a link to an online survey (Appendix 1). Respondents were asked to rank their satisfactory with the presenters performance and the suitability of the presentation. For the purpose of summarizing these results, the following values are assigned to the levels of satisfaction:

1 – Very Unsatisfied 2 – Unsatisfied

1. – Neutral
2. – Satisfied
3. – Very Satisfied

Additionally, respondents were asked if they would be likely to request or recommend this presentation in future years, and given the opportunity to provide an open comment.

Results

# 31 responses were received, this is a high response rate considering 69 classes were visited and many of these were a part of multiple presentations for a single school where there was only one contact person for the school.

* + **Responses were overwhelmingly positive, with 29 respondents answering “yes” to the question if they would be likely to request or recommend this presentation in future years. 1 responded “no”, 1 responded as “unsure”.**
  + **All presentations scored well in the six satisfactory questions (Table 1), particularly with respect to presenter’s ability to communicate and presenter’s enthusiasm.**
  + **Only 3 responses contained a score of 3 or lower in any of the six satisfactory questions.**

Table 1: Results of the satisfactory questions expressed as an average for each presentation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number of Presentation Responses** | **Presenter's**  **Student ability to Appropriateness**  **interaction communicate Presenter's of materials for Relevence to Suitability to with presenter effectively enthusiasm students curriculum grade level** | | | | |
| H2O Olympics 12  Sum of Parts 8  Sandbox/Watersheds 7  Bacteria in Water 2  Measuring Snow 1 |  | | | | |
| 5.0 5.0 5.0 | | 4.8 | 4.5 | 4.9 |
| 4.3 | 4.6 4.6 | 4.4 | 4.3 | 4.4 |
| 4.9 | 5.0 5.0 | 4.6 | 4.7 4.7 | |
| 5.0 5.0 5.0 5.0 5.0 5.0 | | | | |
| 5.0 5.0 5.0 5.0 | | | 4.0 | 5.0 |

Summary

Overall, responses from teachers were positive for this year’s water week presentations. The main takeaways from the survey include:

* The importance of communicating ahead of time to schools the type of presentation being provided, particularly with respect to the length of time required and explicitly stating whether it is an indoor or outdoor presentation.
* The Sum of Parts presentation was originally advertised for grades 5-9 but it may be best suited for older classes, as it was well received at the high school level. Sum of the Parts was less successful at classes where engaging students was more of a challenge.
* There continues to be a desire for hands-on and/or outdoor activities.

# Appendix 1: Online Survey Form

