

CELEBRATING CLEAN WATER!

“The largest and most important environmental classroom
in the entire United States, maybe the world.”

Val Adamkus, former director USEPA Region V
and former President of Lithuania



A Practical and Inspirational Guide to Organizing a Clean Water Celebration
based on more than 15 years experience with
The River's Project and The Sun Foundation in Central Illinois.

Edited by Brian "Fox" Ellis, Karen Zuckerman and Joan Root Ericksen
With Contributions from the Committee

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Bloodstreams and Watersheds:

A Brief Note on Getting The Most From This Book - From Whole to Parts to Whole by Brian "Fox" Ellis

Imagine a convention floor with more than a hundred booths set-up displaying their wares and selling their products. Look a little closer and you will see that these booths are not staffed by salesmen; many are peopled with high school age students inviting their junior high peers to participate in an array of hands-on science to better know a river.

Wander into the theatre to see an internationally renowned scientist engaging more than 3000 students in an extravaganza that incorporates live music, dynamic video, hard science and lots of inspiration, all laid out with the clear message that *they can make a difference*.

Follow the throngs up stairs where storytelling, live birds of prey, ballet, pHun Chemistry and history are shared with large groups of students in participatory break-out sessions. Students are given the skills and knowledge they need to go home and do something about their river.

Flow back to the convention floor where each classroom teacher leads her students through a series of Streams where they gain hands-on experience in water quality assessment, stream-side stabilization, ground water management, recycling, and diverting storm water.

Imagine a convention with as many as 4000 students, formal and informal educators, scientists and artists all convening to celebrate the role of clean water in our lives!

Does this get your heart pumping? Now imagine yourself playing a role in making this dream a reality for your watershed!

Since 1990, an ever growing group of dedicated educators and administrators, arts and science organizations, community and government officials have been working diligently to make a difference in the quality of life in Central Illinois by improving water quality.

The Clean Water Celebration has inspired more than 32,000 students and had a lasting impact on the general awareness of many folks throughout our watershed.

We would like to share our experience, hoping you will be inspired to create a similar event in your community.

The goal of this booklet is to give you the benefit of our experience. With a whole to parts to whole framework, we realize that you may wish to clip an activity or two, maybe start small and build, or maybe just hire one of our speakers or borrow a few lesson plans for your science or history class. We share this information hoping you will use it, adapt it, and make it work for you and your students.

We encourage you to read through the history of the event. Create a committee of friends and like minded colleagues to help you get the ball rolling. Seek funding and community support. Build a dynamic and exciting program. And most importantly help inspire the next generation to make a difference in their celebration of clean water at home and around the world!

Many of the committee members would be eager to answer questions or act as a consultant. Many of the presenters we have hired would also be glad to share their talents with your community. There are links to web sites to help you develop lesson plans and connect with other environmental organizations.

At first glance it might seem daunting, but if a handful of volunteers in Peoria, Illinois can pull it off, so can you! Go for it! And please let us know how we can help!



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From Distant Rain Clouds to A River Near You:

An Early History by Dr. Bob

The Clean Water Celebration(CWC) is a two-day event held each spring at the Peoria Civic Center in Peoria, Illinois. The largest event of its kind in the world, it is students making a difference by protecting water -- our most precious resource. Today, it is Illinois students, teachers, business professionals and environmentalists, joined by an odd assortment of tiny tadpoles, wiggly worms, native blue gills, and zebra mussels. There's nothing like it anywhere.

The Clean Water Celebration is a truly unique event, a model developed in Peoria for the world. The goal is to impress upon students the importance of thinking globally and acting locally. By increasing knowledge in the community and schools about the importance of water conservation and preservation, the Clean Water Celebration helps establish the human right to clean water and a healthy environment. It is the dream of the volunteers that this program will grow to link school to school, state to state, country to country, to clean and protect our water.

The Clean Water Celebration incorporates a variety of different programs for students and has grown each year to become a magical educational experience combining both the arts and sciences.

It was showcased in the Christian Science Monitor, and was one of the fifty programs nationwide to be given an honorable mention in the 1995 Community Solutions for Education national awards program sponsored by the Coalition on Educational Initiatives and USA Today. In 1998, the Clean Water Celebration received the Environmental Youth Award from the President of the United States for "outstanding achievement in environmental protection services".

The Clean Water Celebration (CWC) has been a joint effort between the Sun Foundation and the Rivers Project. The Celebration is made possible by a volunteer navigating committee and sponsored by tax-deductible contributions and grants from businesses, state and federal agencies and individuals.

HOW THE CWC STARTED

One never knows where inspiration comes from and what course down life's road that inspiration will take a dreamer. But a dreamer cannot always accomplish his dreams alone. The setting must be just right for the dream to become reality. That is the finances, the political situation, the vacuum of the idea in other dreamers, and the right place and must be lined up with the dream. And the dreamer must have energy to begin and push the dream to reality. The confluence of all the parts and lines must meet at just the right time just as rivers join to become mighty where the Illinois, Missouri, and Mississippi flow together.



I have been a dreamer of environmental ideals and a teacher of the same. In 1988, the events, needs and my

dream became a reality. That year, the Rivers Project was given birth through a grant from the State of Illinois. The first group of teachers was recruited from 12 schools along the Mississippi River above and below Alton, IL. I had found the people that I needed to begin my dream of cleaning the waters of Illinois.

The teachers and their students tested the Mississippi River water and shared data through the mail. This was before the Internet. The fall of 1990 was the first effort to gather data. The equipment, by today's standards, was primitive but we had data and stories. The stories of 1990 were gathered into a collection called "Meanderings". But we needed a way for the students to share their stories and their data. Thus, began the Clean Water Celebration.

That first year we met in Quincy, on the banks of the Mississippi. Our total attendance that year was around 250 students and teachers. Then, we added more schools and their students from distant parts of the State. A better location must be found and that city was Peoria in 1991.

For three years, we produced the CWC through the Rivers Project. Our attendance would average about 600 students. The real change in the CWC came when Joan and Bob Ericksen of the Sun Foundation came to our meeting one spring afternoon and asked us to join forces. In 1993, the new Clean Water Celebration was formed. It continues today under the auspices of the Sun Foundation.

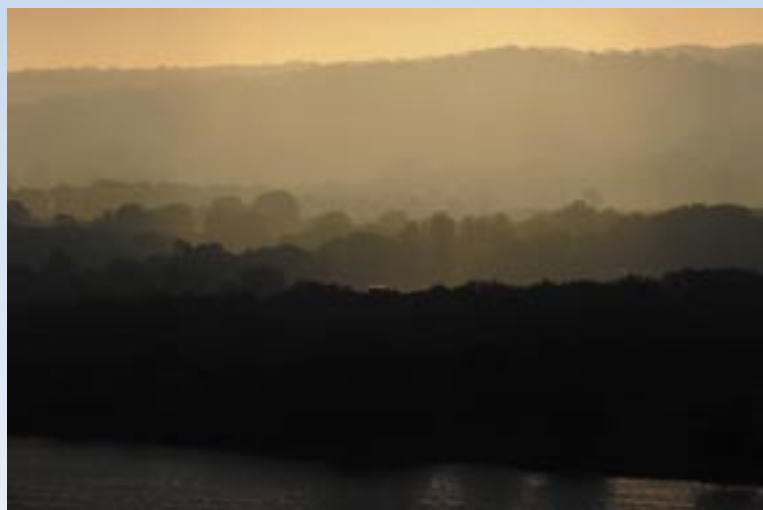
The new CWC is not the story of the Rivers Project or the Sun Foundation. It is the story of two

organizations that served as a catalyst so that many organizations throughout the State of Illinois could share with students the precious nature of our water. For them, the CWC is a mechanism for education as it champions the cause of water and rivers. It is affirming that most of our supporters have stayed the course through economic ups and downs. It has been the right thing to do.

The students who attend, many from far reaches of the state and some from states as far away as Rhode Island, have shared their thoughts and data with fellow students. They have been able to hear the ideas of nationally known speakers who marvel that so many young faces are in attendance. At our largest, we had almost 5000 in attendance. For some of the nearly 50,000 students who

have attended the CWC, their participation has been life changing. If you go into any university in the state you will find young scientists and future teachers who say that the river study and the Celebration made them think differently. It made them act differently. It made them dream differently.

Val Adamkus, former director USEPA Region V and former President of Lithuania called it "*The largest and most important environmental classroom in the entire United States, maybe the world.*" Who would have thought that a dream could elicit such a comment?



From Meanderings

*The river delights to lift us
free,
if only we dare to let go.
Our true work is this voyage,
This Adventure.*

**R. Bach, Ursuline Academy,
Springfield, IL**

A River Flows Cleaner:

The Synergy of The Sun Foundation and The River's Project by Joan Root Ericksen

In 1974, the Sun Foundation identified water as one of the most critical environmental science issues on the planet and began to focus its school educational programs on water quality.

In 1989, the Sun Foundation developed "Water Week," a week of educational programs, exhibits, and events involving television, park districts, the zoo, and museums, all focusing on how to protect the future of our water resources. This week of educational events culminated in presentations at the Peoria Civic Center by scientists from state and federal research agencies along with world explorer, **Jean-Michel Cousteau**. The Sun Foundation developed water conservation educational packets with the help of educator, Karen Zuckerman. The Sun Foundation sent these packets to more than one half of the school districts in the state of Illinois. The packets included a special publication produced by the Illinois Natural History Survey, information from 20 other organizations, and the Sun Foundation.

In 1993, The Sun Foundation learned about the Rivers Project, developed by **Dr. Bob Williams**, SIU Edwardsville. Students and teachers from across the state were conducting water quality studies in their communities and convening each year to share their research in the Student Congress in Peoria, Illinois. The Sun Foundation developed a promotional film documentary of the River Project Student Congress with internationally known videographer Jim Morrissette and photographer Doug Leunig. The Sun Foundation asked Dr. Williams to collaborate with the Sun Foundation to develop a Clean Water Celebration where the Rivers Project students could share their research and motivate middle school students and the general public to become active in protecting and conserving their water resources.

The Sun Foundation contacted community leaders to form the **Navigating Committee** to plan, present, and evaluate the project and develop a model for the program, which could be replicated nationally and internationally. **Illinois American Water** and the **Caterpillar Foundation** became the first major corporate sponsors and partners for the program. The Sun Foundation developed grants and public and corporate support to sponsor the event.

In March of 1994, the first Clean Water Celebration two-day environmental classroom was held at the Peoria Civic Center. Two hundred and fifty high schools from the Rivers Project participated in the first event. The Sun Foundation designed the program to be an integrated arts and sciences classroom, which encompassed the State of Illinois learning goals. Each year, the committee chooses a new theme and subject area relating to water.

World-renowned artists and scientists have keynoted the event for the past 15 years, including **National Geographic Society** Oceanographer **Dr. Sylvia Earle** and **The Shedd Aquarium's** Director of International Research Dr. Roger Klocik, (Please see the appendix for a complete listing). The two-day classroom also includes interactive exhibits by local, state, and federal environmental groups, schools, and organizations. Breakout sessions and Environmental Streams provide current environmental science information to help students become active in protecting their water resources locally and globally.

The Clean Water Celebration corporate sponsors are the life source of the program, providing funds for the rental of the Peoria Civic Center and direct program expenses (Please see the attached budget). Sponsors are acknowledged in numerous ways; Sun Foundation's website and newspaper distribution to 27,000 people, TV and radio commercials, water bill, and T-shirts, all sponsored by **Illinois American Water** as well as video promotion shown at each keynote address presentation. The Navigating Committee developed a **Making Waves Award**, which is given to outstanding individuals, government officials, and groups who have made a difference in conserving and protecting our water resources. The awards are given each year.

To date, 30,000 students and an estimated 7,500 participants from the general public have learned how to conserve and protect their water resources and have learned cutting edge scientific information from some of the world's finest scientists, artists, and educators through the Clean Water Celebration Environmental Classroom. The classroom is evaluated by participating teachers, member of the Navigating Committee, students, and the general public.

2009 and Beyond, The Long-Range Plan

In 2009, The Sun Foundation and the Rivers Project presented the 16th annual Clean Water Celebration. The Navigating Committee, The Sun Foundation, and Illinois American Water will be developing a long-range plan to sustain this vital educational program for our community and communities beyond. This is the goal of this book, namely to provide inspirational and practical advice to other communities who wish to create their own Clean Water Celebration.

The Navigating Committee members, many who have retired, are now developing a plan to recruit new volunteers and financial sponsors to ensure the program will continue and develop model educational information. Many of the grants that once supported the event have been terminated or greatly reduced. The state funds have been cut or eliminated from the natural resource and conservation departments that provided scientists for the educational streams and breakout sessions. The economic climate coupled by major capital fund drives by area institutions proposes a challenge for the long-range plans of the program.

Sun Foundation is launching a comprehensive fundraising effort, reaching out to corporations, businesses, foundations, institutions, civic groups, or individuals and asking them to ensure the continuation of the program by giving financial support and/or volunteering to serve on the Navigating Committee. The basis of this effort will focus on finding a sponsor for the Civic Center rental fee, an average of \$15,000 per year, and an additional \$15,000 for an educator/coordinator to work with the schools prior to the event.

H2O = Life, What We Do For The Green, We Do For The Blue

by Joan Root Ericksen



The Clean Water Celebration: An Overview

Day 1: General Public on Peoria Riverfront

- Sunday at Noon Opening Ceremonies

Held on riverfront includes a Parade of Waters, Native American Blessing of Water and Pipe Ceremony with Native American Drum

- 1-3 pm Science River Walk
- A series of stations set up along riverfront walkway that includes hands on activities focusing on water issues, water wildlife, etc.
- Evening dinner and speaker for young adult and adult audience

Dinner provides for Monday presenters, high school students, families, and general audience to hear the Keynote speaker.

Day 2: 9am –2pm

Conference-like format for middle school students at Peoria Civic Center:

- **Keynote presentations** are presented twice (9am & 11 am) in theater.
- **Break-out sessions** presenting water related topics in all curriculum areas: Science, Social Science, Art, Language arts, etc. Sessions run from 30 minutes to 45 minutes in length are in meeting rooms/halls and include live animals, science demos, storytellers, historical re-enactors, pHun Chemistry, etc.
- **Streams** are a one-hour session during which students rotate between three 20 minute sessions on Aquatic Life, Watersheds and Recycling in large hall.
- **Exhibits** presenting hands-on engaging information about water issues, wildlife, etc. fill an exhibit hall.
- **Concessions** are available, but students bring their lunches and are scheduled for lunch at tables set in exhibit hall and other areas.

Note: Teacher registration packet includes a description of keynote, breakouts, and Streams along with how each fits with the Illinois Learning Standards. Teachers select top choices from this menu and are scheduled as their time permits.

Teachers and presenters receive an advance guide to event. (Please see appendix for a copy.)

- Teacher guide includes schedule, logistics, presenter websites to prepare students, etc.
- Presenter guide includes schedule, logistics, email of teachers as well as a copy of teacher guide.

Teachers also receive the day of field trip a packet of educator resource materials to assist them in post trip lessons.

Sponsorship:

Major support comes from Illinois American Water:

- Operational funds
- Promotions:
 1. Radio spots are developed in cooperation with 7th grade students and air on local radio station.
 2. Bill inserts – Inserts describing event are in water bills prior to event and extras placed at local merchants, etc.
 3. T-shirts are provided for sponsors, presenters, exhibitors, and for sale. T-shirt design is selected from design project at local junior college or high school art class. Back of shirt displays sponsors.
- Exhibits that involve local students trained as presenters.

Local media support comes from WEEK/WHOI –TV:

- Morning TV spots to highlight event

OVERVIEW OF LOGISTICS

Joan Root Ericksen - Sun Foundation Program and Finance Development Director

As a staff member of the Sun Foundation, a not for profit organization that created the Clean Water Celebration in partnership with the Rivers Project, I am responsible for structuring and developing the program and it's funding.

Primary Objective: To develop an educational model that leads students and the general public to become informed, active proponents for conserving, protecting and restoring planet earth's water resources. Our goal is to develop citizen leadership for restoring, conserving, protecting and maintaining healthy, safe, and clean water for all life on the planet!

The first stage of this mission was to produce a promotional video documenting the of the River's Project Student Congress. (The Student Congress drew Rivers Project high school students from the state of Illinois each year to Peoria IL. to share their water quality research and advance their research skills.) The water quality studies of the Rivers Project students provided valuable information for the U.S. Fish and Wildlife Department and the U.S. Environmental Protection Agency to help improve water quality systems and awareness in their communities. The Sun Foundation could see the potential for the Rivers Project student's studies taking root nationally and internationally with a central hub to collect worldwide water quality research and data. The Sun Foundation first conceived the idea of the CWC to recruit middle school students from the Peoria region and from around the state of Illinois to join the Rivers Project.

The promotional video was produced by Sun Foundation volunteers: professional videographer Jim Morrisette, photographer Doug Leunig and Joan Root Ericksen. [Follow this link to watch the video!](#)

The video documentary became the marketing tool to enlist financial support and a volunteer committee to staff and lead the project.

Model Development

The Sun Foundation structured the model with the Rivers Project Students as the central core. The Rivers Project Student Congress would extend their meeting by one day and share their research and exhibits with area Middle school students and the general public. The Clean Water Celebration would take place at the Peoria Civic Center to accommodate up to 4500 participants. The event would be free to schools and the general public.

Along with the Rivers Project students, there would be exhibits and breakout sessions presented by local, state and federal water related organizations and a keynote speaker.

The mission was to create an affordable national and international model that could be easily replicated. To form the committee I invited educational institutions, U.S.D.A. regional research laboratory, Illinois American Water, teachers, businesses, corporations, media, artists, scientists, public relations professionals, health departments, hospitals, utility and water companies, local, state and federal environmental agencies and individuals and groups that were connected to water quality issues. Industries with water quality violations were also asked to join the committee to foster an atmosphere of cooperation – all with one goal in mind, namely, working together to improve the health of our water resources.

The volunteer committee evolved and each member of the committee became a **task leader**, taking on one aspect of the project to develop and execute their duties, giving them ownership and responsibility.

After the committee was formed and the CWC was running successfully for several years, my work focused on finance and program development. I am currently responsible for grant writing, sponsorships, fundraising, and ideas for keynote speakers, presenters and themes, facility contracts, dinner coordination and evaluation.



THE COMMITTEE

Forming Your Clean Water Celebration Committee and Recruiting Task Leaders

We first developed a video and promotional packet for our Clean Water Celebration to help us enlist and recruit potential committee members. You can ask your local media talent to volunteer to help you develop the promotional video. Also, local high school and colleges have media departments looking for projects, they can be contacted to help.

Develop a list of educators, environmentalists, community activists, organizers, civic minded businesses, and political leaders. Personally contact prospective members to explain your project and ask them to serve on the committee. Using an organic model of networking, ask each friend and colleague to invite a friend or colleague who they think might be interested in participating in this event.

Set a date for the orientation meeting for all prospective committee members. (Invite one of us to attend and give a synopsis of our event with our video!)

Hold the meeting and explain in detail the mission of the committee and the project. Decide which members will take on which tasks for each component of the event. In our model one person became responsible for the tasks at hand rather than a sub-committee. As the program developed and as the relationships developed, members choose to work together.

Make early decisions on the format of the Clean Water Committee and sub-committee meetings. Too much structure may inhibit creativity. We love that our meetings are free-wheeling and ramble with a healthy balance of tangents and side-tracks, (drinks and snacks), as long as at least a few committee members are keeping an eye on the agenda and keeping us all on track. This has allowed our event to slowly morph over the years, adding new programs and changing old ones for the better. Know that each committee member will have a different sense of meeting organization and comfort level interacting with new associates.

Create an open forum for the meetings and reach a balance of structure that brings forth the greatest results of interaction between members. Make sure every member knows that his or her ideas count and that their work is valued. Some of this is simply good meeting management, but asking quiet members their opinion, gently discouraging dominant members from doing all the talking, and allowing task leaders to give reports means that everyone is heard and everyone's input is valued.

Also note that meeting attendance will fluctuate with the demands of committee members' jobs and lives. Solution: Go with the flow. Use the advantage of a small number in attendance to brainstorm or plan and connect with those who cannot attend by email.

Have co-leaders for each task to insure that the work is completed if one of the two leaders is unable to meet their commitment. Ideally, have one person apprentice with the co-leaders to provide future leadership for following years. We have even gone so far as to jokingly say, "You cannot leave this committee until you find and train your own replacement!" And about once a year we encourage every committee member to recruit a friend or peer to join us so we can share the work load.

Ask all committee members to be involved with searching for new committee members, ideas for themes, new keynote speakers, exhibitors, break-out session presenters and financial sponsors for the project. This is very helpful to all task leaders and keeps everyone involved with the total process and authorship. Authorship/ownership is essential to the success of the project. It is important to listen to others on the committee and to support each other as you work toward your common goal. Planning a CWC is a big responsibility and takes months of working together and sharing responsibilities to make it happen. It is vital that all committee members share the common mission of your Clean Water Celebration.

Forming Your Clean Water Celebration Committee and Recruiting Task Leaders

Karen Zuckerman - Committee Chair
Teacher of Science and Art to 5-8 grade students at Hollis Grade School in Peoria County

The Committee Chair facilitates monthly meetings of the Navigating Committee, keeps a record of meeting minutes and coordinates committee actions by publishing the minutes and sending out meeting reminders. This responsibility ties together all the various components of the event.

A To Do List:

August/September - Call first meeting to formulate a plan for spring program. Revisit ideas submitted in prior year's debriefing post event evaluation. Open floor to new ideas. Confirm roles and responsibilities that each committee member will take on for this year's event. Establish meeting dates.

October - Confirm keynote, theme, and breakout session presenters or assign contact person/s. Confirm roles and responsibilities that each committee member will take on for this year's event.

November - Begin planning of Sunday component.

December - Report by task leaders/committee chairs on event components.

January - Report by task leaders/committee chairs on event components.

February - Report by task leaders/committee chairs on event components.

March - Meet at Peoria Civic Center to coordinate with event manager and familiarize committee with site.

April - The Big Event!

May/June - Assess, Celebrate successes, Strategic planning for next year.

FUNDING

Funding the project, program development, and evaluations interface with all the other committees.

We could not present the Clean Water Celebration for the past 17 years without the generous support of Illinois American Water, The Caterpillar Foundation, The Illinois Environmental Protection Agency, The Illinois Department of Natural Resources, and countless individuals who have donated time, money and materials.

Fund raising is always the hardest and most essential job, but it is certainly worth it when you see 3000 kids singing along with an African chant, “We come from the water...” or shouting with enthusiasm, “What can I do about it before next Tuesday?” Just knowing that more than several students who have attended our event in junior high or high school went on to become high school teachers and then committee members for the Clean Water Celebration has made all of this work worth it!

The key to successful fund raising is good planning, relationship building and constant, consistent follow-through. Good planning begins with a pro-active schedule with clear deadlines. The calendar will vary depending on the date of your event. For example CWC 2010 date is April 18 & 19. The ideal calendar for this year for the Financial Development would be as follows:

A To Do List:

May 2009 - Send out final reports and thank you letters to 2009 sponsors, donors, in kind donors, and volunteers.

June 2009 - Make personal calls followed by financial request proposals to all prospective donors for 2010. Make a follow-up phone call prior to their deadline to check on status and to answer any questions that the prospective donor may have regarding your request.

May 2009 to February 2010 - Research grant opportunities and submit grants according to grantee deadlines. Local, state, and federal grants may be available depending on your location and the content of your CWC. Apply to civic groups and foundations in your area.

Make follow up phone calls after the deadline to see if your program was funded and what you can learn about how your grant or proposal was evaluated. This is valuable information in preparation for your next year financial proposals submissions. Make sure you know who the contact person is in your proposal submission and follow up. It is very important to develop a relationship with the contact person.

February 2010 - VIP invitations sent to all donors and grantees and thank you letters for their support. Ask to see if they have a logo for your acknowledgements. Companies change their logos from time to time and this may be a problem if you use an old logo. This has happened to our group twice and it did adversely impact our relationship. Also check to see if the company’s contact person is the same as they too often change.

March 2010 - Follow-up phone calls for VIP invitations send for the event.

April 18 & 19, 2010 VIP tour of the event.

April 30, 2010 - Thank you letters to donors, sponsors, special volunteers, keynote and presenters. Send out packets of promotional materials to sponsors who were unable to attend the VIP tour.

May 2010. Personal phone calls to sponsors and granting agencies to make requests for 2011.

Submit proposal to sponsors and grants according to granting agencies time line.

Most businesses and corporations will make up their contribution budget one year in advance. You need to get your proposals sent prior to their consideration date. It is best to ask each prospective donor for his or her deadline for proposals. This can change from year to year. So try to stay up on each donor’s calendar. This is well worth the time.

Sponsors and donors are very important. Consider personally cultivating your sponsors and donors to be one of the main arteries of your program. Never neglect your donors and stay in touch with them throughout the year. Make sure you invite them to attend the event (The VIP Tour) and thank them for their support on several levels: personal phone call, letter, report on how you put their gift to work and the end results. Develop a packet to send prospective donors. Make a phone call first to the prospective donor to confirm that you are sending information and would like to make an appointment and or follow up phone call to discuss the possibility of becoming a sponsor, building a partnership. The yellow pages and local Chamber of Commerce may be helpful to find water related and ecological companies who would have invested interest in water issues.

Here are a few specific examples: The year we hosted Dr. Sylvia Earle, known as 'Her Deepness' for her record breaking deep sea diving, we contacted several dive shops who were excited to help sponsor her visit. The year we hosted Dr. Jacqueline Quinn, a NASA Environmental Engineer and inventor, we found a few engineering companies to help sponsor her visit. Not all, but some of these relationships have been maintained once they became aware of the impact of the CWC.

According to current research, emails are not acceptable when making a request for funding. Ask your donors which is the best way to communicate with them once a relationship is established. Remember that you want to have a lasting relationship with your sponsors and seek their continued support. Be as personal as possible and sincerely get to know them and what is going on in their lives. Treat your donors as you would like to be treated if you were investing your funds in the program. Think of ways to give back to your donors- acknowledge their gifts in your press releases, publications, posters, flyers, website E invites, newsletters, t shirts, water bills, any avenue you have to make their sponsorship known.

But be careful as some donors may wish their gift to remain anonymous. When making the ASK you can tell the prospective donor the ways you give back and offer the option to remain anonymous if requested.

Research which grants may be available locally, regionally or state wide. Federal grants may also be available. The local arts and humanities councils offer grant writing workshops, which is also a good place to network with other organizations that might become partners.

Ask everyone on the committee to help you and give you leads. It would also be helpful to ask a volunteer or local librarian to help with the search. Grant writing requires time and skills. One-time grants are helpful, but finding a grant program that let's you apply yearly is a wise investment.

Tourism funds may be available from your local bureau of tourism. The Clean Water Celebration creates ripples in the local economy. Think of ways your event has an economic impact. For example: hotel rooms, facility rental, food and gas purchased by participants, employment of artists or keynote speakers. You may have other areas of financial impact that can be used as leverage in grant development.

In-Kind donations are the backbone of the project.

Try to get all supplies, equipment, rent, advertising, printing- any and all project expenses donated if possible. A business may donate in kind gifts or services when they are not willing to give a cash donation.

Service is an in kind donation. Ask your keynote speaker, presenters and exhibitors to volunteer their services. If that is not possible offer travel and expenses. As a last resort, find a sponsor or write a grant to underwrite the keynote or presenters. Charge a fee for exhibitors to cover your facility rental costs if you rent. Also, ask for discounts or sponsorship/partnerships from the facility where you have your event. Our 'rent' for the otherwise very expensive Peoria Civic Center has varied over the years. If services and fees are not donated seek other avenues of funding, such as special events and fund drives. We host a mid-winter wine tasting with a silent auction to generate some mid-year funding.

Not For Profit Status

For the best results in fundraising for the project you will need a not for profit that is willing to handle the financial and legal aspects of funding the project. Most sponsors will want to have their donations be tax deductible. You may wish to develop a different financial model based on community, public or government funds. Our model had to rely heavily on a not for profit for financial management, staffing and oversight.

PUBLICITY

Sue Atherton- Promotion/ Advertising

WEEK-TV Television Advertising

Karen Cotton - Illinois American Water External Affairs Manager and Spokesperson

Represent local water utility, provide public relations and in-kind donations

Primary Objectives: The mission is to raise awareness about the Clean Water Celebration and the importance of educating our youth about watershed protection. To help out with ways to promote the event to schools, teachers, the public and potential sponsors. This committee also develops radio and print advertising, bill inserts, posters, t-shirt designs and some audio visual presentations. It also entails getting out press releases to the various media who will cover the event.

Our promotional efforts help get the message out to the community about what the Clean Water Celebration is and how the community can participate. It is important to get the word out to schools early as they have very few opportunities for outside field trips and this event must compete with all the other opportunities. It must not only educate students but entertain them as well to keep them or rather their teachers coming back.

A To Do List:

October – The committee agrees on a theme, keynote speaker and dates of the event.

November - Everyone sends communications out to peers and contacts regarding the theme and encourages participation through donations, attendance, etc.

December - Start getting all the information together for this year's event - who/what the keynote presentation will be, who are the breakout presenters, theme of the celebration for that year, who are the sponsors and at what monetary level.

January - Work on finalizing above, with speakers - names and photos or video available. Rough out poster and bill insert design, script ideas for television and radio, logos for new and old sponsors. Sun Foundation provides all logos from sponsors to agency creating the bill insert

Agency will begin designing bill insert (Burdess and Associates).

Contact partner school to participate in radio script contest.

February - Produce radio commercials with middle school students as script writers and talent. Produce best of student's work at radio station. Develop television advertising and radio advertising schedules. Write TV scripts and produce TV ad spots.

Finalize Bill insert design by February 10 for March insertion

Finalize TV and Radio spots (with Burdess and Sue Atherton)

March – First two weeks vote on and record radio scripts with partner school students (with Burdess and Sue Atherton)

Finalize T-shirt design and order shirts (with Burdess and Sun Foundation)

Start radio and TV ads on air. First message is for exhibitors and secondary message is for teachers to sign up their classes to attend. Third message for Sunday event - Opening ceremony, Making Waves Awards, environmental walk/run, science walk, etc.

Send poster and handouts, bill inserts to printer. Use printed materials to distribute to local merchants, health clubs, sponsors, etc. News Release is sent

Late March - Create, script and produce opening video to be shown as students are being seated for the keynote presentation. This has been a very effective way to preview the keynote presentations and highlights of the breakout sessions and show names/logos of our sponsors to thank them for making the event possible. Loop video so it replays until program is ready to start.

One Week Before - Check AV needs of keynote speakers so we have right equipment ordered and how staging can be worked out. Confirm Media coverage

Why This Matters

- I can think of a couple here -

1) Teaching the kids to write radio spots involves teaching them not only how to write a script, etc. but the basic teachings of the philosophy of the Clean Water Celebration - to protect and preserve our most precious natural resource. Water! It is really gratifying to work with the students and see the smiles and pride on their faces when their radio commercial airs!

2) Reach for the stars! TV stars that is, we have been fortunate enough to have the Clean Water Celebration promoted TWICE on the national TODAY Show on NBC. I sent information and an event t-shirt to Willard Scott and he used it as a prop and mentioned the CWC event in Peoria and how everyone everywhere should help preserve our water. This gave a lot of importance and credibility to the event when a national personality gives you a plug. A nice feather in our cap!

Sue Atherton



PROGRAM DEVELOPMENT

Joan Root Ericksen - Sun Foundation Program and Finance Development Director

Program and Theme Development is the heart of the program. Why are the arts, humanities, and sciences essential program elements? They address the whole of the topic and give a more diverse, and intensive picture of how we can work locally and think globally to restore, protect and conserve our planet water resources.

Many of our environmental problems today stem from our lack of understanding of how nature works and being unaware of what we can do personally and collectively for a healthy planet. These major disciplines offer a wide range of learning modes that can maximize the audience retention of information as well as inspire and motivate students to personal action. Check with your state and federal learning goals as you prepare your program. Indicate to your teachers and school administrators what specific learning goals are met by your program.

Choosing a different theme each year keeps the program fresh and alive and keeps your schools returning year after year. Often the theme can be related to the keynote speaker or an area of local concern.

The quality of the breakout sessions and exhibit all should be taken into account when planning the event. Go for the best. Your children and public deserve only the best. Ask your exhibitors to make their exhibits interactive. Each exhibitor can give you three questions students can answer about the exhibits when they return to school. Involve students, teachers, volunteers, and committee in evaluation to insure the growth and development of the content year to year.

If your program is presented in April this is a sample schedule for program development or representing one year in advance or the first month your committee is in operation and developing the plans.

Keynote

April or your first month of your planning, Ideally have one to two-years of lead-time

Have a list of prospective **keynote speakers** that is developed by the committee and program advisers. Do not hesitate to contact other organizations that may have resources. NPR, PBS and cable networks that broadcast science and environmental programming are also great resources. The Internet is a valuable tool for your search. You may have a local expert in your community or nearby that would make an excellent keynote speaker. Stay open to all possible avenues of resourcing your speaker. Choose an inspiring, motivating speaker who can reach your student age group and the general public.

Contact your first choice prospective speaker as early as possible. Ask if they have not for profit rates, discounts for volunteer projects, or donated services. You may have to go through a booking agent to reach the speaker. It may be important for you to have your keynote selected for grants and for obtaining sponsors.

Choose a national or world leader to be your keynote speaker if possible. Having a keynote who has distinguished work in the field will be a great advantage to attract and inspire your audience as well as your sponsors. Whoever you choose to be your keynote – they should have great knowledge and be inspiring and motivating for your participants. Diversity is the key: having a woman one year and a man the next; choosing leaders from various ethnic and racial cultures enriches the program.

Presenters

Artists and scientists, schools, groups and organizations, educational institutions, businesses, corporations, local, state and federal agencies, anyone who can present breakout sessions related to your theme or topic.

One to two years scheduling for presenters is also important. Some presenter's book early and you will need presenter's information for your publications and postings. Give yourself as much time as possible to schedule presenters. The number of presenters you choose to enlist will depend on the number of break out rooms you have available at your facility and the number of students participating. Ask your committee and advisers to recommend presenters.

Identify state learning goals that match up with the content of presenters, keynote speaker and exhibitors. This is an added attraction for schools to meet their learning goals.

Exhibitors

Draw exhibitors from the same pool as your presenters. Send invitations and exhibitor forms one year prior to event. Repeat at least once or twice a few months before your event. Ask committee members for ideas for exhibitors. You may also invite local schools that are working on related projects. Students love to see other students present and many of our exhibit hall booths are staffed by local high school students presenting hands-on science for their middle school peers.

Facility

Try to book the facility as least one or two years in advance, depending on your facility's contractual agreement policy and space availability. You also need booking in advance to determine your budget.

Research the best possible facility for your celebration based on the size of your audience and space needed for all elements of your program. I cannot stress enough how important it is to choose a facility for your program that gives you room to grow; meets present and future needs. Imagine your full schedule and the flow of your audience, sound systems, lighting, equipment rental, bathrooms, access, and the time it takes to get from one place to another for breakout sessions and keynote.

Why This Matters

After 17 years and 32,000 children served by the program it is hard to single out from so many great highlights.

Two students who attended the Clean Water Celebration are now biologists who have joined the project committee. They have expressed the positive impact the Clean Water Celebration has had on their lives and career choices.

The evaluation we receive from the teachers and attendees tell us that the program is well received. The evaluations offer new ideas that are considered and often carried by the committee the following year. The openness and the inclusive element of the program is a key factor in the growth and success of the project.

Having such outstanding keynote speakers, presenters, and exhibitors, who represent the leadership for clean water has been rewarding for me personally. To see the collective mind of the CWCC working creatively and in harmony is one of the greatest pleasures of the project.

Friendship and trusts develops and people feel empowered and valued.

It is true in most collective groups 2 heads are better than one. In the case of CWC this principal has been demonstrated and validated over the years.

Several original works of arts have been created for the CWC. Prairie Folklore Theatre, under the leadership of Brian "Fox" Ellis, wrote a stage play recently reworked and filmed as a documentary, "Voices for The River." (Follow this link to see a preview of the film: <http://www.youtube.com/watch?v=fDvLByUGJM8>) Oba William King's African dance, music and storytelling production "I Come From the Water" was inspiring. And Bill Close's Mass Ensemble/Earth Harp used hundreds of yards of piano wire to turn the entire theatre into a musical instrument to echo and reinforce the video-lecture presented on whales by Kelly Bartok, a pre-eminent whale researcher. The performances reach a deeper level of understanding for the audience. The arts are a very important part of the CWC, emotionally engaging the audience to become involved in protecting and conserving their planet's water resources. All three original works were mind blowing and memorable.

Joan Root Eriksen

TEACHER/SCHOOL COORDINATION

Karen Zuckerman – Middle School Science and Art Teacher Hollis Grade School, Peoria Co.

Primary Objective: To invite and register teachers who will bring their students, coordinate their schedules, send resource packets that prepare for experiences and enrich the learning that takes place and request evaluations of the program.

Early in the school year we send teachers/schools a pre-event mailing that includes an invitation and registration forms. (*All the forms referenced in this document can be found in the Appendix at the end of the booklet.*) This pre-event packet provides a personalized invitation including a summary of the purpose of the event, an outline of the activities for both Sunday and Monday, registration forms, as well as information about funding that is available to help cover their transportation costs.

We set the stage to show teachers that this day is structured to support Illinois State Learning Goals and their curriculum. The structure of the day allows them to choose activities that support student performance of the Illinois State Learning Goals in the areas of:

- English and Language - Goal 4,
- Science – Goals 12 & 13,
- Social Science – Goals 17 & 18,
- Physical Development and Health – Goal 22, and
- Fine Arts – Goal 27.

The registration form has a synopsis of each component with accompanying goal connections and an internet address for further information, allowing teachers to make informed decisions about the structure of their day.

Upon receipt of registrations, teachers and their classes are scheduled, as their time permits, into the different components of the day: Keynote Presentation, Special Event Sessions, Lunch, Environmental Streams, and Exhibit Hall time. The art of scheduling the day is integral to the success for a teacher and their class. Timing is the key. There is an ebb and flow that is necessary to ensure that a group of middle school students has the time needed to simply get from point A to point B and settle into a new activity. There are the considerations of restroom and lunch breaks and keeping a group of students together as a class.

Teachers receive a schedule for the day along with basic logistic information about bus or vehicle parking, site maps, etc. Remember the initial registration form had already listed resources to assist the teacher in his/her planning to prepare students. Included with the confirmation packet are other resources that will assist in enriching student experiences and assessing their experiences.

Teachers are answerable to their district needs and requests and their plans may be changed for them. Schools may have participation limitations that include, time, transportation, and special needs, etc. Be cognizant of this. Be flexible. If we receive a request for changes in the day, we listen to individual requests carefully because there is a solution to every problem...a Win/Win.

We encourage teachers to bring enough staff or parent volunteers that students can be organized into smaller groups for breaks, lunch, and exhibit hall settings. A list of focus questions for special event sessions and exhibits is available for teachers who would like to have students give written assessment for each of these experiences.

We encourage students to become active proponents for conserving, protecting and restoring our planet's water resources. We suggest that teachers and students reflect on the experiences of the day and take a look at a water issue in their own community that they could explore and take action on.

Teacher/School Coordination must work in conjunction with Presenter Coordination and Exhibitor Coordination to create a master schedule for keynote, special event sessions, Environmental Streams, lunches and exhibit times for the day.

A To Do List:

August/September/October - Begin the task of checking all teacher contacts for accuracy.

Send out email to 'save the date' on teachers' calendars and find any email addresses that may not be in service.

Begin compiling a list of new teachers to invite.

November - Begin revising teacher guide, evaluation forms, etc. for teacher packet to reflect new dates, deadlines, presenters, etc.

Start solicitation and collection of teacher resource materials for teacher packet.

December - Prepare "You Are Invited" letter with registration form. (Please see appendix for copies.)

January - Mail and email invitation and registration materials to all teachers.

February - Begin scheduling as registration materials begin arriving.

March - Finalize schedules for schools. Consult with Exhibitor Coordinator to have map of Exhibit Hall. Create and mail school/teacher packet with schedules, maps, logistics, exhibitor/presenter questions, evaluation, and resource information. Revise schedules upon request. Create 5 Registration binders and 5 Stream schedule binders. Create a schedule of sessions for walk-in registrations.

April - The Big Event

May/June - Assess/Celebrate successes/Brainstorm strategies for next year

PRESENTER COORDINATION & RESOURCES

Karen Zuckerman – Middle School Science and Art Teacher Hollis Grade School, Peoria Co.

Brian "Fox" Ellis – Storyteller, Author, Naturalists, and Keynote Presenter

Primary Objective: Our goal is to recruit and schedule dynamic, inspiring presenters who will help us fulfill the overall mission of the Clean Water Celebration, namely, giving students and teacher the skills and knowledge they need to make a difference in the health and sustainability of their watershed!

When recruiting potential presenters we are looking for folks who have that rare mix of technical or historical expertise and an ability to convey this information in an entertaining and inspiring manner. Never settle. Hands-on is always sought because we believe science is a verb and everyone learns best by doing! And to reiterate, a blending of art and science deepens the audience's appreciation and absorption of the content.

Most good speakers have a full calendar so it is important to book a year or two out. Whereas our keynote speakers change every year, we recommend building an ongoing relationship with your break-out presenters.

THE KEYNOTE

The keynote speaker is the key element for many reasons. His or her specialty often helps to determine the theme for the year. They help to sell the event to both potential funders, and to teachers and students who are participants. Yes, we have been turned down, or even worse we found some desirable speakers out of our price range, but we are more often than not surprised by the folks who have said yes! From astronauts to deep sea divers, we have been equally pleased by their willingness to negotiate price. It never hurts to seek out the very best nationally known scientists and activists who will add spark and sparkle to every part of the event!

The broader CWC Committee is charged with keeping an ear to the ground for speakers. As each of us attends various science conferences, teacher conferences, and museum programs we are scouting and previewing potential keynotes. This kind of personal recommendation is always best. Someone on the committee who has heard them speak before a similar audience will know if they are the best fit for us.

This is a challenging audience, 1500 to 2000 middle school students in each of two seatings; and a difficult setting, a large civic center auditorium. The goal is to find a great speaker who can fill this hall with their warmth and knowledge while bringing in each and every student. This is not easy, but yes, it is possible.

While students are filing in we are playing a pre-view video on a continuous loop that thanks sponsors, outlines the day, shows clips of the event from years past and builds excitement for the keynote speaker.

The session starts with a formal introduction to the day. We give out the **Making Waves Awards** as a way to inspire and motivate students to step up, rewarding examples of students who have made a difference. Then the keynote speaker is introduced and given 35-45 minutes to speak, depending on the artistic relationship with the corollary performing artist.

We also feature musicians, dancers and/or storytellers to create a collaborative performance that echoes and reinforces the theme of the keynote. Most years it has been a tag-team event, the keynote speaker delivers her message then the performers entertain, each splitting the 50 minutes as needed. The best years have seen an integration of the artists and keynote speaker, where the two share thoughts and mutual inspiration beforehand, so the programs segue seamlessly and the artistic element deepens the inspiration of the scientific message.



Water on the Moon

Jacqueline W. Quinn, Ph.D. – Keynote Speaker

NASA Environmental Engineer - Kennedy Space Center

What a year NASA has had, especially with the more recent news that there is water on the Moon, and its abundance is relatively large compared to former precepts about this dry celestial body. Water, it is the giver of life, the molecule that makes human living possible. With water we can make breathable air for astronauts, making long-term habitation possible on the Moon. We can also make propellant to get our astronauts back to Earth or send them on further towards Mars. Wow...detecting water on our Moon is a huge scientific find. But it's just water right? Is that what you say every day, taking this life-giving resource for granted? Not me, I think about saving and recovering this resource daily as it is a major focus of my job for NASA and the fact that the Clean Water Celebration emphasizes this is one of the main reasons I agreed to be one of your keynote speakers in years past.

I often share with others the excitement of speaking to 3000 young minds at the Clean Water Celebration; watching their expressions as I shared with them research NASA is performing and how it relates to them as up and coming scientists and engineers. By the end of my presentation, I had them shouting out the name of the new NASA Program that will take us back to the Moon...all 3000 of them! "*Constellation*" they shouted, "*Constellation*". Many of us may remember the Apollo Program, but these young minds will be part of the next new adventure of turning clean water on the Moon into resources that will propel us into the ever expanding Frontiers of Space.

As a seasoned presenter of scientific information, I attend technical conferences on a regular basis and reach out to hundreds of listeners at a time recounting the intricacies of my research. But none of these efforts have left the lifetime impression of 3000 young minds chanting with excitement the new NASA Program that will maintain our preeminence in Space.

It was an unforgettable moment and I am so thankful to have been a part of the Clean Water Celebration...THANK YOU!!

One audience favorite was the time our guest musician, Bill Close and his Mass Ensemble/Earth Harp used hundreds of yards of piano wire to turn the entire theatre into a musical instrument to echo and reinforce the video-lecture presented on whales by Kelly Bartok, a pre-eminent Orca whale researcher. Bartok's keynote address was itself inspiring, using film footage of whales on a large screen as he spoke about the things we can do inland that affect the health of the seas, especially when the entire auditorium became an instrument and began to sing like an ancient whale's song!

One year a troupe of actors, Prairie Folklore Theatre, working with a team of scientists from the Illinois EPA created a stage play that looked like a documentary film. It was so well received that they were awarded a grant to produce that documentary, "Voices for the River" now available at www.foxtalesint.com/DVD.

Going far beyond a boring power point presentation, use the talented artists in your community paired with your keynote speaker to create a memorable experience for your listeners!



“We Come From the Water”

by Oba William King

Drummer, Storyteller, Keynote Performer

We Come From the Water, Living in the Water Go back to the Water, Turn the world around!!!

In the words of a song I heard performed by Sweet Honey and The Rock, I began my day at Peoria’s Clean Water Celebration. I am a resident artist at Sun Foundation’s annual summer celebration of Arts and Science in the Woods. I live in Chicago, IL - I was born in Greenville S.C. I learned African American Culture in San Bernardino CA. I am the third son of George and Opearline King. I have five brothers and two sisters. I am the first professional artist, the one most likely to make you laugh, the fun Uncle, and the favorite brother... I love Storytelling.



One Day, maybe early September, Joan asked me if I’d be interested in providing my storytelling expertise for the upcoming Clean Water Celebration. I am honored to be asked to do anything by Joan and Bob and The Sun Foundation. I was more than happy to join in, get on board... take the plunge.....

I Need Drummer, Vocalist, Dancer.... and Story - I thought outloud “Can I have a slide show... I recently returned from Africa and I have the pictures from my visit, many of them are images of the water. The Water in the Mother land, Soothing water... Cooling water... _- OG H2O... I wanted to use the pictures of the water and have them have the effect on the audience they had on me when I saw them live...

You ever feel that way? Want someone to feel what you feel, even though you don’t know them, you don’t even know they’ll be there? But some how you know, you HAVE TO TELL the story. Your Story! Or at least the story through your eyes....

Mid December, we began--- Every year, since ’96, I celebrate the holiday season with a production of justusarts. It is a Poetic Kwanzaa featuring many of my friends: Poets, Vocalists, Dancers, Storytellers and the audiences who love them. We gather in local clubs, libraries, school gyms, churches, or other community style, grass roots establishments. We try to articulate the meanings and virtues of the seven principles... non denominational. JUSTUSarts is Educational Entertainment, established in 1991 by me, Oba William King.



During the run of my Holiday Show, I got the phone call of approval for my participation in the Clean Water Ceremony in Peoria, IL. Scheduled for March.... And I needed to write a script. I thought of my cast of players....

- * Carol Major, a recent graduate Opera School, Chicago Actress Willetta Graves, a justusarts ensemble member
- * Professor Tim Duggan, a long time founding member of Justarts educational entertainment, as well as vocalist and guitar playing ensemble member.
- * And Peoria’s Own Morning News Anchor, Cultural Arts Advocate and local arts community elder; Baba Garry Moore.

I called on my friends at DJEENE Collection in Chicago to help create the appropriate ensemble clothing for the presentation. Seven sessions of rehearsal, extra meetings on the phone, writing, changing, adding, subtracting... Doing it again, starting all over... Keeping to the theme, relaxing, hearing the water... We drove to the river and just sat and listened to the water.... The Spirit of Yemanya - We Come From the Water,

Living in the Water, Go back to the Water, Turn the world around!!!

We arrived in Peoria on the day before the big event. We were housed in the beautiful and spacious Mark Twain Hotel in Down Town Peoria. We were greeted by friends of the Program.

Early in the morning, the energy of the day was electric, there was a palpable feeling in the air... I 'm always geeked when I go somewhere new to perform, but this was different. I felt like it was special for those who asked me to come, they wanted me to be significant. They had total faith in my art and I loved my team, each member brought a special gift that would add to the day's celebration... We rehearsed the program on the morning of the event. That day I met the local dance ensemble who I had only discussed my vision with via e-mail. They arrived in the exact costumes I had envisioned. And they knew the dance...

My vocalist was ready to give a rendition of Old Man River - in the spirit of Paul Robeson, in regard to the mighty Mississippi which is the river that flows through us!!!

The African Drums, doonn doonn, djembe', kekanee' and talking drum played the welcome rhythm, Garry Moore, conducted our syncopation, marked in time by the oba's calls - the traditional call, the voice that leads the heart's response! AKWABA - Welcome, AKWABA - welcome!!!

The vocalists sang, We Come From The Water... the slide show began, the images from Africa, in the Water near Benin... Living in the Water... the images of the boats on the water, the houses on the water,... the children in the water.... Go Back To The Water.... we felt the peace of being safe and surrounded by water.... **TURN THE WORLD AROUND---** we need our water to survive!



THE BREAKOUT SESSIONS

Whereas everyone attends the keynote, the idea of the breakout session is to give teachers some choices and to create a more intimate, interactive experience. Again, hands-on, participatory activities are always best. This is also the place to reinforce the keynote address with State Mandated Curriculum goals in science, history, English, and the arts, making the entire event more attractive to teachers and meaningful for students.

Several of our presenters volunteer; a few are paid for with grants from the arts and humanities council; we seek sponsors and grants for a few of our paid professional speakers; whereas others are paid as part of their 'day job' with the agency for which they work.

Storytelling by its nature is interactive. We have three perennial favorites: Warren Brown is arguably one of the best Mark Twain impersonators touring the nation; Brian "Fox" Ellis is an award winning author and environmental educator who adapts his program to tie into the theme, one year he is a French Explorer or Steamboat Captain, the next year he might be himself, a field ecologist, or portray ornithologist John James Audubon; and Dorothy Jo Lakota is a traditional Native American storyteller who has presented an interactive discussion of the Medicine Wheel complete with traditional art and artifacts. (Please see the essay below for her poetic description of her day!)

Students love to see other students perform! They seem to listen better and learn more when their peers, or better yet someone slightly older than them, (read hipper), has something to say. One of our favorite performances was a mix of live actors and puppets put together by a group of East Peoria High School students. It had a Grimm's Fairy Tale feel to it with a Muppet like cast! Both adults and students responded to the humor and the message.

Other popular programs include the following:

- Our local community college chemistry program has put together a science Olympiad experience called pHun Chemistry with several hands-on experiments.
- Marge Bjorklund, a Wildlife Rehabilitator, brings an array of Illinois Wildlife.
- Julie Barr, former Education Director for Dickson Mounds Museum, brings a hands-on display focusing on Native Americans & Wetland Resources.
- Joe Hand, an interpreter from Wildlife Prairie Park, brings a live Bald Eagle and presents a program on "The History of Eagles along the IL River."
- Tom Rowen Steve Pierz give a talk about the state wide River Sweep program.
- Jason Juchems from the Central IL Herps Society brings snakes and turtles, to introduce students to "Herps Along the IL River."
- Ballet Illinois has performed a piece of "Water Music."

Invitations go out as much as a year in advance. Contracts are sent early in January and presenters are asked to fill out a simple form so they can describe their program and outline their logistical needs. Teachers are sent a menu of options, including brief descriptions of each program and time slots. They are asked to prioritize a list of options; for the most part they are given first choice unless there is a schedule conflict. A few weeks before the event, each presenter is sent a list of schools and classes attending their programs with a detailed schedule for their day. We offer assistance and ask that each presenter put together a program that correlates with the state curriculum goals. Several have developed hand-outs for teachers that are put in the **Teacher Resource Kit**.

The real work comes when a rough outline of the day is made and all of the teacher requests are shuffled so that each presenter has a full day, and most teachers get their first choice of breakout sessions, balanced with time on the floor for exhibits, a trip through the streams, and a chance to hear the keynote address. This master schedule is maintained by one person, Karen Zuckerman, but the important pieces are communicated to each presenter, each teacher and the facility manager so the rooms are arranged as needed.

It is possible a presenter cannot fulfill an obligation. Plan ahead keeping back up or alternative presenters and sessions in a file for last minute help.

We ask each teacher and each presenter to evaluate the programs with an eye for improvements. We also ask a few teachers if their students could please critic the programming to make sure we are meeting their needs.

These responsibilities are all closely tied together with Teacher/School Coordination. (*This is one of many reasons why Karen Zuckerman heads both committees beyond the fact that she is stellar.*)

The little streams that join the 'River of Knowing'

by Dorothy Jo Lakota

Native American Storyteller, Visual Artist and High School Teacher

Sunday is the Gathering at the River, the pouring of the waters coming from backwood creeks, urban rivers, and local lakes. Then the Pipe Ceremony begins - a prayer and blessing for Life Giving Waters and the Children of the Seventh Generation; the reunion of old friends, the welcoming of all, a gathering at a fountain on the shores of a River, the Illinois. Then there is a walk along the Pimiteoui (Fat Lake) Trail, perhaps a ride on the mighty steamboat, with a "seeing" of the River. That evening we gather together for a meal and a presentation by some person that makes a great impact, one who cares.

The GOOD feelings are building, the vibrations that we send out to the world -"CARE!" "LISTEN!" "SEE!" "JOIN US!"

Monday morning - the Great Gathering begins at the Civic Center, at the Big Lodge on Jefferson and Liberty. They come. The elders and the older youth come, they come with their stories and knowledge to share, with their canoes, fishing poles, watershed dioramas, all to honor clean drinking water.

I wake early. I put on my NDN (Indian) clothes and gathered a few objects to pass around, to share. I have gone over my stories, some funny, all with a lesson. I form the best flow and sequence of these stories. And I ask the Creator for strength and wisdom, as I am to speak to our Precious youth, our future, our hope, speak to them of the Sacred nature of Water- the Sacred nature of all the gifts of Water. Water is Life.

"Creator, let me do a Good thing here- not for my importance, but for our youth and for Mother Earth." I always say this prayer before telling stories.

The students come into the room I have prepared. Some are younger, others teenagers. They come very curious and very happy to be out of the "box." The students are always attentive and ready to participate, contribute, laugh, tell, and experience. They may remember their own experiences with a river or a stream. They may find a deeper appreciation and understanding of that experience, its essential importance.

They may see the fish as a living being, not just a fish stick. They may check how that field is plowed, where the water from that factory exits into the river, seek out a glimpse of the blue heron, the white egret, to follow the river to the Mississippi like Tom Sawyer, to the sea like the French voyageur.

They may feel the wisdom of the first peoples and of their ancestors within their own DNA. When I see and feel that they are connected, connecting to the Sacredness, understanding the connectedness of all water and of all life, the Joy of Water, I feel fulfilled. They leave with new stories to tell, and with their own stories to tell.

They are the little Streams that join the River of Knowing.

What a Good Thing! Minne O'yasin (Water for All)

Mitakaye O'yasin (We are All related.)





A To Do List:

August/September - Begin soliciting any new possible keynote and breakout presenters.

Reconnect with past breakout session presenters to confirm their participation.

October- Revise Special Event/Breakout Session/Presentation Form and send out to past presenters, inviting their participation. Contact Streams coordinators and confirm commitment of agencies and personnel for upcoming event.

November - Collect confirmations and begin blocking out schedule as requested on forms. Revise Invitation to Present letter and send out along with a Special Event/Breakout Session/Presentation Form.

December- Create tentative schedule of Breakout Sessions. Revise presenter evaluation form.

January - Send out reminder and tentative schedules to breakout session presenters. Send out reminder and tentative schedule to Streams coordinators.

February - Begin scheduling classes into Breakout sessions and Streams as registrations from schools begin to arrive.

March - Finalize Breakout Session and Stream schedules. Send out final schedules, maps, evaluation forms, and other information to all presenters and to Presenter Facilitator. Coordinate with event manager of venue room set-ups, AV needs, etc.

Create a schedule of sessions for walk-in registrations.

April - CWC/Collect presenter evaluations

May/June - Assess/Celebrate successes/Brainstorm for next year

“Be open to new ideas and the opportunities that change might bring us!”

Why This Matters

It is so exhilarating to see students and experts interacting in small settings like the breakout sessions and streams, to see the faces of each light up with the excitement of sharing new experiences...holding the fish, turtles, dragonfly larvae, and tadpoles. ***Karen Zuckerman***

Why This Matters

As a presenter, it is always a thrill to run into one of the students weeks or months later and they begin singing one of the songs they learned in your program. Yeah, it may have a hint of jest to it, but there they are, a teenager singing a song about the water of life in a supermarket!

But the most important things are the invisible ripples that sometimes take years to build into tidal waves: The student that goes on to be a biology teacher impacting thousands of students because we helped them to find and follow their bliss; the student who writes a grant and gets both state and local politicians involved in cleaning up their local sewage treatment plant so folks downstream have cleaner drinking water; the corporate EPA liaison who told me that her experience at the CWC changed her thinking about her job; the young man who recently stopped me while I was hiking at Starved Rock State Park and asked if I was that storyteller he heard when he was in the fifth grade... without waiting for me to reply he tells me that he was a summer camp counselor this summer and retold some of the stories he learned many years ago passing on the inspiration to a whole new generation.

Brian “Fox” Ellis



EXHIBITS

Nick Maggioncalda - Exhibitor Coordinator

Tazewell County Health Department & Central Region Groundwater Protection Committee

Primary Goal: To contact/solicit different organizations with environmental topics to attend our event. Organize exhibit hall, provide website support for exhibitors and collect exhibitor fees.

This provides “break out area” for students in-between scheduled presentations and allows for students/teachers to explore different environmental topics provided by exhibitors.

From the Exhibitors Point of View:

The day begins with the arrival to the site. An external map of the Civic center and a booth map has been provided. Upon arrival, exhibitors look for the exhibit hall coordinator to help them unload their equipment and answer any questions they may have. Once their equipment is unloaded, they will move their vehicle to the designated parking area. After they have found their booth the exhibit hall coordinator will look to make sure all requests are met (power source/water source) and the area they need has been provided. They will set up their booth and wait for the first wave of students in the exhibitor hall. Set up is completed by 8:30am. The booth space is limited (10’x10’ space with a large display table and folding chairs) but can be used as an exhibitor sees fit.



As the first group of students arrives, exhibitors will be ready to interact with them. The goal of an exhibitor is to provide an educational experience while remembering to try to make the information as palatable to the age group they are working with. Most exhibitors are comfortable working with children, but those attending should emphasize an upbeat and informative approach. The students will be provided with the questions that exhibitors submitted on the exhibitor forms. These questions will allow exhibitors to draw the students into the topic they are presenting. We try to encourage open ended ‘thinking’ questions and not just rote recall of data. (See the appendix for a list of example questions).

As the day moves on, breaks will be necessary. There are lulls in the student volume during periods when they are attending the keynote address, environmental streams or breakout sessions. During this time, many exhibitors move around the hall to see what other exhibitors have to offer. This provides a better understanding of where their topic fits into the exhibitor hall.

Some of the booths have interactive displays (groundwater models/tabletop exercises), some have crafts (making rain sticks) while others have large, life size examples (IL rural water authority trailer and the insect theater trailer). **All booths should have some form of environmental stewardship as their message.** Whether it is some new technology (CFL bulbs, AMEREN) or employment (small community water operating systems operators, IL state water survey/MTAC), the goal is to provide new information (if possible) with attainable goals for the students (whether they can reach them during the event, at school or on their own).

We encourage exhibitors to design their booths planning for three levels of interaction:

- * Big signs to catch the eye of the passerby, lobbing information out into the crowd;
- * An intriguing question that sparks conversation beyond simply answering the question;
- * And as much as possible something interactive, something for students to do, play a game, pH test water, compare macro-invertebrates, classify mussel shells, practice casting a fishing rod, add a commitment statement on a sticky note to a wall of solutions, etc.

If exhibitors have programs they want students to become involved in, this is a great opportunity to present that material. Many exhibitors will have information about what they are about, but some will have projects students can become involved with. In 2009, the IL State Water Survey/MTAC introduced a video contest to our participating high schools. The contest was based on “the value of tap water.” This was a great event to get the ball rolling for this contest.

The end of the day is similar to the arrival, pack up the booth, find and bring in my vehicle and make my way home. (~2pm)

One other important note, invoices and fees: Make sure invoices are done ASAP when exhibitors confirm their participation. Spell out their costs in detail: booth rental, any special set-up or electricity fees, and provide an option for them to step-up to sponsor the event. Some will send a check from their organization that could be easily confused. Also, some will request a direct deposit request to an account. Make sure there is confirmation e-mail sent with this or it will be difficult to track if you do not have direct access to the account. Make sure all catering for your exhibitors is separate from any other catering request (cost control). If questions about a certain area are made, direct them to the person in charge of that area. Hear it from the person in charge of that area, not someone who thinks they know.

From a Student’s Perspective:

They should have been provided with the booth questions from the CRGW website. Depending on their schedule they might have already seen the keynote or been in the environmental streams or breakout sessions.

The hall is open so they can go wherever they would like to go. The students who have been directed to answer the questions provided on the list will go down the list 1, 2, 3, and so on, until they have the questions answered. If they find the booth interesting, they will interact with the exhibitor beyond the list of questions. If not, they will move on.

The exhibit hall provides the student that “freedom” not usually found on field trips. The ability to spend as much or as little time with an exhibitor allows the student to have some control over their day. With that freedom, they will focus on things they like, topics that are new or interesting. They will feel as if they are in charge of part of their day. Yes, they should visit all of the booths, but there is an opportunity for individual students to talk to environmental professionals who can mentor or inspire them to pursue a similar field.



A To Do List:

Late October/Early November - Send out reminder cards to previous exhibitors about upcoming date of next CWC. Update exhibitor database w/ new contacts. Review past years exhibitors who did not come the previous year and include them as well.

Early January - Send out (mail/e-mail) exhibitor invitation letter w/ exhibitor application form.

February - Begin follow-up to initial letter through reminder e-mail.

March - Have tentative lunch order placed with civic center catering.

Early April - Confirm exhibitor attendance for event. Once exhibitors are confirmed, create invoices for exhibitors to send out immediately or bring to and hand deliver at the event. Place down payment (per civic center catering) for exhibitor lunches. Create map of exhibitor floor and provide to Peoria Flag. Collect exhibitor questions and have them posted on the central region groundwater committee’s website, along with the exhibitor hall map.

Why This Matters

This all makes sense when the students arrive and they begin to interact with the different exhibits. One year we had the “insect theater” truck where students could actually go into a trailer and interact with different displays, a portable museum created by The Illinois Natural History Survey.

I guess one of my happiest moments personally was last year when the lunch orders were met with only two extra. Yes that is my own personal happy moment, as sad as that is.

Also, not all students that enter the exhibit hall care about being there other than having a day off of school (yes I am a cynic). But, when you see a small group of students extremely interested in an exhibitor booth, for whatever reason, it makes you feel like your time is well spent. As many of the people on our committee know, reaching one kid makes an impact in our efforts to raise environmental awareness, regardless of the topic. I remember from my own childhood some interaction during an event like this (field trip, science fair) that may have seemed inconsequential at the time made a lifelong impressions.



On a different note: Having a venue where professionals can interact with students is important to the future of education to our country. The more students that have a chance to competently interact with our exhibitors, the better off we all are. It is important to provide educational avenues for those looking for them, even if they don't know what they are looking for. I have watched students that could care less about some exhibitors be enthralled by others. Having a variety of exhibitors has always been my goal as coordinator. The idea of “Clean water” can extend to proper recycling, understanding how small town water systems work or proper private water well construction.

I especially enjoy watching my coworkers at the health department interact with the students. These are dedicated professionals that believe in protecting our environment before problems occur. They are very satisfied (yet tired) by the end of the day. They always come back with stories of students that took a special interest with their exhibits and how they were reminded of the importance of their job.

Nick Maggioncalda

StreamSide Stabilization

Debbie Fluegel

Trees Forever Illinois Field Coordinator

As an exhibitor at the Clean Water Celebration, we try to educate our youth about the importance of our natural resources and to help them realize that they are the future and can make a difference, whether it be through volunteer opportunities or future career paths. Many of the exhibitors set up their displays and promotional materials the day prior to the event, so that we are ready to go when the students arrive first thing in the morning. All of the exhibitors try to have a hands-on activity or game to engage the students.

The Trees Forever exhibit demonstrates the importance of riparian buffers and trees in improving water quality. I set up a display board and have age appropriate promotional materials available, such as posters, coloring books, puzzles, and temporary tattoos. Each exhibitor provides 2 questions about their exhibit on their registration forms. All of these questions are provided to the teachers in the teacher packets, to give to their students. Some teachers utilize the questions and some don't. These questions offer the students a way to interact with the natural resource professionals, more than just conversation starters though they serve that purpose well. Through this dialogue students are involved in real learning about each topic and/or agency. The goal is to try to engage all students in learning one new idea, concept, or at least one bit of information.

Just by the nature of the scheduling, anticipate that during certain times there will be hundreds of students in the exhibit hall and you are doing all you can just to pass out information or answer questions. Then there will be times that there are fewer students and you can carry on a conversation, involve them in the game and have a more one on one experience.

I've been involved with the Clean Water Celebration for 4 years, and the impact that it makes on the students is extraordinary. I've worn my CWC t-shirt while out running errands and been stopped by someone who said that they went to the Clean Water Celebration when they were in middle school or junior high and commented on what a great time they had.

THE STREAMS

Becca Cottrell - Peoria County Recycling- Recycling Educator
Coordinator for the Recycling Streams program and volunteer presenters

Primary Objective: Planning three 20 minute programs, finding 10 volunteers to present this program several times throughout the day. Each stream consists of Aquatics, Wetlands and Recycling programs. There are 5 sessions of each stream going on concurrently, all day, and each Stream is a different color: red, yellow, orange, green, and blue.

The streams along with the keynote provide continuity for the students who attend. Almost every school visits the streams and all see the keynote. The other presentations are varied and schools pick which ones they feel would best fit with their curriculum or interests, but the streams are one of the cornerstones of the event.

The Streams section of Clean Water Celebration is designed to provide as many students as possible with a hands-on experience of important issues regarding clean water. They develop skills and knowledge to be better stewards of our waterways.

The streams are comprised of 3 sections: Aquatics, Watershed and Recycling.

School A arrives to the stream and is already divided into smaller groups. (Schools divide themselves into smaller groups beforehand to more easily navigate the day's activities.) School A: Groups 1, 2 and 3. Group 1 goes to watershed, Group 2 to aquatics, and Group 3 to recycling. Each group participates in a 20 minute presentation and then rotates to the next presentation – watershed to aquatics, aquatics to recycling, and recycling to watershed. They then switch one last time. After an hour each group has seen each presentation in the stream.

This is going on concurrently with 4 other streams doing the same thing. At the Clean Water Celebration we pre-assign each school with a different color, which corresponds to a stream, making it easier for schools to know they are in the right place at the right time.

For the recycling stream we have done a few different presentations depending on the keynote/theme. I have found what works well for me and the volunteers is to set up a jeopardy/trivia game relating to recycling as well as information that has or will be addressed in the keynote. This makes it easy for volunteers who might not be as familiar with the information. The students select a category and point value. A question and a thorough answer are provided on the note card for the presenter/volunteer. This has been well received by volunteers who after giving the same program 12 times during the day aren't sure what they have already said. The students learn about water resource conservation issues in a fun game show format. Did I say we provide chocolate for the winners?

The Watershed program uses an **enviroscape** model showing point and non point pollution. (See below for more information.)

The Aquatics presentation showcases live Illinois fishes, amphibians and reptiles, (native and non native species are presented). This presentation is an unofficial favorite of most students. Fisheries biologists bring in the animals and give presentations complete with flying fish, fish slime and animal mishaps. The overall message being students will appreciate and protect what they understand. From this presentation they understand habitat for these animals has been altered in many ways- most in ways we can control.

One important thing to anticipate is cancellations!! I plan for 2 people at each presentation as this provides a break for one presenter to catch the keynote, check out exhibits, check email, take a call from their boss, etc. Also, I have yet to have all 10 volunteers the day of the event, someone always has something come up- an emergency at work or home. And as is true with most committee work, delegation is key:-)

A To Do List:

January - Find volunteers (10 preferably- 2 per stream).

March- Plan program according to theme-keynote.

Early April- Confirm volunteers and send outline and need to know info (lunch, parking, arrival time etc)

Day of - Be there early to answer any questions and get volunteers set up in program locations- float through out the day filling in for lunch breaks

Why This Matters

This event matters to me for many reasons as evidenced by every job I have held as an adult. I have chosen to educate others about our natural resources and their conservation since I was a pushy little kid, because our natural world is that amazing and important to me. I had many great moments as a presenter, when the students or chaperones have an “Aha” moment. However, some of the funniest and most fulfilling moments have come from the volunteers presenting in the streams. They are signing up to assist when they may not have the strongest science background and are occasionally taken off guard by a smart student. It is priceless when the students have knowledge to share with the adults. I think that happens in many different sections of CWC- the sharing of knowledge and appreciation in every direction. ***Becca Cottrell***



ANOTHER STREAM JOINS THE RIVER

Bob Frazee, Natural Resources Educator, University of Illinois Extension
Extension Educator, Natural Resources Management for 25 counties in north-central Illinois

Primary Objective: I manage one aspect of the streams, the watershed education component using the Enviroscape Model.

Every year I recruit 10 – 15 University of Illinois Natural Resources Educators to teach the Watershed Management Section for the students participating in the Streams Curriculum. A few weeks prior to the CWC we get together to conduct watershed training for the Natural Resources Educators. Educators utilize the Enviroscape Model to demonstrate what a watershed is, show sources and types of Point and Non-Point Pollution, and learn Best Management Practices which can be used at home, school, at work and in the community to protect and enhance our water resources.

For those who are not familiar with the Enviroscape model, it is a large format ‘landscape’ with small toy houses, farms, cars, parking lots, and green spaces. It looks a little but like the old game board for the game of Life. Students pour water over it to model watersheds. They sprinkle ‘pollution’ and make predictions about the effects downstream. Natural Resources Educators from University of Illinois Extension discuss Best Management Practices (BMP’s) with the students. BMP’s will reduce pollution and improve water quality. For more information please contact your local Extension Office or visit www.envirosapes.com

The mission of the University of Illinois Natural Resources Educators is to demonstrate that pollution of our water resources can and does occur in many places throughout our watershed. It is essential for everyone (kids, moms, dads, grandparents, adults, etc) to take a pro-active approach to *preventing* pollution from occurring and then working to protect and preserve our water resources for future generations.

These activities, along with the other two sections of the streams are an integral component of the entire work of the CWC.

Our two biggest problems are these: The Streams Curriculum training locations are too close to each other making it difficult to talk over the noise from other classes and instructors; and teachers continue to have difficulty being able to follow the directions and go to the correct color watershed group (Red, Green, Yellow, etc), to start at the correct site (Watershed, Fisheries or Recycling), to rotate correctly to the next station, and to arrive at the beginning station *on time*. To solve these problems we need to make complete use of the two exhibit rooms, by placing as much room as possible between the 5 Streams training groups. It would also be helpful if the teacher, or maybe a student volunteer could help manage traffic flow, steer teachers to the right stations and help keep facilitators on schedule.



A To Do List:

June - Work with Joan & Bob to prepare a grant application to obtain travel funds for U of I Educators.

Sept. - Contact the U of I Educators and provide the date for the next CWC and get it placed on their Calendars.

Dec. - Send out a letter to the entire U of I Natural Resources Management Team requesting teaching assistance at the CWC to be held in the spring

Feb. - Initiate follow-up phone calls to NRM Educators to obtain the necessary 10-15 Presenters of the Enviroscope demonstration.

March - Conduct training for the U of I Educators on the use of the Enviroscope model and provide a teaching outline for them to use.

Assign Educators to the 5 watershed training teams, organize training teams to encourage Educators to share rides to CWC, provide information to them on when to arrive, where to go in the Civic Center, where to park, number of sessions to teach, demonstration materials to purchase, equipment to bring, meal arrangements, names of schools and number of students in each session, how to complete necessary paperwork for mileage reimbursement, and when Enviroscope demonstrations will be completed.

April - Finalize which Educators will comprise which Watershed Teams, send final list of schools & students to Instructors, provide last-minute details on CWC arrangements

After Send "Thank YOU" notes to all Natural Resources Educators, obtain mileage/travel re-Imbursement amounts from each NRM Educator when they get back to their office, complete University vouchers for payment, obtain necessary signatures and submit to University of Illinois

Why This Matters

University of Illinois Natural Resources Educators are excited and pleased to be able to share their scientific knowledge and expertise on Watershed Management with the students, teachers and parents attending the CWC. The Enviroscope Model provides an excellent tool for Educators to use to demonstrate problems associated with the pollution of our water resources, identify sources and types of pollution, and provide best management practices which can be used to prevent pollution from occurring. Educating our youth on the importance of environmental stewardship is essential in protecting and preserving the quality of our water resources for today and for the future.

Each year, the U of I Natural Resources Educators receive many favorable comments from the teachers, parents and students regarding the educational focus of the "Environmental Streams" format. The teachers and students feel the interactive involvement with use of the Enviroscope Model creates an ideal learning environment. Many positive comments have been received relative to our Watershed Curriculum (taught by U of I Extension) that dealt with the high quality of instruction, "hands-on" presentations involving the students, excellent presenters, enthusiasm, organization, and involvement with students.

It has been a real pleasure to have worked with Joan and Robert Ericksen and the Clean Water Celebration Committee for many years. The Annual Clean Water Celebration is a remarkable educational water event! Thank you for providing University of Illinois Extension the opportunity to teach the youth throughout Illinois about the proper management of our watersheds and the major problems involved with the pollution of our water resources. It has been a rewarding experience for all of us! I hope we may be able to continue to share our scientific knowledge and expertise on Watershed Management with students at future Clean Water Celebrations.

Bob Frazee



MAKING WAVES AWARDS

GeorgeAnn Siwicke - Making Waves Awards; Opening Ceremonies
Retired Teacher; Rivers Project /Clean Water Committee

Primary Objectives:

Making Waves Awards: Nominating people who “Make Waves” for water and the environment; notifying award winners; purchasing awards and engraving from Joan’s Trophys; preparing presentations.

Opening Ceremonies: Open CWC and welcome students; introduce award winners and present awards; introduce program. There are two Opening Ceremonies/ Keynote Presentations

When students attending Clean Water recognize the efforts made by award winners they will be encouraged to make a difference through their efforts for water and the environment. This presents a strong incentive to get involved and make waves for Clean Water!

Anyone on the committee can nominate an award winner. We then discuss the merits and decide. Typically we give an award to one teacher, one student, and one civic minded community member or ecologically active politician. In the past we have given awards to Governor Pat Quinn who spent several years as Lieutenant Governor focusing his efforts on the Illinois River. We gave a Making Waves award to an elementary student who wrote a letter to the Governor that not only complained about the poor quality of the ground water his community was drinking, but made suggestions for improvement and later helped his community win a six figure grant to remediate the problem. And we gave an award to a high school student who conducted extensive testing of the Fox River and went before several town boards to help them assess their impact and clean up their act.

Sometimes the award is given for a specific effort as listed above, but just as often it is for a lifetime commitment. Bert Princen, former head of the US Agricultural Research Center, avid Audubon Society member and Board Member of the Sun Foundation, (among many other accolades), was given such an award. He was difficult to surprise since he was the head of the Making Waves awards committee for many years!

It is important to have details of the efforts for which the honoree is being awarded. This information often encourages others to see that they too can make a difference for clean water and our environment. This is one important reason to present the awards before both Keynote presentations. Once the presentations are awarded the Keynote may be introduced. The person presenting awards can make the introductions, unless there is a designated person who chooses to do this. In either case, it is important to prepare an intro and deliver it promptly. It may be necessary to clear tables, etc. off the stage; if so, be prepared with assistance so preparation moves quickly.

One problem that continues: schedule conflicts. When the first theatre presentation runs late, everybody gets off schedule. We have experimented with adding a few extra minutes to the schedule for the first Keynote so people have time to get to their next event.

It is especially important to recognize the commitment our youth makes for the health of the earth. Making Waves Awards allows us to continue to celebrate the efforts made by our young people.

A To Do List:

September: The effort to select award winners begins with the first September meeting and continues until the committee feels that we have found worthy recipients. The whole committee participates in seeking and confirming candidates. Usually there will be two to four recipients, but we have no designated number of award winners.

March: We notify award winners and purchase awards and engraving from Joan’s Trophys. However, in some cases we surprise a recipient with the award.

April: A week or so before the event we contact award winners again and discuss the time to arrive at the Civic Center, arrange a meeting place, usually in the Theatre lobby or at the information booth and discuss specific details of the award and it’s presentation.

Why This Matters

I was trained in the Rivers Project in the spring of my first year of teaching. This project has defined my life in the classroom. I helped write curriculum for the Rivers Language Arts book and trained teachers how to integrate Rivers and Water issues into their English classes. It was such a natural integration: our students researched issues related to our natural world and wrote articles and letters to inform the public when problems surfaced. We offered teachers reading material that helped spark interest in rivers and water quality. I had a classroom set of Sand County Almanacs, and my students journaled every month, from August and “The Green Pasture” to April and “Come High Water.”

We got our feet wet wading in streams and collecting water samples. We ran buses every period to Cooper Park. We drew pictures and wrote journals about our local environs. We rode to Farmdale Park and walked through the streams. We listened while the Ranger pointed out the highwater mark for a 100 year flood and explained what it meant. We walked to the Ice Margin with its ancient fossils. These hands-on experiences engaged students in their local environment and they journaled regularly about their experiences. Three former Rivers Project students became teachers and brought their students to our Clean Water Celebration. The project affected my family, as well. One son samples water quality, captains the research boat, dives, and creates maps for the Sanibel/Captiva Conservation Foundation RECON project. Another son has a degree in Oceanography, worked for a year on a research project in Prince William’s Sound and is currently working for a year at a Forfar Field Station on Andros Island in the Bahamas. These gestures we make for the river and the environment create waves that affect all of us.

GeorgeAnn Siwicke



TEEN VOLUNTEERS

Sue Schliepsiek - English teacher who serves on the navigating committee for the CWC
High School Teacher who brings teen volunteers to the CWC

Primary Goal: The mission for teachers bringing teens to volunteer for the day is to match the students to the task needed on the day of the event. This can range from collecting lunches brought in by the attending classes to presenting a play or other presentation to be viewed by the attendees. The benefit is two-fold: teen volunteers share the responsibilities of hosting the CWC but even more importantly they serve as mentors to younger students as they share their knowledge of the issues and concern for clean water.

A To Do List:

There are many ways students can participate in the Clean Water Celebration. For example: a speech teacher may assign speeches on environmental topics to be first presented in class and later be presented at CWC. An English teacher may assign a report, term paper, play, etc. on environmental topics which can later be presented at CWC.

Volunteers are needed the day of the CWC to complete various tasks such as guiding younger students, helping out at the registration table, or collecting and distributing lunches brought in with classes. Two weeks prior to the event teachers should inform students of the opportunities available and decide which students will attend the CWC. Teachers will plan together so that all needed volunteers are scheduled with room assignments, lunch breaks, etc.

It should be made clear to teens attending that they have an important responsibility in helping to make the day go as planned. It is important that they understand the big picture so they can be a part of teaching the younger students how they can make a difference in their own environments.

Some teens may view the day as just a way to get out of classes and goof off for a day. Strict attention must be given by the teacher to make sure her students are doing their volunteer jobs. Students should be told that their behavior will be graded and in some cases extra credit given or taken away.

Why This Matters

I had a senior class one year who were assigned a senior project in which they researched a topic and worked to create a product as a result of their research. Two girls wrote grants to fund their project which was a puppet show/play about pollution of a river. They wrote the play and the songs, recruited other seniors to build the puppets and the set, and cast puppeteers and actors from their peers. They recorded and filmed the play. They presented the play at the CWC and continued to present it to other schools in the district. In all, they presented their play to over 5000 students that spring. It was amazing to me as their mentor to see how their creative ideas could result in the cooperation of over 20 seniors who reached out to so many younger students in their community in such a positive way. It was truly one of my most rewarding memories as a teacher of English for over 24 years.

Sue Schliepsiek

Sunday, Sunday

(Editor's note: Over the years we have had three very different kinds of experiences for different audiences in different settings. We have decided to outline all three and allow you to choose which would work best in your community. One thing has always remained the same, so we start there:)



THE OPENING CEREMONY

Brian “Fox” Ellis – Storyteller, Author, Naturalist, Museum Consultant

Imagine a brisk day in late April. More than 100 people are gathered on the Peoria waterfront, in the basin of a beautiful fountain, (thankfully, not yet turned on for the summer season). The steps down into the fountain create a perfect bowl for seating as folks begin to gather. The sound system is set up and a sound check is done. The table is set. The table cloth ripples in the wind blowing in off the river. Upon the table is a gorgeous piece of tangled-tree-root, driftwood collected from the river's shore many years before, polished and trimmed to create an intriguing sculpture, fashioned to hold a large chalice for the waters of life.



After a brief welcome, folks are invited to come forward one at a time and bring a small water sample from their watershed:

“This is from the headwaters of Big Hollow Creek, which flows in my backyard,” says one young man as he pours a few drops from a recycled water bottle.

“This is from the Chicago River,” pipes up a teacher, emptying her sampling into the chalice.

“This is water is from the Yangtze River in China, now so polluted that many call it dead!” growls Dr. Bob, “I brought it back from a recent trip, had fun smuggling that through customs!”

(Yes, more than a few of us cringe about the possibility of water borne pathogens. But rest assured the water is treated, with respect, before we empty the chalice.)

“This is from the Mackinaw River, Little turtle still swims!”

“The Spoon River.”

“My kitchen tap at home.”

“The Anacostia River, which flows through our nation's capital.”

The waters are poured together. Each person steps forward, pours in their sample, and then shares from whence their water hath come.

More than a symbolic gesture, the waters of this earth are truly united, one endless cycle of rain and run-off, evaporation and condensation.

As each person steps forward we are brought together by the waters of life.

A Winnebago Elder, Hayna Sine, steps forward, accompanied by his young friend of Lakota-Yakima ancestry, Jimmy Lakota. In silence he loads and lights his sacred pipe. He offers a puff to the four directions, the grandmothers and grandfathers. He offers prayers to the Creator of All Life. He humbly asks for blessings, blessings of the Water of Life, blessings for the people who have come to celebrate water, blessings for the event that is about to begin. The pipe is passed to a close circle and then he walks the circumference of the larger circle. The prayers rise. Hope rises. A song rises... and the magic hangs in the air like the last wisps of the melody...

When the 'Blessings of the Waters' ends, the mood shifts.

Sue or GeorgeAnn step up to the microphone and begins the awards ceremony for the Making Waves Awards. They often invite one of their high school students to give the formal presentation of the award, including a brief biography of the winner and a detailed explication of their achievements in making waves for clean water. The winner, Governor or high school student, scientist or science teacher, makes a short speech about their inspiration or how you can replicate their success. Everyone applauds, pauses, and wonders how maybe they can make a difference...

The opening ceremony is over. Folks chat, clap each other on the back, say hello to the friends they have not seen since last year and then we head off to the next event:

The River Walk,

The Riverboat, or

The River's Project Student Congress,

Sunday River Walk

Ann Pastucha - Retired middle school science/art teacher, artist, and park district employee

Karen Zuckerman - Middle School Science and Art Teacher Hollis Grade School, Peoria Co.

Camron Stanley - East Peoria Community High School science teacher and Peoria Zoo employee.

Primary Objective: Organize 'learning stations'/activities for the River Walk on Sunday. This event focuses on family activities along the downtown riverfront.

The Science River Walk is a walk along the Illinois River with learning stations about many of the plants, animals, and factors that influence the river and the people that depend on its rushing waters. Scientists, storytellers, and teachers share their insight and knowledge at various stations along the riverfront park. The audience includes families, home-schooled students, and the general public. The walk takes place on Peoria Park District's Riverfront Walking Trail and utilizes Park District facilities, personnel, and tables and chairs. Our goal is to contribute to the education of families about river/water issues.

This is a very informal event that encourages folks to come spend a springtime afternoon enjoying the river! It is a way to reach audiences that may not fit Monday's conference setting. Folks are free to visit any one of a dozen stations staffed by volunteers. You can learn to identify insects and their role in monitoring rivers for pollutants. You can borrow a fishing pole and spend time with an angler teaching casting, trying different baits, and discussing game fish, historical fisheries and invasive species. You can use a sece disk, pH paper and learn other simple water quality tests. There are also games, storytelling, and face painting stations.

Weather is the biggest question mark - try as we might we cannot control the wind or rain in Peoria during April. Having a contingency plan is mandatory. Wind was an issue that forced some to pack up early last year. We need to rethink support materials or give an option to relocate to protected location. For this reason, be flexible with the map and locations of activities - someone always wants to move. It is also helpful to have a large list of people to contact. It is difficult to secure a Sunday commitment from people.

The role of the coordinator is to seek out Science River Walk sessions, send out Session/ Presentation Forms to potential presenters, collect confirmations, prepare a presenter's resource packet, create a master list for sessions in coordination with Park District liaison, mail each presenter his/her confirmation along with a collection of resources that prepares him/her for the event, collect for distribution resources that match content of sessions, and then collect assessments when it is over.

A To Do List:

January: Contact park district to reserve site for Sunday walk, Save the date contact information to previous participants, Contact new vendors/participants. Focus on agencies, community groups, or individuals who aren't participating in Monday event. Also, displays must be interactive to energize children. A variety of displays that appeal to large audience are necessary to interest people who are just walking along the river front and unaware of the event._

Activities include Art – face painting, fish prints
 Games from *Project Wild*
 High school science clubs with environmental activities
 Community groups such as Peoria Wilds, Sierra Club
 Government Agencies such as Peoria Zoo, Nature Conservancy, Peoria
 Underwater Rescue
 Storyteller, urban fishing, balloon man

February: Request hand-outs from agencies for the “goodie bags”

March: Confirm participants and their request for tables, chairs, supplies

Complete forms for rental of river front

Reserve fishing poles, tables, chairs

April: Purchase and organize supplies for the various activities: face painting, fish print, cleaning supplies, first aid kits, game supplies, large magnifying boxes, tarp for storytelling

Prepare a map of walk with locations of all activities, make signs for the tables

Day of event: set up tables and chairs, tape up signs and guide participants to their areas.

The Spirit of the Riverboat

Brian “Fox” Ellis – Riverlorian for the Spirit of Peoria, Storyteller, Author, Educator

Primary Objective: If you know the river, you will love the river. If you love the river, you will do all that you can to make a difference. If you spend the day on the river, immersed in river-lore, testing water quality, watching Asian carp leap skyward, singing river songs with your pals, you will learn to love and care for the river! Our goal is to create a magical day on the water where folks learn river history and geology, experience water quality testing and bird watching first hand, and spend time with their friends enjoying the river!

12:30 PM “The Parade of Waters” begins on the River Front where students each bring a water sample from their creeks and rivers to add to the mix. A Ho Chunk elder blesses the waters. Awards are given to individuals, schools, teachers and companies who have made a difference in the quality of river life by improving water quality.

1:00 PM Board the Spirit of Peoria. As folks board, we send them immediately to the second deck where we dispense name tags. The name tags already have a number on them, (1, 2, or 3,). These three large groups include kids from a variety of schools. The mix of activity gives them a chance to mingle, while building their knowledge of the river. Most importantly the boat becomes a working lab and classroom, giving them experience with water quality testing and crucial information about the importance of our river ecosystem. As soon as everyone is on board the boat heads up stream. We make a few brief announcements about the flow of the afternoon and then divide into three groups to rotate three times to each of three stations where they will spend approximately 50 minutes.

1st Deck Each school will bring water testing equipment to test the river water. A teacher from each school will stay with their equipment and manage a smaller sub-group. Each sub-group will be competing against the testing standard set by a water-testing expert, Regina Hartley, head of Environmental Standards with ADM. Rather than a win/lose competition, if a team is within a certain standard, close to Hartley's scores, they have the opportunity of winning equipment for the school of their teacher/coach. This provides an opportunity for win/win, but still sets a high standard for effective testing. Other presenters on the first deck have included members of the Illinois Water Survey discussing invasive species, naturalists discussing river mussels, and geologists discussing the path of the ever changing river.

2nd Deck The second deck becomes a stage where Riverlorian Brian "Fox" Ellis and Folksinger Barry Cloyd entertain students with stories and songs that teach history and ecology, challenging students to think about their relationship to the river. After a short 20 minute performance, we shift gears and using a think-pair-share strategy, students will create stories, poems or songs exploring their experience with the river. There will be time at the end for students to share their stories, poems, and songs in a brief open mic session.

3rd Deck Audubon members, wildlife specialists and artist with plenty of binoculars, spotting scopes, sketch pads and watercolors will be located on the top deck to help students gain an appreciation for what is truly seen and not just looked at. With coaching from professional photographers and artists the students are challenged to see the river with new eyes.

After each group rotates through all three stations there will be about an hour of free time to go back to one of the stations, hang out with their new friends, finish a poem or painting or just soak in this beautiful river. Snacks, hot chocolate, coffee and soda will be made available near the end of the cruise.

5:30 PM Arrive back at the Peoria River Front.

The biggest challenge with the riverboat was costs. We were very fortunate to have a generous benefactor for several years, but due to changing conditions the committee decided that the funds would be better spent elsewhere.



The River's Project Student Conference

Brian “Fox Ellis – Storyteller, Author, Environmental Activist

In the early years of the Clean Water Celebration this was the focus of the event. For a variety of reasons it faded over the years so we began to experiment with other events. In a nutshell the primary objective was for high school students throughout the watershed to share their findings in measuring water quality in their local stream, creek or river. Compiling this data was a powerful way for students to make connections between the health of their local creek and the big picture of the watershed.

The day started with the opening ceremony followed by a featured speaker.

There was a variety of breakout sessions all designed with one goal in mind, namely, empowering students to be proactive in the health of their ecosystem. Teaching them the skills they needed to have a strong scientific basis for environmental activism. There were workshops on: using the latest scientific technology for water quality; writing effective press releases presented by a newspaper editor; and public speaking and storytelling to educate and motivate your peers.

There was dinner with a presentation from the keynote speaker for Monday's big event, then a late night dance for the high school students to have fun with their peers. (Was it Emma Goldberg who said, “I don't want to be in your revolution if I can't dance!”?)

The high school students then got up early to put the finishing touches on their exhibit hall displays for the middle school students who visited the conference the next day.

BOARD LIAISON - VIP TOURS

Lorraine Schwass - Liaison to the Sun Foundation's Board of Directors, current chairperson of the Board and high school guidance counselor, Peoria Notre Dame H.S., (also technically a certified science/social studies teacher and volunteer for other Sun Foundation projects)

Primary Objectives: Report back to the Board what is happening, recruit Board members to volunteer that day and help if possible AND invite VIP's for the tour of the Clean Water Celebration on Monday. Also lead a tour of the celebration for 5-6 people from the community to garner new support, monetary donations, in-kind donations, etc. People invited include business people, local politicians, key people who need to “experience” what this day is all about. Also get PND Key Club members to be teen volunteers that day for things like working in the Earth Balloon, meeting/greeting school busses, selling T-shirts, being “go-fors”, etc.

In one sentence: I help other Sun Foundation volunteers to know what they can do to help and recruit new talent.

A To Do List:

Ongoing: update the Sun Foundation Board of Directors on things like “who is the keynote speaker this year”, what sources of money or in-kind donations do we have, can we identify any new sources or connections? Also ask them for names of people to invite for the VIP tour that morning. Report on the CWC steering committee to the SF Board.

March: Post this volunteer opportunity for high school Key Club chapter. Make sure students have parent permission/excused absence forms completed. Book a school van for the day.

April: Invite any VIP's I can think of to attend that day. Contact them to "save the date" and make arrangements to meet them at 9:45 - 10:00 a.m. that day.

Sunday of the event: Attend the opening ceremony. Bring water from my travels to add to the "Chalice of Waters." Sunday activities in the past have included working on the "sternwheeler" with an activity, hosting an Illinois Humanities Council Road Scholar speaker, having a common rock/fossil of central Illinois ID contest, etc.

Monday of the event: Check students out of school who are volunteering. Drive school van downtown with students. Make sure they are assigned and working. Meet VIP's at designated spot and get them a complimentary CWC T-shirt. Split the tour people into small groups (4-5) people to go with other tour leaders (other Board members or retired teachers who are volunteering). The Civic Center is so noisy with organized chaos that a small group of 4-5 people is ideal for a tour. Too many more and they can't hear me! At end of day help pack up T-shirts that are left over, help clean up, and drive students back to school. Then collapse!

Post CWC: Attend a wrap up/evaluation party and potluck for the steering committee.

Problems to avoid: if you do a VIP tour, make sure you have small groups and not one large group.

Too hard to hear and not "hands-on" enough.

If you sell T-shirts, make sure there is change for the cash box.

If you are in charge of high school volunteers, make sure they bring a lunch so they don't "disappear" looking for food.

Why This Matters

The first time I stepped inside the Earth Balloon and realized how little of the Earth is land and how much is water. It really is a big blue marble! Stepping "inside" the Earth just gives one a totally different perspective and makes you feel truly awed at Earth's place in the universe (and your own, too!)

Lorraine Schwass

T-SHIRT COMMITTEE

Karen Zuckerman is a teacher of Science and Art to 5-8 grade students at Hollis Grade School in Peoria County.

Roseann Tomko is an art instructor at Peoria High School and Illinois Central College. **Karen Cotton** is External Affairs Manager for Illinois American Water Company.

Burdess & Associates is under contract with Illinois American Water Company as their advertising agency.

Primary Objective: This committee is responsible for design and production of the annual event T-shirt.

The event T-shirt serves many purposes. The front image reflects the theme for each year's Celebration and is selected from designs created by local art students. The back of the T-shirt acknowledges contributing sponsors. T-shirts are presented to sponsors, committee members, volunteers, presenters and exhibitors in thanks for their support. T-shirts are also sold to the general public to help fund the event. We have an annual design contest sponsored by Illinois American Water Company and managed by Roseann Tomko. Early in the fall we reconnect with the art teacher to confirm their participation in a student design project. When these are finished the committee votes on the winning design. In March we submit final design and a list of sponsors so they are ready in time for the event. Over the years the T-shirt have become a bit of a collector's item, (especially among committee members!).

COMMUNITY OUTREACH:

Ashley Adair Kinne - Peoria County Coordinator for Retired and Senior Volunteer Program (RSVP)

It is very important to have the support of the community in which you are hosting your CWC event. Among the most influential folks are your elected officials whom are in positions of power to change policy regarding water in your town, city, county, and state. Below is the ideal method of contacting these specific individuals in effort to gain their greatest participation.



At least 3 months in advance, notify by 'save the date' cards all elected officials in the targeted area regarding your upcoming CWC event. This includes, but is not limited to, township, city, county, school, state, and federal officials. The card should include the when, where, and why statements about the event. Send the save the date card in an envelope 1st class, postcards are considered 3rd class and are often misrouted or lost in the post office machines and cracks.

Plan an activity during the event when your invited elected officials can be recognized in some manner.

What doesn't work: Asking elected officials to participate in any event on a Sunday. Sundays are about the only day these individuals have to themselves and their families. They will resent your event if they are obligated to attend.

What does work: Asking elected officials to come visit your event, partake in a free lunch, meet with other elected officials (especially if they are higher ranking, i.e. senator, governor, etc.), and be recognized in front of audiences. Best days are non-official meeting nights, Mondays, not Fridays, and during the lunch hour.

Call personally to invite officials at least 1 month prior to the event. If you have a web site link to the event, ask for their email and send them the link along with an invitations and other pertinent information. Now you should have an email listserve of all your elected officials.

Email all invited officials at least 2 weeks prior to the event making sure they have the event on their calendar and that they are planning on attending. If there is an RSVP required for the lunch or activity remind them of this logistic asking that they get back with you as soon as possible.

Email all elected officials who have positively RSVPed to your event 2 days prior to the event stating your excitement in having them attend and their support.

“It’s all about the KIDS”.

Clean Water Celebration Reflections

A Final Word from Harry Hendrickson,

Executive Director, Illinois Science Teachers Association,

and CWC Committee member from its beginning

“It’s all about the KIDS”. This is the comment I have heard repeatedly from adult presenters and exhibitors over the past 18 years of the Clean Water Celebration. They are deeply concerned about the future due to the loss of connections between youth and the outdoors. Let’s examine closely what has changed from when those adults were kids and why these changes provide motivation for volunteers. Later we will examine how the CWC program addresses those changes in line with our knowledge of well designed educational programs.

Decades ago, most American children were exposed to outdoor learning and unstructured outdoor play. Students walked or biked to school or rode a public bus. Many teachers took students on field trips to tie learning to real world problems and local issues. Vacant lots were populated with kids and pickup games; tree houses were common for kids; swimming, boating, skating, hunting and fishing were popular kids’ activities. Camping under the stars, campfires, and outdoor cooking were great family activities. Parents trusted their kids and neighborhoods permitting unsupervised play and activities.

Today, virtually all children ride to school and back. Outdoor play is usually limited to structured sports, again with rides both ways. It is estimated students spend 40 hours per week in front of a screen or electronic device; they are connected worldwide through cell phones, smart phones, laptops, etc.; and they are said to text an average of 70 messages a day. Parents are concerned about safety and security of children, thereby promoting homebound, screenbound inactivity, overeating, poor nutrition, obesity, and a variety of behavioral disorders. While today’s children are facing complex environmental problems much different than those of decades before, their schools are reducing nature education and outdoor learning in favor of educational testing, reading, and math. School children are not being adequately prepared with 21st Century job skills for a green economy. This is why we are concerned about the kids and their future!

Richard Louv in his 2005 book *Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder*, documented many effects of the current sorry state of outdoor and environmental learning. Those findings are also expressed and summarized in the bipartisan No Child Left Inside Bill (HR 2054) currently before Congress, as paraphrased below:

1. Environmental education is essential for—
 - A. enhancing student learning and problem solving skills, especially in science;
 - B. creating responsible and engaged citizens; and
 - C. producing graduates who are prepared to address the challenges, adjustments, and opportunities that will be present in the life of the 21st century workforce, due to threats to human health, economical development, biological diversity, and national security arising from environmental stresses.
2. Studies documenting the increasing indicators of nature deficit show that time spent out of the classroom for learning during the school day is critical to the intellectual, emotional, and physical health of children.

Providing students with quality opportunities to directly experience the natural world can improve students' overall readiness to learn and academic performance, as well as self-esteem, personal responsibility, community involvement, personal health (including child obesity issues), and understanding of nature.

3. Fewer and fewer students are becoming involved in important environmental education courses, classwork, and field investigations as an unintended consequence of the No Child Left Behind Act of 2001.
4. Hands-on, experience-based environmental education as part of the school curriculum connects children to the natural world, and research supports that time spent outdoors lessens the symptoms of Attention Deficit/Hyperactivity Disorder (ADHD), reduces stress and aggression, helps children sleep better, and improves physical health.
5. Environmental education 'in the field' as part of the regular school curriculum gets students outside. This contributes to healthy lifestyles through outdoor recreation, exercise, play and experience in the natural world that is critical to helping prevent obesity and address other related health problems.
6. Environmental education for elementary and secondary school students is critical as our Nation transitions to a green economy. Manufacturing workers, as well as architects, engineers, planners, scientists, business managers, financial experts, lawyers, entrepreneurs, political leaders, resource managers, and others, must be environmentally literate to succeed in a green economy.
7. Environmental education provides critical tools for a 21st century workforce by providing students with the skills to understand complex environmental issues so they may make informed decisions in their own lives and find solutions for real world challenges facing us as a nation. Business leaders also increasingly believe that an environmentally literate workforce is critical to their long-term success. Environmental education helps prepare students for real world challenges.

When we say "It is all about the kids," we believe the Clean Water Celebration and events like it are helping provide environmental education and encouragement for teachers and students to do more. The engaging activities of the Clean Water Celebration are educationally sound and fit many elements of well designed learning programs. Let's examine how.

The Clean Water Celebration is developed, supported and led with guidance from collaborative partners. The Conference committee consists of representatives from grade school teachers, high school teachers, environmental educators, foundations, industry, environmental organizations, local and state government, higher education, natural resource agencies, retirees, and students.

Each and every student who comes to the Clean Water Celebration has access to educational opportunities and services that enable his or her success. Exhibitors, stream leaders and session instructors all prepare and present hands-on activities using props and resources teachers do not have in the classroom. Teachers are provided with advance study questions by exhibitors and outlines by Stream or Session leaders so they can integrate their classroom activities with CWC learning. High school students lead many exhibit presentations providing younger students with role models.

Those providing educational sessions give students current information on timely local issues not found in textbooks. They help prepare students to progress through the educational pipeline by enhancing higher level analysis skills applied to local issues.

Most if not all of the learning activities can be tied to Illinois Learning Standards, particularly in Science Goals 11-13. We know that about 2/3rds of the achievement test questions relate to the environment. Students do

not just learn facts or concepts, but how scientists learn, or “process science”. For example, fisheries biologists show students how to tell the age of a fish, so they can analyze production rates.

The Clean Water Celebration recognizes and respects the vital role of teachers and they are directly involved in the planning. Teachers generally accompany their students or have them working on assignments during the CWC, so they are able to secure professional development time and to learn with their students. Teachers’ evaluations help identify and correct problems, and help us to improve the CWC the following year.



Summaries of the evaluations and conference reports are shared among conference planners to improve CWC and demonstrate accountability.

So, the Clean Water Celebration provides strongly needed environmental education opportunities in an educationally sound framework. The two to three thousand KIDS who come each year and for whom we do this volunteer work also provide us with smiles, positive feedback, evaluations, and many colorful thank you notes with their favorite memories. We hope the best for these kids and that this contribution to their learning about

the environment and outdoors will adequately equip them for the problems and world condition we are leaving them. Again, **“It’s all about the KIDS.”**

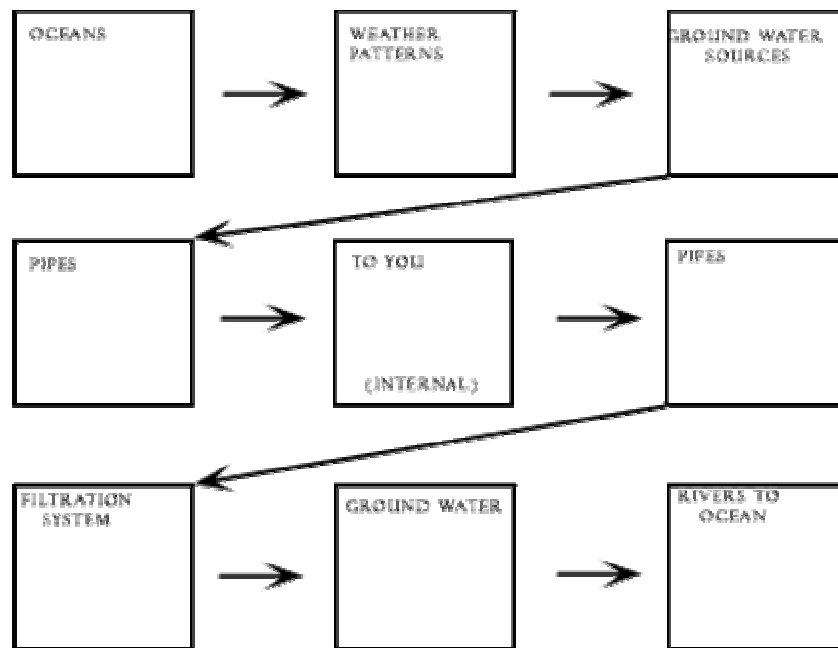
APPENDIX A: Following are a series of one page handouts easily copied for students

Walter the Water Molecule

After listening to the story of "Walter the Water Molecule," create a flow chart that tracks your water from the ocean to you and back again! The key words are evaporation, condensation, precipitation and collection.

1. Look at a map of the world and study weather patterns to figure out where your clouds gather moisture.
2. Look at a map of your state or country and trace the creeks and rivers that flow through your neighborhood. (Include the other paths of water through plants and animals that share your water supply.)
3. Study the ground water beneath your home. Look for maps of aquifers and underwater streams and lakes.
4. Where does your drinking water come from? Trace a map of your city or county and map the path of water from the filtration plant to your home.
5. Draw a diagram of your house and map the pipes to your faucet.
6. Draw a diagram of your body and map the path of water through your blood streams.
7. Now reverse the process and step-by-step trace the water from you through the filtration process, rivers or streams, back to the ocean.
8. Use this information to write your own exciting adventures of "Walter the Water Molecule." Rewrite and edit your story. Draw pictures and publish your own book.

Use this flow chart to make a map of your story:



You can purchase the story "Walter the Water Molecule" on the CD, [Imagine: Adventures in Nature](#), on the DVD [Our Planet](#) or in the book [Learning from the Land!](#) All three are available from www.foxtalesint.com!

RIVER STORIES

Retell a story you heard today as if you were there when it happened!

Mark Twain, more than anyone else, celebrated America's rich river history. Not only was he a great writer, he was also a dynamic storyteller who made his living telling stories and giving lectures. Mark Twain



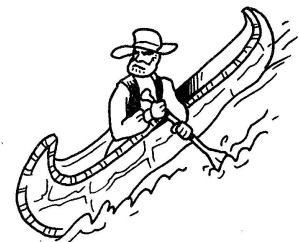
had a very personable style of bringing the story to life with vocal inflection, gesture, and his brilliant, witty use of the language. Go to the library and find one of Twain's short stories. "The Jumping Frog of Calavaris County", "The Ghost with the Golden Arm", and "The War Prayer", are a few of my favorite Twain stories. When you find one you like read the story out loud several times to get a feel for it. Experiment with different voices, pacing and tone, sound effects and dramatic inflection as you read it out loud. Stand up and act it out. Close your eyes and see the story in your imagination. Do not memorize the words. Remember the outline of the story and use your own words. Practice, practice, PRACTICE. When you think you have it, tell it to your class.

Beyond Huck Finn and Tom Sawyer, America has a diverse tradition of river related folklore characters, real and imagined. Mike Fink was a keelboat man who was half alligator, half horse. Annie Christmas was an African-American woman who single-handed pulled a steamboat out of a storm. Look for Carl Jugendorf's Sand in the Bag, or B.A. Botkin's A Treasury of Mississippi Folklore. Both books contain some wonderful tales of America's rivers that you could learn and tell. Or better yet, write your own tall tale about an adventure you had on the river wrestling alligators or catching a 200 lb. catfish.

Find a good map of your neighborhood, city, state and country. Use these four maps to trace the route you

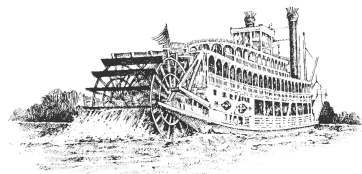
would take if you paddled a canoe from your house to the ocean. Make a list of what cities you would pass, what states you would go through, and what the terrain would look like along the way. Imagine making this journey. Write an imaginary journal charting how many miles you could paddle each day. What adventures would you have? What problems might you encounter? What might you learn about river ecology, geology, bird migrations, fish populations, amphibian and insect relationships? What might you learn about American history? Write a story that brings these lessons to life for your reader.

The rivers of America are time lines that trace the rich layers of our history. From the Ancient Americans to the first pioneers, from fur trappers to modern barge pilots, America's rivers have played an important role in our history and economics. Think about these layers of history as layers of a cake. Think like an archeologist; dig down through each layer of your local history. Who lived here before you? Who lived here before then? How did the rivers bring them here? Using your canoe as a time machine write a poem or story about your travels through these layers of river history.



Rivers are also a great place to study the strata of geological history. River bluffs reveal layers of the earth's past; layers of limestone reveal an ancient sea bottom with fossils. River stones could have been carried from hundreds of miles away and made hundreds of millions of years ago. Go down to the river and collect some stones. Learn the stories they could tell.

Rewrite, edit, and type your stories to share with your class. Send one to me and I may use it on my web page.



Fox Tales International
P.O. Box 10800, Peoria, IL 61612
www.foxtalesint.com

CANOE SONG: A VOYAGER'S TALE

Travels with the French Explorers



Retell the story of the Piasa as if you saw it yourself! To read an online version of the Piasa visit www.piasanet.com/piasalegnd.htm

Imagine paddling your canoe more than 2000 miles from your home to the Gulf of Mexico and back again in one summer!

First, how would you get there? Use the map below to trace your route. If you traveled 60 miles per day downstream and 30 miles per day upstream how many days would it take? Write a fictional journal about what you saw and did each day! Rewrite and rehearse these stories and tell them to your class.

This performance is about just such a journey made by Etienne Renault and Pere Zenoble Membre in 1690. They were following in the wake of Pere Marquette and Louis Joliet; under orders from Henri DeTonti they were looking for Rene Robert Cavalier Sieur de LaSalle. Much of the text of this performance is taken from their journals. To learn more about these intrepid explorers go to the library and read biographies of these great men!

In 1674 Pere Marquette and Joliet were the first Europeans to paddle a canoe through what is now Illinois. They left Green Bay, Wisconsin in the spring, paddled up the Fox River and down the Wisconsin. They traveled down the Mississippi to the Arkansas River before turning around and coming back up stream. The Indians told them of a short cut, up the Illinois River to Lake Michigan. Using a second color, trace Pere Marquette's route on the map.

LaSalle and Detonti were the first to paddle all the way down the Mississippi to the Gulf of Mexico. LaSalle also walked from Peoria, Illinois to Fort Frontenac on the north coast of Lake Ontario. He explored the Ohio River and built the first sailing ship to sail through all five great lakes. He later sailed from France to New Orleans, but missed his mark by 200 miles and died in the deserts of Texas. Using a third color retrace LaSalle's journeys.

LaSalle's goal was to build a fur trading empire. He brought beads and axes, muskets and other metal tools to trade for beaver pelts. These pelts were then made into felt hats. Abraham Lincoln and King Louis wore beaver felt hats.

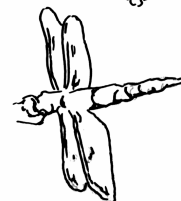
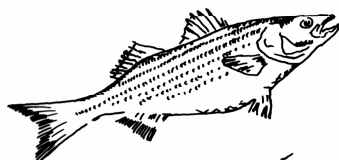
What are some of the things you like to trade? Write a story about a time when you had to barter or trade for something important. Who did you trade with? Did you get a good deal? How did you convince them to give you what you wanted? What did you have to give them?



Send your stories to www.foxtalesint.com

ADVENTURES IN NATURE

Draw the food web, connecting these animals to their source of food. Who eats whom? Then color in the plants and animals.



Retell a story you heard today as if you were there when it happened!

Imagine you are in a different environment: the rainforest, the desert, the prairie or grasslands, the coral reef, the taiga or boreal forest, the frozen tundra, or a city park. List or draw the plants and animals that live there. Who eats whom? Which one may eat you? Write a story about this food web in this new environment. Put yourself in the story.

If you could become any animal in the world, what animal would you be? Learn about this animal's life. Where does it live, (habitat)? What does it eat? What eats it? Does it come out at night (nocturnal), or during the day (diurnal)? Does it sleep through the winter, (hibernate)? Or travel great distances, (migrate)? Learn as much as you can about this animal. Then, close your eyes and imagine you are this



animal: what do you see, do, and think about? Instead of writing a report, write an exciting story about

this animal's life.

Did you know that you are mostly water? Where did that water come from? Where will it go when it leaves your body? Write a story about the adventures of a drop of water. You could start in a lake or ocean, rise into the air (evaporation), form a cloud (condensation), float over the land and fall as sleet, snow or rain (precipitation). Flow through a river, plants, animals, and into a human, then back into the air, a cloud, and into the ocean. The more details you add to the story the better it will be.

Tell your versions of these stories to a partner and then listen to your partner's stories. Rewrite, revise, edit and type your stories to share them with your class. Send a copy to me and I may use it in my next newsletter!

APPENDIX B: These are the various forms we use to register classes, exhibitors, presenters, etc. Feel free to copy or adapt as needed.

Clean Water Celebration April 27, 2009
Special Event/ Breakout Session/ Presentation Form

1. Name of presenter or Agency:

 2. Contact Person:

 3. Phone: _____ Fax: _____
 4. Email:

 5. Street Address:

 6. City: _____ State: _____ Zip Code: _____
 7. For the program, please provide a short 5-10 word title:
 8. What is the overall theme or topic of your presentation? Please provide a short abstract of your presentation supporting your theme or topic. We use this to describe your session to the teachers. _____

 9. How long of a presentation are you planning? Presentation times can vary.
___ 30 minutes _____ 45 minutes
___ Other _____
 10. How many times are you willing to present this session?
___ Once ___ Twice ___ Three times ___ As many as needed
(The day runs from 9AM-2PM. If presenting more than once, a 15-minute break will be scheduled between sessions.)
 11. Do you want an opportunity to attend one of the keynote sessions?
___ Yes, please! ___ Thank you, but not necessary
 12. How would you like your room to be set?
___ Lecture style with a table in front and chairs in rows facing the speaker
___ Hands on style with a table in front for presenter(s) and tables and chairs for participants
___ Open space with a table in front for presenter(s) and chairs around the perimeter
___ Other _____
- Please note that rooms will be open anytime after 6:00 am the day of the event.
13. Do you have any special needs? If your needs change, please let us know as soon as possible.
___ TV/VCR ___ TV/DVD ___ Multimedia projector
___ Other _____
 14. Please list two focus questions that students should be able to answer after attending your session.
(1) _____
(2) _____

Please return to Karen Zuckerman, Clean Water Celebration, Hollis School, 5613 W Tuscarora Road, Peoria, IL 61607 or Fax to Karen Zuckerman 309.697-1334. Questions? Contact Karen at 309.697.1325 or kzuckerm@hollis.peoria.k12.il.us

Presenter Guide & Information

Welcome to Clean Water Celebration 2009. We thank you for your commitment to this event. *I have enclosed:*

- 1) *A copy of your schedule. This should show the names of the schools attending, and numbers of participants, and their grade levels. In order to accommodate everyone attending, we NEED you to follow the enclosed schedule. Sessions are booked to fill the space available and we are at capacity! Please do not allow schools not scheduled into your presentation. Like wise, do not allow any scheduled schools to attend at a time for which they are not scheduled. If either of these occurs, there will be a group of students with nowhere to go. Please note that some schedules show room for walk-ins. These will often be individuals or home school families.*

(Please phone Karen Zuckerman at 309-697-1325 if you would like to request any changes or if you have questions about the schedule. We will try to accommodate you to the best of our ability.)

- 2) An event map.
- 3) A copy of the information the teachers received.

Their day includes attendance at one of two keynote sessions presented at 9:00 AM and again at 11:00 AM, an Environmental Stream (hour-long session comprised of three 20-minute presentations on Aquatics, Watersheds and Recycling), time in the exhibit hall, and one or more special event sessions.

Other information:

- Car Parking and Fee

The Civic Center charges **\$6.00 for parking vehicles** in its lot

- Lunch

Concessions will be open in Exhibit Hall C from 9:00 AM – 1:30 PM.

NOTE: YOU MAY ORDER A BOX LUNCH for a fee of \$13.00, which will be delivered to your presentation room. PLEASE RSVP orders ASAP to Karen Zuckerman kzuckerm@comcast.net.

Be sure to tell her your choice of a regular or veggie box lunch. Included with the sandwich will be chips and a cookie. Beverages are on your own.

- Information and Registration area is outside Exhibit Hall C. Check in here anytime after 6:00 AM. COFFEE AND JUICE CAN BE FOUND HERE!

Rooms should be open for set up on Monday morning after 6:00 AM. Please let us know if you need to set up or leave materials on Sunday. Sunday access requires special arrangements.

- Lost and Found/First Aid will be located in the Clean Water Information/Registration area outside exhibit Hall C. **NOTE: If students, parents or teachers become separated from their group or arrive at a different time, they should report to the Clean Water Information/Registration Desk outside exhibit hall C. If someone is lost send, them to this desk, their party will look for them there. All lost and found materials can be claimed here.**

- T-shirt Information

T-shirts will be sold in Exhibit Hall C.

If I have left out any information, please call 309-231-7451(cell) or <mailto:kzuckerm@hollis.peoria.k12.il.us> or <mailto:kzuckerm@comcast.net>

Clean Water Celebration 2009: Back to the Future

Monday, April 27, 2009

Peoria Civic Center

SCHOOL NAME: _____ Phone: _____

CONTACT NAME: _____ Fax: _____

ADDRESS: _____ Email: _____

CITY: _____ STATE: _____ ZIP: _____ COUNTY: _____

Please fill out the information requested above. Then read the special event choices below and choose the one hour events (list in order of your preference 1st, 2nd, 3rd, etc.). We will schedule, unless you inform us otherwise and as your time permits, your school in a keynote session, an environmental stream and/or 1 - 2 special events programs with some time in the exhibit hall. (See Special Needs and Requests section.) Please return as soon as possible to Karen Zuckerman, Hollis School, 5613 W. Tuscarora Rd., Peoria IL 61607, or fax (309) 697-1334 as all special events are on a first come first served basis.

Time of ARRIVAL: _____ Time of DEPARTURE: _____

Number of STUDENTS attending: _____ GRADE LEVEL (S): _____

Number of ADULTS attending _____ SPECIAL NEEDS OR REQUESTS

___ No ___ Yes (See below.)

___ Please schedule my students together for sessions.

___ Please schedule students in groups of ____.

KEYNOTE SESSION

Be One with the Earth: A Message from the Past to the Future, Dr. Michael Wiant, Director, Dickson Mounds Museum For nearly 40 years, Dr. Michael Wiant, an archeologist, has been digging and sifting earth in the Illinois River valley in search of answers to questions about human life. How do human societies balance their needs with nature's supplies? How do human societies sustain their way of life? What do people do when their way of life is out of balance? These questions, and many more, are the subject of anthropological research, but the answers are of importance to everyone. Join Dr. Wiant as he explores the history of Native American s living in the Illinois River valley and their messages to those living here today. 13B, 18A, 18B, 18C

Select _____ 9:00 a.m. or _____ 11:00 a.m.

ENVIRONMENTAL STREAMS

Environmental Streams are designed to give teachers and their classes more substance and science content. The content in these streams will cover goals 4, 12, 13, 16 and 22 of the Illinois Learning Standards. Each teacher will be able to take their class to a stream of three twenty-minute presentations on WATERSHEDS, AQUATIC LIFE/FISH, and RECYCLING. 4A, 12A, 12B, 12E, 13B, 16E, 22C

SPECIAL EVENTS SELECTION

(Please choose the sessions you would most like to attend, **listing in order of your preference 1st, 2nd, 3rd, etc.**) In some of the sessions below, a High School student/students will also present a short program. We have not yet confirmed all of the High School presentation topics.

- _____ **Session 1 – The Medicine Wheel and a Community of Humans - Jo Lakota, Native American Storyteller and educator** Peoria’s principal Native American Story Teller will engage students in a discussion of the connectedness of all things, especially as they are connected by water. Learn how the medicine wheel teaches us to honor the gifts of all the world’s people (and life forms) in order to create harmony and successful existence on Mother Earth. Included will be an explanation of how the pipe ceremony symbolizes this belief and how our care of our water resources reflects and affects our won physical, mental, and spiritual health. 4A, 18A, 27A, 27B <http://7circlesheritage.org/>
- _____ **Session 2 – pHun Chemistry - presented by the Chemistry Club of Illinois Valley Community College, Oglesby, IL.** Chemistry will be pHun/fun and interesting. Come and see chemical reactions involving color changes and emission of light. Several demonstrations will use liquid nitrogen. 4A, 12C, 13A <http://www.ivcc.edu/>
- _____ **Session 3 – Physics Fun - presented by the Physics students of Pekin Community High School** Physics students from Pekin Community High School are back and will present entertaining and educational physics shows. 4A, 12C, 13A <http://www.pekinhigh.net/>
- _____ **Session 4 -- Mark Twain – as performed by Warren Brown, Illinois Humanities Council** Mark Twain, a heroic character in American legend and literature, will visit with your students through Warren Brown. See a dynamic portrayal of Mark Twain’s wit and wisdom with a question and answer session following. This program made possible in part by a grant from the Illinois Humanities Council, and the National Endowment for the Humanities and the Illinois General Assembly. 4A, 16A <http://www.wbmtwain.com/>
- _____ **Session 5 – Our Watery Blue Planet - presented in the EARTH BALLOON, Whereabouts, Inc.**
- Earth Balloon is an incredible learning environment - a 20’ inflatable globe that students enter. Inside, they look at the world from the inside out and make discoveries about how the world works. How is all the water on Earth interconnected? Students will explore water-from fresh water resources to motions of the oceans. 4A, 12B, 12E <http://www.whereaboutsinc.com/>
- _____ **Session 6– Tribal Tales from the Rivers Edge with storyteller Brian “Fox” Ellis** Since the dawn of time Native people have prospered in the fertility of the Illinois River Valley. Pimiteoui, Fat Lake, is one of the oldest continuously inhabited sights in the world. Imagine Canoeing down the river and paddling back through time. In this dynamic performance, Fox shares both folklore and true history from the American Indians met along the way. The audience is immersed in the rhythms of the river through songs, poetry and creation myths of Native Americans. 4A, 16A <http://www.foxtalesint.com/>

_____Session 7 -- History of Herps along the Illinois River-Jason Juchems, Central Illinois Herps Society Discover the history of Herps, the reptiles and amphibians, of Illinois with Jason Juchems, President of the Central Illinois Herpetology Association. 4A, 12A, 12B <http://www.centralillinoisherp.com/>

_____Session 8 – History of Eagles on the Illinois River-Joe Hand, Wildlife Prairie State Park Learn all about these winter visitors and the summer resident eagle population. What are their characteristics, habitats, adaptations, migration patterns? What is the importance of clean water and protected habitat for the survival of the Bald Eagle and other birds of prey? 4A, 12A, 12B <http://www.wildlifeprairiestatepark.org/>

_____Session 9 – Native Americans Use of Wetland Resources- Illinois State Museum-Dickson Mounds, Department of Natural Resource For thousands of years, Native Americans relied on wetland resources (e.g. fish, mussels, water fowl, and a variety of plants) to sustain their lives. Using artifacts, participants will identify key resources, the means by which they were harvested, and how they were used, during a series of hands-on activities. 4A, 16E, 17D <http://www.museum.state.il.us/ismsites/dickson/>

_____Session 10 -- Illinois Wildlife- Marge Bjorklund, Wildlife Rehabilitator and Educator Living native Illinois birds and mammals steal the show as Marge, a licensed Wildlife Rehabilitator, tells the fascinating stories of each individual animal, explains the natural history of each species, its ecological importance and its connection to Illinois waters. 4A, 12A, 12B http://www.lakeview-museum.org/edu_science.html

_____Session 11 -- River Sweep - Tom Rowen, Illinois River Sweep Learn how youth are involved in an annual cleaning up the Illinois River and discover how you can become stewards for our river. 4A, 22C <http://www.friendsoftheillinoisriver.org/>

_____Session 12 –What is that Bug Doing in my Water? Dr. Bob Williams Learn how to tell if a stream is clean or polluted by identifying the critters that live in the bottom of the stream. You will see bugs that tell you about clean water and bugs that tell you that the water is bad. After this session the children will bug you to go outside to explore their local stream so prepare to “dip in”. 4A, 12B, 22C <http://www.siu.edu/OSME/river/Dr.Bob/DrWillia.html>

_____Session 13 – River Clean-up, Restoration, and Education, Mike Coyne-Logan, Living Lands and Waters Learn how one person can make a difference, the importance of protecting and preserving our rivers and watersheds. Discover life as a crew member on the only industrial strength river clean-up organization in the world. 4A, 13B, 22C <http://www.livinglandsandwaters.org/>

_____Session 14 – A Look at Water through Fresh Eyes, Doug Leunig, photographer Join artist, photographer Doug Leunig in a session that challenges you to look at water in all of its forms, translated through a variety of media and artistic expressions into the sights and sounds of seeing our most valuable resource anew. 4A, 25A, 26A, 26B, 27B <http://purposedrivenart.org/>

SPECIAL NEEDS OR REQUESTS

Please describe below any special needs or requests, including grouping and scheduling preferences.

For more information contact: Karen Zuckerman, Hollis School, 309-697-1325

TRANSPORTATION FUNDING MAY BE AVAILABLE:

NOTE: If your school is within Mason, Peoria, Tazewell, or Woodford counties, you may complete the application for requesting financial support. **Peoria County Recycling and Resource Conservation, Tazewell County Solid Waste Program, and the Central Region Groundwater Protection Committee offers schools within Mason, Peoria, Tazewell, and Woodford counties the opportunity to attend the Clean Water Celebration. The financial support provided will pay for transportation of students to this event.** If your school is located in Marshall or Putnam Counties, please contact

Jill Ketter, Marshall-Putnam Soil & Water Conservation District at 309-364-3913 Ext. 3.

Current sponsors of the Clean Water Celebration:

Ameren CILCO, Aventine Renewable Energy, Inc. Karen & Robert Bartelt, Richard & Cathy Bartlow, Cargill Water Matters Mini Grant, Caterpillar Foundation, Central Illinois Community Foundation, Central Region Groundwater Protection Committee, CF Industries, Core Construction, Joan & Bob Ericksen, Five Star Water Company, Rudy Habben, Hotel Pere Marquette, Huff & Huff, Illinois American Water Company, Illinois Arts Council, Illinois Department of Natural Resources, Illinois Environmental Protection Agency, Illinois Humanities Council, Illinois Section AWWA, Mark Twain Hotel, MGP Ingredients of Illinois, Inc., Ann Pastucha, Peoria Area Convention and Visitors Bureau, Peoria Civic Center, Peoria County Recycling & Resource Conservation, Peoria Heights Water Works, Prospect TV and Sound, The Rivers Project, Jaclyn S. Schliepsiek, Sierra Club, The Sun Foundation, GeorgeAnn Siwicke, Tazewell County Health Department, Tazewell County Solid Waste Program, Tazewell Recycling and Disposal Facility, Roseann Tomko, Tri-County Regional Planning Commission, Wayne Baum Family Foundation, E. Scott Velling, Dr. Robert Williams, WMBD Radio 1470, Karen and Richard Zuckerman

Welcome to Clean Water Celebration 2009!

April 27, 2009 at the Peoria Civic Center

Teacher Guide & Information

The following information is very important, please read everything carefully!

Student Drop-off/Pick-up

Please have your bus driver drop off the students and teachers at either the **Fulton Street** entrance or the **Monroe Street** entrances. (See map.) Students will be picked up at these same locations. Meters should be covered on Fulton Street to aid in drop off and pick-up. NOTE: THIS IS NOT A PARKING AREA!

Bus Parking

The Civic Center asks that buses proceed to and park in the Fulton Parking Lot across Monroe Street (See map.) The attendee should simply click you in. Donors have covered bus-parking fees. Our thanks go to: the Central Region Groundwater Committee; Howard & Howard Attorneys, PC; Illinois State Water Survey, Peoria County Recycling and Resource Conservation Program, and the Tazewell County Solid Waste Program.

Car Parking and Fee, \$6.00

The Civic Center charges \$6.00 for parking vehicles.

Lunch - Bring or Buy

You may have your students bring their lunches or they may purchase them from the Peoria Civic Center concession stands. If bringing lunches, please collect lunches, box them, and clearly label the boxes with the school name on the outside. The boxes of lunches will be transported to and stored at the Information/Registration area outside of Exhibit Hall C. Just give your school name when you need them. Lunch tables will be available in and around Exhibit Hall C. Concessions will be open in Exhibit Hall C. Waste receptacles will also be available in the lobby in front of Exhibit Hall C.

Registration/Check-In

If you are attending the keynote session first (at 9:00am or 11:00am), please proceed directly to the THEATER and begin seating your students as soon as you arrive, filling seats from front to back. Someone on staff will be at the CHECK IN STATION near the theater lobby entrances to collect any lunch containers and take them for storage. Only one person needs to check in for your group!

If you are arriving in time for your first session, please go directly to the session and report to the CHECK IN STATION or INFORMATION/REGISTRATION after your session ends.

If you are not attending a keynote first and you are arriving for exhibits or sessions please check in at the CHECK IN STATION near the theater lobby entrances or the INFORMATION/REGISTRATION area outside Exhibit Hall C and drop off lunch containers.

(See maps.)

Schedule!

In order to accommodate everyone attending, we NEED you to follow the enclosed schedule: If scheduled in a stream, you should have a color-coded folder for each group. Sessions are booked to fill the space available and we are at capacity! There are numbers indicated on your schedule for each session. Please have supervision for each group. You should have enough color-coded sheets that each supervisor has their own. Please call Karen Zuckerman at 309-697-1325 if you would like to request any changes or if you have questions about the schedule. We will try to accommodate you to the best of our ability.

Red, Blue, and Yellow Streams are in Exhibit Hall A. Entrance and exit should be from the Triangle Lobby. Green and Orange Streams are in Exhibit Hall B. Entrance and exit should be from the Skylight Lobby.

Evaluations – Student & Teachers

Students and Teachers are encouraged to give us feedback about exhibits/presenters. An evaluation/survey form is enclosed. They are also available at http://www.crgw.net/clean_water.htm and at the check – in /registration areas.

Lost and Found/First Aid

Lost and Found and First Aid will be located in the Clean Water office area outside exhibit Hall C. If students, parents, or teachers become separated from their group or arrive at a different time, they should report to the Clean Water Information/Registration Desk outside exhibit hall C. If you should lose someone from your group, look for them there. All lost and found materials can be claimed there.

T-shirt Information

T-shirts will be sold in Exhibit Hall C.

Groundwater Awards Nominations

Groundwater award nominations are being accepted for any teacher, student, or organization in Mason, Peoria, Tazewell or Woodford counties. Visit the Central Region Groundwater Protection committee Web site at http://www.crgw.net/clean_water.htm for more information and to download a copy of the nomination form.

Study guides for exhibits

Study guides/questions for exhibits will be available after April 15th on the web site at http://www.crgw.net/clean_water.htm. If you are unable to download these pages, contact Karen Zuckerman at 697-1325 and they can be faxed to you.

Illinois American Water Company? Rivers Project? Sun Foundation?

Want to find out more about Illinois American Water, the Rivers Project or the Sun Foundation? Check out their web sites: <http://www.amwater.com/ilaw/>, <http://www.siue.edu/OSME/river/>, or <http://www.sunfoundation.org/>

Prepare for your trip!

Dr. Michael Wiant, director Dickson Mounds State Museum

<http://www.museum.state.il.us/ismsites/dickson/>

Mark Twain/Warren Brown

<http://www.wbmtwain.com/>

Brian “Fox” Ellis and Prairie Folklore Theater

Check out the programs available to you by visiting

<http://www.foxtalesint.com/>

Jo Lakota, Native American Storyteller

<http://www.7circlesheritage.org/>

Marge Bjorklund, Illinois Wildlife

http://www.lakeview-museum.org/edu_science.html

Herps

<http://www.centralillinoisherp.com/>

<http://www.peoriazoo.org/>

Eagles

<http://wildlifeprairiestatepark.org/>

Living Lands and Waters <http://www.livinglandsandwaters.org/>

P2D2 <http://www.p2d2program.org/>

River Sweep [http://www.friendsoftheillinoisriver.org/Illinois River Sweep 2006.htm](http://www.friendsoftheillinoisriver.org/Illinois_River_Sweep_2006.htm)

Doug Leunig <http://purposedrivenart.org/>

Gary Swick & Dundee Crown High School students

<http://www.centerkey.com/swick/>

Dr. Bob Williams

<http://www.siu.edu/OSME/river/Dr.Bob/DrWillia.html>

Jody Tokes and Megan Beecham, EPCHS, Environmental Stewardship

<http://www.epchs.k12.il.us/faculty/BEECHMEG/syllbs/P7syllbs.htm>

USEPA

Click on <http://www.epa.gov/> to discover a wealth of information and a cool kids site.

Visit <http://www.irn.org/> to learn about Rivers and Dams and access some great river links.

For maps of the Illinois River since 1673, visit

Wetlands Initiative <http://www.wetlands-initiative.org/pages/page85.html>



Visit this interactive site and discover the cultural and economic life of the People of the Illinois River

<http://www.museum.state.il.us/RiverWeb/harvesting/index.html>

Earth Day <http://www.earthday.net/>

Announcements via email

If you have not already received announcements via email, please be sure to email Karen

kzuckerm@hollis.peoria.k12.il.us or <mailto:kzuckerm@comcast.net>

to have your email address added to her current list.

Sample Schedule
Clean Water Celebration 2009
April 27, 2009
Peoria Civic Center

Contact name: Sara Hanlin

School: Farmington Elementary

Grade: 5th

Numbers: 102 students + 8 adults (3 groups 34)

Address: 108 N Lightfoot Road

City, State, and Zip: Farmington, IL 61531

Phone: 309.245.1000 ext.1

Fax: 309.245.9165

shanlin@dist265.com

In order to accommodate everyone attending, we need you to follow the schedule for your school! Please call Karen Zuckerman at 309-697-1325, if you would like to request changes. We will try to accommodate you as best we can.

Schedule

Time	Event	Room Number
Arrival 8:45	Check-in	Outside Theater lobby
9:00-10:15	Keynote - all	Theater
10:30-11:15	Tribal Tales - all	Room 221
11:20-11:40	Lunch	Hall C
11:45-12:45	Orange Stream	Hall B
34 students	Begin at Orange Aquatics	
34 students	Begin at Orange Watershed	
34 students	Begin at Orange Recycling	
1:00-1:45	Exhibits	Hall C

Depart 2:00

Clean Water Celebration 2009

Teacher Evaluation

Thank you for your participation! Could you take a few minutes and evaluate your experience? The navigating committee will be meeting in May to evaluate this year and to begin planning for next year. Your input will help! Please return asap. Thank you. Karen Zuckerman kzuckerm@hollis.peoria.k12.il.us or Fax 309.697.1334

Overall, how would you rate this experience?

(5 highest rating, 1 lowest) Please circle one: 5 4 3 2 1

Comments: _____

How would you rate the information you received prior to the event?

Please circle one: 5 4 3 2 1

Comments: _____

How would you rate the exhibit hall booths?

Please circle one: 5 4 3 2 1

Which booths were the most interesting: _____

Which booths were the least interesting: _____

If you attended the keynote, how would you rate the keynote session?

Please circle one: 5 4 3 2 1

Comments: _____

Which special event session did you and your students attend? _____

How would you rate this session? Please circle one: 5 4 3 2 1

Comments: _____

If you attended a stream, which color were you assigned? _____

How would you rate the stream this year? 5 4 3 2 1

Comments: _____

Feel free to record other thoughts you might have on the back of this page.

Name: _____ School: _____

Clean Water Celebration 2010 Event
Exhibitor Registration Form

1. Name of Exhibitor Company or Agency: _____
2. Contact Person: _____ Phone: _____
3. Fax: _____ Email: _____
4. Address: _____
- City: _____ State: _____ Zip: _____

5. Name of Organization (*for booth sign*): **PLEASE PRINT**

6. Exhibit Information/Fees

Your booth is a 10'x 10'space and is provided with an 8' skirted table and a chair.

Costs for extra tables and other amenities are listed below.

Please note that no outside food or drink is allowed into the Civic Center. We are offering a box lunch at a cost of \$9.00 to be delivered to your booth space between 11:30 a.m. and 12:00 p.m.

- A) Number non-profit organization exhibit booths _____ @ **\$110.00** = \$ _____
- B) Number Business/agencies exhibit booths _____ @ **\$200.00** = \$ _____
- C) Schools (K-12 and above) _____ @ \$50.00= \$ _____
- D) Number of additional tables _____ @ **\$10.00** per table = \$ _____
- E) Number of electricity hook ups _____ @ **\$40.00** per booth = \$ _____
- F) Number of lunches: regular _____ Veggie _____ @ \$9.00 per lunch = \$ _____
- G) ***Water needed**: yes or no

Total costs = \$ _____

- H) _____ Check enclosed for \$ _____
Please make check payable to the Tazewell County Health Department CWC.
_____ Please bill to _____

7. What is the overall theme or topic of your exhibit?
8. For the program, provide a short 5-10 word title.
9. Please list 2 study questions that can be answered by students when they visit your presentation or exhibit.

1. _____

2. _____

10. Set-up times are **Sunday**, 4/18/10– 10:00 AM to 3:00 PM; **Monday**, 4/19/10 – 6:00 AM to 8:30 AM

Return the completed form to: Nick Maggioncalda Phone: 309-925-5511 ext.225
c/o Tazewell Co. Health Dept. Fax: 309-925-4100
21306 IL Route 9 Email: nmaggion@idphnet.com
Tremont, IL 61568

Sample Study Guide Questions for CWC 2009

Booth #1 - USDA-NRCS “Conservation Jeopardy”

- What particular form of erosion impacts many Illinois streams and rivers?
- What are the four requirements for all habitats?

Booth #6 - Illinois-Indiana Sea Grant “Don’t rush to flush, protect our waterways”

- How should your family get rid of unwanted medicines?
- Why should you care if someone flushes a fish down the toilet?

Booth #9/10 - Illinois American Water “Understanding your public water supply”

- Why is chlorine added to the water?
- What is added to the water to prevent tooth decay?

Booth #11 - River’s Project “Water percolation rate”

- Which soil sample will water percolate faster?
- Why would this occur?

Booth #12 - Hollis Grade School “Water properties”

- What is polarity?
- Why is water polar?
- What is the difference between adhesion and cohesion?

Booth #17 - IEPA MEDS committee “Medication education disposal solutions”

- How can we properly dispose of medications?
- What do we need to avoid when disposing of medications?

Booth #20 - Peoria Notre Dame “What is living in the pond near you?”

- What is one type of organism that lives in healthy/clean water?
- What is one type of microscopic organism that can survive in polluted water?

Booth #21 - Illinois Environmental Protection Agency “Water monitoring and water quality”

- What is the name of the black and white disk used for testing water transparency?
- What percentage of lakes in Illinois are manmade?

Booth #26/27 - Illinois State Water Survey

- What is a watershed?
- What is a headcut?

Booth #30 - Illinois Department of Public Health “Mosquito problems in Illinois. Past, present and future”

- What problems did mosquitoes cause in the past?
- How can you help prevent mosquito problems in the future?

Booth #31 - Ameren Illinois Utilities “CFL’s save energy, but need to be recycled”

- How much energy can a CFL bulb save?
- Why is recycling CFL bulbs important?

Booth #33 - IVCC Chemistry Club “More than just H₂O: Chemistry of Clean Water”

- What are some of the common chemical pollutants found in water and what are the sources?
- How could elevated carbon dioxide levels in the atmosphere affect shellfish?

Booth #35/36 - EPCHS HOPE Club “Siltation of Peoria Lakes”

- What are two methods of preventing erosion in streams and on farmland?
- Why are the Peoria lakes becoming shallower?

Booth #37 - TCHD - Groundwater “After it rains, where does the water go?”

- a. What pollutants can be carried by “runoff”?
- b. What is a combined sewer?

Booth #40 - Illinois Department of Agriculture “Improving water quality through Illinois Partners for Conservation”

- a. How does no-till farming work?
- b. How can fertilizers harm our lakes and streams?

Booth #41 - Friends of the Fox River / Dundee Crown High School “Find out how to check a stream’s health”

- a. Who might live in a healthy stream?
- b. What indicates poor water quality?

Booth #43 - Larry’s Casting Kids “Come test your casting abilities with Larry’s Casting Kids”

- a. How old do you have to be to receive a fishing license in Illinois?
- b. Name 5 of Illinois’ most common fish.

APPENDIX B: The Clean Water Celebration Committee

We are here to help! We put this booklet together to provide you with a starting point for organizing a Clean Water Celebration for your community, but we fully realize that you do not learn to swim by reading a book. You have to get wet! Please contact any committee member with questions. Come to our event to pick our brains. Invite some of our speakers to help get your programs launched. Please let us know what we can do to help you find success!

Atherton, Sue
Account Executive
WEEK/WAOE-TV
2907 Springfield Road
East Peoria, IL 61611
Ph. 309-698-3746
Fax: 309-698-9663
Cell: 309-696-0279
suea@week.com
Promotions

Cottrell, Becca
Recycling Educator
Peoria County Recycling
and Resource Conservation
Ph. 309-495-4932
Fax: 309- 672-6054
Cell 309-267-1807
rcottrell@peoriacounty.org
Streams

Ellis, Brian 'Fox'
Fox Tales International
P.O. Box 10800
Peoria, IL 61612
Ph. 309-689-8000
Cell 309-696-1017
foxtales@foxtalesint.com
Advisory, Presenter

Adair Kline, Ashley
C 309.256.9587
aenter@sbcglobal.net
Community outreach

Bussell, Nicole
Peoria Civic Center
201 SW Jefferson Avenue
Peoria, IL 61602
T309.680.3694 F309.680.3585
C309.840.2452
nbussell@peoriaciviccenter.com

Cotton, Karen
Manager, External Affairs
Illinois American Water
123 S.W. Washington Street
Peoria, IL 61602
T 309.566.4126 F309.671.4841
C309-222-3221
karen.cotton@amwater.com
Corporate support, Promotions

Ericksen, Joan & Bob
Sun Foundation
1276 Sun Road
Washburn, IL 61570
T 309.246.8403
Cell 312-543-8558 (Joan)
309-256-7886 (Bob)
info@sunfoundation.org
Fiscal agents, co-chairs, fundraising,
grants

Fluegel, Debbie
Trees Forever
PO Box 381
Tremont, IL 61568
T309.925.9925 C 309.613.0095
dfluegel@treesforever.org
www.treesforever.org
Advisory

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Chair, Schools & Presenters

Appendix C – Lists of speakers

Clean Water Celebration Speakers & Presenters 1994-2008

1994

Paul Raibley Fisheries Biologist, conducting IL River Bass Studies,
Long Term Resource Monitoring Program - Speaker
Scott Whitney Zebra Mussel Biologist, researching IL River Mussels,
Long Term Resource Monitoring Program - Speaker
Pat McGinnis St. Louis Dist. Army Corp of Engineers - Speaker
Rita Baird US Environmental Agency-Well Head Protection - Speaker
Walt Gregory Organic Crop Improvement Association –
'How Organic Farming Contributes to Clean Water'
Jack Kaufmann Environmental Educator - Music/Multi-Media Performance
Rivers Project Students

1995

Bob Frazee U of I Cooperative Extension Service - Speaker
LeAnn Herren Hazardous Waste Research & Info Center - Speaker
Dr. Lambertus Princen Naturalist, Chemist, Retired Director of USDA Northern Regional Research Lab. Past Pres.
Of Audubon Society & Peoria Academy of Sci. - Speaker
Brian "Fox" Ellis Storyteller, Poet, Naturalist, "Adventures in Nature"
Valdus Adamkus "the most important classroom in the US on this day"
Rivers Project Students

1996

Brian "Fox" Ellis Storyteller, Poet, Naturalist, "Fish Tales" – Storytelling
Rivers Project Students

1997

Mike Mullane Astronaut - Keynote Address - 'Going to the Edge: Stories About Space,' 'Countdown to a
Dream' & 'Lessons From the Challenger'
Brian "Fox" Ellis Storyteller, Poet, Naturalist, Actor, Author, 'Earth Tales'
Rivers Project Students

1998

Jan Davis Astronaut - Keynote Address
Brian "Fox" Ellis Storyteller, Poet, Naturalist, Author, "Stories from the Web of Life"
Rivers Project Students

1999

Hugh O'Brien Environmentalist, Actor - 'Leadership in Relation to our Environment'
Scott Shalaway Writer, Environmentalist, Naturalist, Broadcaster, Consultant,
Photographer - 'Puppet Show' & 'The Wild Side'
Brian "Fox" Ellis Storyteller, Poet, Naturalist, Author, "Bird Tales"
Hayna Sine Graphic Artist, Winnebago Indian- Ho Chunk Nation,
Opening Ceremony & Blessing of Event
Susan Fowler Ecodramatist, Folksinger - 'From Raindrops to Teardrops'
Rivers Project Students

2000

Chad Pregracke	Founder: Living Lands & Waters - Keynote Address – Mississippi River Beautification & Restoration Project
Brian “Fox” Ellis	Storyteller, Poet, Naturalist, Author, “River Stories”
Dr. Robert Hirsch	Assoc. Director for Water of the US Geological Survey – Speaker
John Lynn	“Life on the Mississippi”
Bob Anton	Mark Twain Impersonator
Curt Carter	Touch of Nature Center – Speaker
Bob Williams	IL River Project – Speaker
Dr. Steve Havera	Author, Biologist, Director of IL Natural History Survey – ‘The IL River, A Lesson to be Learned’
Hayna Sine	Graphic Artist, Winnebago Indian- Ho Chunk Nation, Opening Ceremony & Blessing of Event
Michael R. Jeffords	Entomologist, Photographer, Writer, Assoc. Professional Scientist, Public Relations & Educ. Officer, IL Natural History Survey – Insect Theater
Rivers Project Students	

2001

Kelly Balcom-Bartok	Center for Whale Research researcher, Helped With Nature Documentaries & Research - ‘Orcas in our Midst...’ - Keynote speaker
Corinne Wood	Lieutenant Gov, chair of IL River Coord. Council
Brian “Fox” Ellis	Storyteller, Poet, Naturalist, “Adventures in the Web of Life”
Rivers Project Students	

2002

Brettny Hardy	Dolphin Research Center - keynote speaker ‘What Dolphins Tell Us’
Kate Handrahan	Dolphin Research Center – Dolphin Bodies: Sleek & Unique
Brian “Fox” Ellis	Storyteller, Poet, Naturalist, “Fish Tales”
Preston Jackson	Sculptor, Musician, Professor, Lincoln Award Recipient 98, Owner of the Checkered Raven, Visionary for the Contemp. Arts Center, Chicago Art Institute, Sculpture Instructor at WIU - Music
Marge Bjorklund	Wildlife Rehabilitator, Educator - Animals Beyond Your Backyard
Jonnie Wilson	US EPA - Safe Drinking Water & TRI
Rivers Project Students	

2003

Dietrich Schaaf	International Crane Foundation - keynote address ‘Whooping Crane’
Hayna Sine	Graphic Artist, Winnebago Indian- Ho Chunk Nation, Opening Ceremony & Blessing of Event
Dr. Steve Havera	Author, Biologist, Director of IL Natural History Survey ‘Illinois River Flyaway’
Brian “Fox” Ellis	Storyteller, “Adventures with John James Audubon”
Kathy Knapp	Nurse, Girlscout Leader, Origami maker – Origami Cranes
Jonnie Wilson	US EPA - Safe Drinking Water & TRI
Julie Schultz	IL Rep for Earth Force – opening session
Dr. Robert Williams	Rivers Project – welcome
Robin Goettel	UIUC Sea Grant – Exotic Aquatics (invasive species)
Barb O’Meara	IL Dept. of Public Health – West Nile Virus
Jack Swanson	IL Dept. of Public Health – West Nile Virus
Russ Burcham	Tazewell County Health Dept – The 4th R’s of recycling
Vernon Kleen	Retired IDNR – Slides of IL Birds
Jo Lakota	Educator, Storyteller, Lakota Sioux – Storytelling
Rivers Project Students	

2004

Roger Klocek Senior Biologist at the Shedd Aquarium - Keynote Address
Prairie Folklore Theatre featuring Brian “Fox” Ellis, Barry Cloyd & Jo Lakota
“River as a Time Machine”
Hayna Sine Graphic Artist, Winnebago Indian- Ho Chunk Nation,
Opening Ceremony & Blessing of Event
Kathy Knapp Nurse, Girlscout Leader, Origami maker – Origami Fish
Michael R. Jeffords Entomologist, Photographer, Writer, Assoc. Professional Scientist, Public Relations & Educ.
Officer, IL Natural History Survey – Insect Theater
Marge Bjorklund Wildlife Rehabilitator, Educator - Birds & Animals of the IL River
Jonnie Wilson US EPA - Must Sun Fish Sam Wear a Mask
Robin Goettel UIUC Sea Grant – Fishing for Invasive Species, Why Are They a Problem?
Warren Brown Mark Twain impersonator
Becca Cartwell Wildlife Prairie Park – History of Vultures & Eagles along the IL River
Julie Barr Dickson Mounds – Archaeology along the IL River
Susan Post Insect Theater
John Marlin IL Waste Management & Research Center: Sucking Mud & Flower Water
Christopher Jennings IL Water Survey – Sucking Mud & Flower Water
Jo Lakota Educator, Storyteller, Lakota Sioux – Storytelling
Rivers Project Students

2005

Chad Pregracke Founder: Living Lands & Waters - Keynote Address
Brian “Fox” Ellis Storyteller, Poet, Naturalist, Author, “Steamboat Coming”
Kathy Knapp Nurse, Girlscout Leader, Origami maker – Origami Boats
Marge Bjorklund Wildlife Rehabilitator, Educator - Nature’s Recyclers (Birds & Animals)
Jonnie Wilson US EPA
Robin Goettel UIUC Sea Grant – Rival for Survival of Native Species
Barry Cloyd River Musician – Natural History Presentation
Warren Brown Mark Twain impersonator
Becca Cartwell Wildlife Prairie Park – History of Vultures along the IL River
Julie Barr Dickson Mounds – Archaeology along the IL River
Jo Lakota Educator, Storyteller, Lakota Sioux – Storytelling & River Sweep
Jimmy Lakota Lakota Yakima ancestor, Native Am. Pipe carrier – Opening Ceremony & Blessing of Event
Ray LaHood Congressman – IL River speech
Joe Hand Wildlife Prairie Park – History of Eagles along the IL River
Rivers Project Students

2006

Sylvia Earle Marine Biologist, National Geographic Explorer – Keynote Address
Sustainable Seas: The Vision, The Reality
Brian “Fox” Ellis Storyteller, “The River to the Sea”
Hayna Sine Graphic Artist, Winnebago Indian- Ho Chunk Nation,
Opening Ceremony & Blessing of Event
Jimmy Lakota Lakota Yakima ancestor, Native Am. Pipe carrier
Opening Ceremony & Blessing of Event
Marge Bjorklund Wildlife Rehabilitator, Educator - IL Wildlife
Jonnie Wilson US EPA - Water Quality in IL
Robin Goettel UIUC Sea Grant – Nab the Aquatic Invader
Roger Klocek Senior Biologist at the Shedd Aquarium – Native Mussels

Warren Brown Mark Twain impersonator
 Julie Barr Dickson Mounds – Native Americans & Wetland Resources
 Oba-William King Poetic Storytelling, Jewel/Osco Hidden Jewel of The Neighborhood Award, creates Comm. Arts Programs – Guest Artist
 John Marlin IL Waste Management & Research Center – Mud Pies
 Jo Lakota Educator, Storyteller, Lakota Sioux – Storytelling
 Joe Hand Wildlife Prairie Park – History of Eagles along the IL River
 Tony Girard IL Humanities Council Roads Scholar – Jean Baptiste le Kaskaskia
 Becky Whited Teacher – Water Jeopardy
 Tom Rowen River Sweep
 Roger Brown Western IL professor – Wind Energy
 Eliida Lakota River Sweep
 Rivers Project Students

2007

David Zalaznik Photographer - Keynote Address – multimedia presentation & discussion
 Brian “Fox” Ellis & Voices For the River – Keynote Performance
 Artistic Director for Prairie Folklore Theatre = Featuring Susan Sommerville, Charles Brown, Barry Cloyd and Jim Wilhelm
 Hayna Sine Graphic Artist, Winnebago Indian- Ho Chunk Nation, Opening Ceremony & Blessing of Event
 Jimmy Lakota Lakota Yakima ancestor, Native Am. Pipe carrier
 Opening Ceremony & Blessing of Event
 Marge Bjorklund Wildlife Rehabilitator, Educator - IL Wildlife
 Jonnie Wilson US EPA – Rescuing our Rivers
 Roger Klocek Senior Biologist at the Shedd Aquarium – Native Mussels
 Warren Brown Mark Twain impersonator
 Julie Barr Dickson Mounds – Native Americans & Wetland Resources
 Jo Lakota Educator, Storyteller, Lakota Sioux – Listen to the River
 Joe Hand Wildlife Prairie Park – History of Eagles along the IL River
 Tom Rowen River Sweep
 Eliida Lakota River Sweep
 Jason Juchems Central IL Herps Society – History of Herps Along the IL River
 Rivers Project Students

2008

Dr. Jacqueline Quinn NASA Environmental Engineer – Keynote Address – A Slippery Solution to Environmental Contamination
 “We Come From The Water” Keynote Performance with JUSTUS Arts
 Oba-William King Poetic Storytelling, Keynote Performance – Interactive Storytelling
 Garry Moore WEEK Morning News, Drummer, Play write - Interactive story-telling
 Brian “Fox” Ellis Storyteller, “Canoe Song – Travels and Travails of the French Explorers”
 Marge Bjorklund Wildlife Rehabilitator, Educator – IL Wildlife
 Warren Brown Mark Twain impersonator
 Julie Barr Dickson Mounds – Native Americans & Wetland Resources
 Jo Lakota Educator, Storyteller, Lakota Sioux
 The Medicine Wheel & a Community of Humans
 Joe Hand Wildlife Prairie Park – History of Eagles along the IL River
 Tom Rowen River Sweep
 Jason Juchems Central IL Herps Society – Herps Along the IL River

Steve Pierz River Sweep
Hayna Sine Graphic Artist, Winnebago Indian- Ho Chunk Nation,
Opening Ceremony & Blessing of Event
Jimmy Lakota Lakota Yakima ancestor, Native Am. Pipe carrier
Opening Ceremony & Blessing of Event
Rivers Project Students

2009

Dr. Michael Wiant Director Dickson Mounds Museum, Keynote,
“Be One with the Earth: A Message from the Past to the Future”
Brian “Fox” Ellis Storyteller, Poet, Naturalist, “Tribal Tales from the Rivers Edge”
Warren Brown Mark Twain impersonator
Julie Barr Dickson Mounds – Native Americans & Wetland Resources
Jo Lakota Educator, Storyteller, Lakota Sioux
The Medicine Wheel & a Community of Humans
Joe Hand Wildlife Prairie Park – History of Eagles along the IL River
Tom Rowen & Steve Pierz River Sweep
Jason Juchems Central IL Herps Society – Herps Along the IL River
Greg Leunig Photographer “Fresh Eyes”
Hayna Sine Graphic Artist, Winnebago Indian- Ho Chunk Nation,
Opening Ceremony & Blessing of Event
Jimmy Lakota Lakota Yakima ancestor, Native Am. Pipe carrier
Opening Ceremony & Blessing of Event
Rivers Project Students