Water Rocks! School Visits Evaluation Report

2017-2018 School Year

Partners of Water Rocks! include: Iowa Department of Natural Resources (United States Environmental Protection Agency, Section 319 of the Clean Water Act), Iowa State University Extension and Outreach, Leopold Center for Sustainable Agriculture, and personal gifts of support.

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Executive Summary

Water Rocks! is making a substantial impact with students across the state of Iowa! During the 2017-18 school year, Water Rocks! presented in 180 schools and 12 outdoor classrooms, reaching over 36,000 students, a true cross-section of Iowa's youth. Water Rocks! delivers lessons through two unique avenues: classroom presentations (one individual class at a time) and school assemblies (multiple grades/hundreds of students).

Students are having a great deal of fun while learning all about the dynamic environment around them! And they are indeed learning. In just a short 45 minute presentation, students are demonstrating sizable improvements in their understanding of environmental issues after engaging with Water Rocks! through some combination of hands-on games, interactive activities, music, plays, and discussion.

On the topic of watersheds, 36% of students could correctly define a watershed prior to Water Rocks! delivering its classroom presentation (37% for assemblies). After the Water Rocks! lesson, 95% of students (97% for assemblies) could correctly define a watershed. Water Rocks! classroom presentations and assemblies pack a punch!

In recent years, more and more teachers across Iowa are teaching important lessons on water quality and watersheds in their classrooms. In these cases, Water Rocks! lessons are building upon and reinforcing key concepts with the students. With classroom presentations, 80% of the students who had advance prep on the subject could correctly answer what a watershed was before Water Rocks! delivered its lesson. Afterwards, 99% of the students were able to answer the question correctly—Water Rocks! is helping to further solidify the concept. As Iowa teachers are increasingly teaching about watersheds and other environmental issues, they know that they can turn to Water Rocks! to reinforce these important concepts.

Through Water Rocks! lessons, students are learning much more than just vocabulary, they are learning about the interconnectedness of natural resources and possible solutions to the environmental challenges in the world around them. For example, student peer helpers with the Water Rocks! assemblies were asked to identify pollutants that could impact the water around them. Prior to the assembly, student peer helpers on average named one pollutant, most commonly trash; after the assembly, they were able to successfully articulate multiple solutions to water quality issues, from covering bare soil, to picking up pet waste, to the timing of nutrient and pesticide application.

Water Rocks! is providing high impact education on watersheds, water quality, and ways to protect water, land, and wildlife for years to come. Together with Iowa's classroom teachers, Water Rocks! is making a difference with students today, increasing their environmental literacy on timely natural resources issues, building a more educated citizen base for Iowa and beyond.

Background

The Water Rocks! (WR!) team delivered their high energy, high impact educational programming in 180 schools and 12 outdoor classrooms during the 2017-18 school year. Through these school and outdoor classroom events, Water Rocks! reached 36,101 students, providing high impact education on watersheds, water quality, and ways to protect water, land, and wildlife for years to come!

Water Rocks! reaches a true representative cross-section of youth in the state. Students reached by WR! in the 2017-18 school year were 84.0% Caucasian, 8.9% Hispanic/Latino, 4.4% Black/African American, 2.3% Asian/Pacific Islander, and 0.4% Native American. The number of minority students in Iowa's schools has grown substantially over the years and is significantly higher than the statewide minority population of 9% (U.S. Census Bureau)—this is reflected in the diverse background of the students that Water Rocks! reaches across the state.

WR! school events are divided into two categories: classroom presentations and assemblies.

- **Classroom presentations** feature Water Rocks! team members presenting an interactive 45-50 minute module to one classroom of specific grade or grades. For instance, they may offer individual classroom presentations to three third grade classes and then three fourth grade classes in the same day. The classroom presentations offer an intimate, interactive hands-on learning situation with 25-30 students at one time. Topics include watersheds, wetlands, soil, and biodiversity.

- **Water Rocks! Assemblies** cater to whole school gatherings that are divided into K-2nd grades, 3rd – 6th grades, and 7-8th grades. During these 50 minute programs, the Water Rocks! team presents up to three assemblies in order to accommodate the different groups. Assemblies incorporate live music, skits, and large group audience participation. Topics include watersheds, soil (launched fall 2017), and pollinators (launched spring 2018).

Water Rocks! visits significantly more schools during the spring semester than fall. Many teachers are teaching their water quality and environmental lessons in the spring and the Water Rocks! visit is coordinated with that unit. Thirty-eight percent of Water Rocks! visits are in the fall, while 62% of the visits happen during the spring semester. The busiest months for Water Rocks! school outreach are March (17%) and May (14%).

	Fall 2017		Spring 2018	
	Schools	People Reached	Schools	People Reached
Schools visited for Classroom Presentations*	46	3,786	74	6,667
Schools visited for Water Rocks! Assemblies**	28	9,649	48	15,999
Total	**74**	**13,435**	**122**	**22,666**

*Includes 2 fall outdoor classrooms, 10 spring outdoor classrooms
**Includes 4 out-of-state assemblies (Nebraska and South Dakota)

Student Evaluation Data for 2017-18 WR! Classroom Presentations (All Grades)
n=6,728

While Water Rocks! has always collected evaluation feedback from the teachers following classroom presentations, student evaluation data were collected starting in 2017. The challenge was doing an evaluation that did not require parental permission, and that could also be administered in limited time (often, the WR! team only has 40 minutes to deliver an impactful lesson and evaluate the presentation). The solution was to ask a multiple choice pre- and post- question. The question would focus on one of the important learning objectives to the module, in order to assess how successfully Water Rocks! delivered the learning objectives by the change in correct answers from pre- to post- question.

While it was difficult to find a question that would capture key learning objectives, the WR! team settled on the below questions:

Soil
How many living things in one shovel of soil?
A. 750
B. 500-1,000
C. 250
D. 7 Billion

Watershed
A watershed is…
A. A shed that holds water
B. A tower with waters inside that cycles through
C. An area of land that drains to a common water body
D. A manmade lake

Biodiversity
Biodiversity is…
A. A class you take when you're in high school
B. All of the different living things in a certain area
C. The job that living creatures do in an ecosystem
D. Protecting and saving natural Resources

Wetlands
The three main jobs of wetlands are…
A. 1. Cleaning the air, 2. Filtering water, 3. Producing minerals
B. 1. Producing minerals, 2. Hydroelectricity, 3. Storing water
C. 1. Filtering water, 2. Storing water, 2. Habitat
D. 1. Growing vegetables, 2. Cleaning the air, 3. Habitat

The students write their answers on an index card that is blue for the pre-question and yellow for the post-question. WR! team members pick up the blue index card at the beginning and then hand out the yellow index card at the end.

During the 2017-18 school year, Water Rocks! evaluated 6,728 students. This number is lower than the over 10,000 students reached in classroom presentations. Water Rocks! made the decision not to evaluate K-2nd grade classroom visits due to their age, nor are outdoor classrooms evaluated due to time constraints.

Grades in sample	
3rd	12%
4th	24%
5th	35%
6th	21%
7th	3%
8th	4%
9+	1%

As shown in the above chart, 80% of the sample is in Water Rocks! target age range of 4th-6th grades.

During the past school year, schools could request four different educational modules: soil, watershed, biodiversity and wetlands. Watershed is the priority module for Water Rocks!, taught upon request and when teachers don't have a strong preference as to which lesson is presented.

Percentage of visits per module taught	
Soil	16%
Watershed	40%
Biodiversity	25%
Wetlands	19%

The WR! team observed that the pre- scores had improve significantly in some of the classrooms over spring 2017, when the student evaluations were piloted. In reviewing staff event evaluations, WR! team members determined that students were given advanced lessons on the content at 45% of the classroom visits. In some cases, WR! was brought in because the teachers were teaching a unit on related to the module topic. In other situations, they asked for the advance materials that WR! makes available to teachers. **This is a really exciting development. Teachers are teaching about watersheds and other environmental issues more than they had in past years. Teachers across the state know that they can turn to the WR! team to reinforce these important issues.**

WR! also analyzed the evaluation materials based on whether or not the students reviewed any advance prep work prior to the WR! classroom presentation.

Modules that had advance work

Soil	15%
Watershed	46%
Biodiversity	25%
Wetlands	14%

The below chart gives the overall percentage of how the students did on the pre-question in comparison to the post-question. In general, WR! saw a 34 point improvement to the students' score between the pre- and post- questions. After just a 45 minute presentation, students collectively moved from an "F" to an "A-".

Overall

Pre-question correct	57%
Post-question correct	91%

For the students who did not receive any advance preparation, the pre-question score was significantly lower and the spread between scores was 49 points.

Students who received no advance work on subject

Pre-question correct	37%
Post-question correct	86%

The chart below breaks down the pre- and post- questions based on module and whether students did any advance work prior to the WR! classroom presentation. For three out of the four modules, advance prep work by the teacher made no major difference in pre-question scores. However, for the watershed module, it made a huge difference. Eighty percent of the students who had advance prep on the subject could correctly answer what a watershed was before WR! delivered its lesson. Afterwards, 99% of the students were able to answer the question correctly. Again, this is a credit to the Water Rocks! program that increasing numbers of teachers are teaching important lessons about watersheds. The Water Rocks! classroom presentation then helps solidify the message in the students' minds.

Module	**Pre-Advance**	**Post-Advance**	**Pre-none**	**Post-none**
Soil	41%, n=462	94%	42%, n=634	97%
Watershed	80%, n=1,394	99%	36%, n=1297	95%
Biodiversity	32%, n=772	82%	31%, n=902	73%
Wetlands	43%, n=412	77%	43%, n=855	79%

The Water Rocks! team reviewed the post scores for the Biodiversity and Wetlands modules, discussing several strategies that would better help students connect with the learning objectives. Strategies include greater student engagement and also additional review/repetition. These scores now serve as baselines in which to compare success during future school years.

Student Evaluation Data for 2017-18 WR! Classroom Presentations (4th – 6th Grades)
n=5,417

While WR! delivers classroom presentations to students in grades K-12, its target age range is students in 4th-6th grades. Reviewing the evaluation data from these target grades, it is clear how effective WR! modules are with these groups of students.

Grades in sample

4th	30%
5th	43%
6th	27%

Module taught

Soil	18%
Watershed	41%
Biodiversity	28%
Wetlands	13%

When compared to the entire student population, students in 4th – 6th grades scored lower on the pre-question and higher on the post-question.

Pre-question	46% correct
Post-question	89% correct

The chart below looks at the data based on each individual module for these grades.

Module	Pre-Overall (4th – 6th)	Post-Overall (4th – 6th)
Soil, n=997	41%	96%
Watershed, n=2,207	59%	97%
Biodiversity, n=1,487	30%	76%
Wetlands, n=726	46%	85%

Students in 4th - 6th grades received advance work on the materials 46% of the time.

Modules prepped

Soil	18%
Watershed	44%
Biodiversity	28%
Wetlands	10%

The chart below breaks down the pre- and post- questions based on module and whether students did any advance work prior to the WR! classroom presentation. As for the general student population in the data, there was no major difference based on whether or not the students had done advance work and had prior exposure to the topic. However, with the watershed module, advance work made a huge difference. Eighty-four percent of the

students could correctly answer what a watershed was before WR! delivered the lesson. Afterwards, 99% of the students were able to answer the question correctly.

Module	Pre-Advance	Post-Advance	Pre-none	Post-none
Soil	41%, n=462	94%	42%, n=535	97%
Watershed	84%, n=1,288	99%	35%, n=1099	96%
Biodiversity	32%, n=693	81%	28%, n=794	72%
Wetlands	44%, n=253	81%	48%, n=473	87%

Student Evaluation Data for 2017-18 WR! Assemblies (All Grades)
n=285

One of the unique elements of the Water Rocks! Assemblies is that peer helpers assist in delivering the educational lessons. In advance of the scheduled assembly, WR! Music and Outreach Specialist Todd Stevens asks the school administrator to select six students from the oldest grade in the school to serve in a leadership role as peer helpers.

Since most of the peer helpers come from the targeted age range of 4th – 6th grades, Water Rocks! team members saw this as an opportunity to ask more elaborate evaluation of these peer helpers. Before the helpers are trained, they are asked to complete a one-page pre-questionnaire of open-ended questions. After the assemblies are completed for the day, the students complete a post-questionnaire. These questions are able to provide richer evaluation data than the single evaluation question in classroom visits. While there is a difference in delivery mechanisms between assemblies and classroom presentation, the content is nearly identical. This more in-depth information offers additional perspectives as to the effectiveness of the WR! materials and program delivery in general. While Water Rocks! now offers assemblies on three topics, Soil, Watershed and Pollinators, all but a handful of the assemblies delivered in 2017-18 were the Watershed assembly.

Overall, evaluation of the peer helpers demonstrates that the Watershed Assembly delivers an effective educational module. Without exception, peer helpers grew in their understanding of the main learning objectives for this module.

The below charts show the basic demographics of the peer helpers.

Grade of helpers

4th	9%
5th	29%
6th	29%
7th	4%
8th	13%
H.S.	16%

Gender of helpers

Female	53%
Male	47%

Race/ethnicity of helpers

Black/African American	3%
Asian	2%
Hispanic/Latino	8%
American Indian	4%
White	81%
Other	2%

The first question the peer helpers are asked on the questionnaire is the same question that all watershed classroom visit students are asked:

> A watershed is…
> A. A shed that holds water
> B. A tower with waters inside that cycles through
> C. An area of land that drains to a common water body
> D. A manmade lake

Using the same question allows direct comparison between the responses of the assembly peer helpers and the classroom visit results. The peer helpers' answers to this question most closely aligned with the 4th - 6th grade classroom students who received no advance work on the topic of watershed.

	Pre-	Post-
1. *A watershed is…*	37% correct	97% correct

	Pre-	Post-
2. *Do you live in watershed?*	19% yes	99% yes

This is a good second question because it shows a more in-depth understanding of watersheds if students recognize that they live in one and that they are everywhere. This lesson is reinforced through a song titled "We All Live in a Watershed."

	Pre-	Post-
3. *Is the idea of a watershed new to you?*	N/A	79% yes

Fifty-seven percent of the teachers said that this would have been a new concept for the students. There is clearly a disparity here between what teachers are teaching and what students are learning.

4. *What are three leading causes of pollution in Iowa's water (other than trash)?*

	Pre-	Post-
# of correct pollutants listed	1	3
Types of pollutants listed	Pre-	Post-
Oil	22%	56%
Soil	10%	45%
Poop	13%	69%
Trash*	60%	31%
Chemicals	7%	0%
Fertilizers	7%	37%
Pesticides	4%	33%

*Dominant student response was some sort of trash despite the question stating "other than trash."

Twenty-five percent of the peer helpers were unable to list even one pollutant on the pre-questionnaire. Afterwards, 67% of the peer helpers were able to list two or more pollutants.

5. *What are two things we can do to clean up water?*

	Pre-	Post-
# of things listed	<1	2

Types of solutions listed	Pre-	Post-
Don't Pollute*	41%	0%
Remove*	29%	24%
Fix Oil Leaks	0%	33%
Cover Bare Soil	0%	31%
Pick up Poop	0%	66%
Apply Pesticides/Nutrients	0%	20%

*Most responses on the pre-questionnaire fell into these two categories: don't pollute and remove pollution.

On the post-questionnaire, peer helpers were able to list more sophisticated solutions to water quality issues, from covering bare soil to the timing of nutrient and pesticide application. These are all solutions that are presented during the assembly.

Spring 2017 was the first semester that WR! collected peer helper evaluation data. That was considered a pilot to see how this evaluation approach would work; those spring evaluation data were used to help improve the assembly delivery in the 2017-18 school year.

One of the questions that improved significantly was "cover bare soil." In Spring 2017, only 18% were able to list this as a solution. The Water Rocks! team made a concerted effort to emphasize covering soil to protect from erosion, building in additional repetition on this topic. This year, in 2017-18, 31% of peer helpers were able to list "cover bare soil" as a solution. Water Rocks! uses evaluation as a feedback loop for continuous improvement in order to make its educational programming ever more effective.

6. *How would you grade reaction of students (post-questionnaire)?*

Rockin	64%
Pretty Good	32%
Okay	2%
Snoozefest	2%

7. *What part of the assembly did you enjoy the most (post-questionnaire)?*

Dancing	23%
Other students	2%
The Play	20%
Songs	42%
Everything	13%

Student Evaluation Data for 2017-18 WR! Assemblies (4th – 6th grades)
n=191

Again, since Water Rocks! targets students in 4th – 6th grades as its primary audience, the peer helper responses are separated out based on this age group.

Grade of Helper

4th	12%
5th	44%
6th	44%

Gender of Helper

Female	55%
Male	45%

Race/Ethnicity of Helper

Black/African American	4%
Asian	2%
Hispanic/Latino	10%
American Indian	2%
White	77%
Other	5%

	Pre-	Post-
1. *A watershed is…*	25% correct	96% correct

Here the pre- score is lower than the general population and the post- is quite similar

	Pre-	Post-
2. *Do you live in watershed?*	16% yes	98% yes

	Pre-	Post-
3. *Is the idea of a watershed new to you?*	N/A	81% yes

4. *What are three leading causes of pollution in Iowa's water (other than trash)?*

	Pre-	Post-
# of correct pollutants listed	1 (23% none)	3 (1% none)
Types of pollutants listed	Pre-	Post-
Oil	27%	56%
Soil	7%	45%
Poop	11%	69%
Trash	66%	31%
Chemicals	5%	5%

Fertilizers	5%	37%
Pesticides	2%	33%

5. *What are two things we can do to clean up water?*

	Pre-	Post-
# of things listed	<1 (40% none)	2 (10% none)

Types of solutions listed	Pre-	Post-
Don't Pollute	41%	
Remove	29%	31%
Fix Oil Leaks	0%	55%
Cover Bare Soil*	0%	44%
Pick up Poop	0%	71%
Apply Pesticides/Nutrients	0%	33%

*In Spring 2017, only 18% of student peer helpers were able to list "Cover Bare Soil" as a solution. In 2017-18, after a concerted effort by Water Rocks! to emphasize this action item, 44% of student peer helpers in the target age range of 4th – 6th grades were able to list it as a solution, compared to 31% in the overall population. Water Rocks! is highly effective in reaching the target age range of 4th – 6th grades.

6. *How would you grade reaction of students (post-questionnaire)?*

Rockin	65%
Pretty Good	30%
Okay	3%
Snoozefest	2%

7. *What part of the assembly did you enjoy the most (post-questionnaire)?*

Dancing	22%
Other students	2%
The Play	22%
Songs	42%
Everything	12%

Teacher Evaluation of 2017-18 WR! Classroom Presentations and Assemblies
n=299

The Water Rocks! team revamped its teacher evaluation survey at the start of the 2017-18 school year. The prior survey asked the teachers questions about the Water Rocks! team's presentation/performance and was quantitative in nature, a traditional evaluation with less focus on student impact. The revamped survey 2017-18 is predominately qualitative, with open-ended questions for the teachers, focused on the student impacts of the Water Rocks! visit. While fewer surveys were returned, the information was more thoughtful and enables Water Rocks! to better gage the impacts and successes of the program.

At all classroom presentations and assemblies, teachers are handed a one-page evaluation survey and postage-paid envelope to return the completed survey. Teachers from thirty-eight schools returned evaluations, which is a 21% response rate for schools. Forty-eight percent of the sample are from classroom presentations and 52% from assemblies. Thirty-four percent of the returned teacher evaluations came from fall 2017 events, while 66% came from spring 2018 events. Water Rocks! is working on multiple strategies to increase the response rate for teacher evaluations in the 2018-19 school year.

The below chart indicates the grades taught by the respondents. Sixty percent of the respondents teach Water Rocks!' target age range of 4th – 6th grades.

Grade of students taught	
K or younger	7%
1st	5%
2nd	7%
3rd	17%
4th	25%
5th	25%
6th	11%
7th	2%
8th	1%

1. *What was the most important thing students learned during the Water Rocks! visit?*

   In response to this open-ended question, teachers listed one of Water Rocks! key learning objectives for the particular module 70% of the time. The learning objectives are based on what is considered important for the topic as well as being aligned with the Next Generation Science Standards.

2. *Was this a new concept?*
   57% said yes (compared to 79% of students who said it was new)

   If no, was this concept taught in an effective way that reinforced the prior lesson?

   For the 43% who said it wasn't new, 94% said that it was taught effectively

3. *After the Water Rocks! visit, what was one thing that students discussed?*

	Classroom	Assembly
Lesson	61%	37%
Games/activity	23%	4%
Action item	16%	21%
Songs/music	N/A	38%

Early on in the Water Rocks! program, a well-established, well-respected teacher from Decorah Middle School told Water Rocks! team members that they were doing a good job because the 7th grade students were excitedly discussing the Water Rocks! presentation/hands-on activities throughout the school day in the hallways, at their lockers, and in the cafeteria at lunch. It is good to be the talk of the school or the grade – that is clear evidence that Water Rocks! is engaging students' hearts and minds as they discuss the science lessons as well as the action items. In addition, WR! assemblies have encountered several situations in which students who participated in an assembly in the past year would start singing one of the songs they learned from the previous assembly, showing the power of music as a mnemonic device! Many of the teachers told us they heard two questions from students afterwards: "When are they coming back?" and "What can we do at the school?"

4. *What was your favorite part of the Water Rocks! visit? (open-ended, could write in multiple responses)*

	Classroom	Assembly
Games	62%	6%
Presenters	26%	13%
Lesson	22%	14%
Hands on/Interact	31%	43%
Engagement	27%	31%
Songs/dancing	N/A	61%

Select comments from teachers, submitted with evaluation surveys, are included below:

I loved how you got them up and moving! The musical chairs—kids enjoyed it and it showed how our actions make a difference both positively and negatively. Thank you! What an awesome experience.
4th Grade Teacher
Alan Shephard Elementary School, Long Grove

The games/activities were awesome! Really linked concepts with game objectives! This was very engaging and these 5th graders responded very well! It was awesome! Thank you!
5th Grade Teacher
Blessed Sacrament Catholic School, Waterloo

The instructors had a lot of enthusiasm! The students really loved the trivia games. Thank you for being so organized!
6th Grade Teacher
Fremont Elementary School

The lesson was well done. The presenters had an excellent lesson with a motivating opening and a good closure. It was great for our students to see ISU students and to be able to interact with them. (This visit was after our college interns started)
5th Grade Teacher
Aquin Catholic School, Cascade

The two activities—polluting the water was great but the drawings of buildings/industry on the watershed/river was fantastic!
6th Grade Teacher
Prairie Ridge Middle School, Ankeny

I like the pre/post assessment and that you kept the kids engaged. Love that you moved from one thing to the next. Fun that you tied geography into it also!
3rd Grade Teacher
East Sac Elementary School

It was ALL excellent material by top-notch instructors! Favorite—hopscotch—great way to teach the concept!
4th Grade Teacher
Pella Christian School

The favorite part for me as a teacher was to see the students interacting with others during games/activities to reinforce learning. Students wondered about other topics that might be covered in the same way.
5th Grade Teacher
Exira-EHK Elementary School

Active learning – the kids will remember the pyramid levels better after playing Jenga. They could explain what happened during the musical rug activity. Thank for making learning fun. You girls had energetic attitudes and the kids really enjoyed the activities.
6th Grade Teacher
Morning Sun Elementary School

5. *Will you follow up the Water Rocks! visit with additional discussion of the concepts that were covered?*

    88% said yes

6. *In the teacher packet, Water Rocks! has gifted you with music CDs, videos and enhanced learning activities that build upon the material that was presented.* (The responses below include teachers involved with classroom visits only – assembly responses were not included here because not all teachers were given the materials, which skewed the results).

    73% plan to use the CDs
    78% plan to use videos
    83% plan to use enhancement activities

2017-18 Teacher and Principal Testimonials

Classroom Visits

Thank you so much for an outstanding presentation. The kids enjoyed the activities and actually still talking about it daily. I wanted to share with you my students are REALLY enjoying the DVD's. I have been using the Water Rocks! activities from the summit I attended last summer. … My students love the music videos and want me to replay them. LOL.

I just wanted to share what an impact your program makes in the classroom and out with my students. Thank you again!

Kimberly Leach, 4th Grade Teacher
Colo-Nesco Community Schools

Thank you so much for your presentations to the West Hancock elementary classes. I have heard many comments from students and faculty about how much fun the presentations were and how well you interacted with the students. The elementary teachers told me you are a resource they need to stay in touch with for future classes. Thank You!!!!!!

Paul Hauge
West Hancock Community Schools

Thank you so much for coming to our school today! The overwhelming feeling from the kids and teachers is that it went really well! They loved the watershed activity, especially seeing the water and items you added. Thank you again for coming!

Jana Surratt,
Aplington-Parkersburg Elementary/Middle School

WR! Assemblies

Our students loved Water Rocks! inclusive and energetic format. Having students directly participate throughout the program facilitates their learning and makes it so much more memorable.

Jennifer Emblen, 5th Grade Teacher
Beaver Creek Elementary, Johnston

We have a student body of about 600 kids in grades 5-8, and I can honestly say that this assembly ROCKED. The kids were engaged and excited, and they probably did not even realize that they were LEARNING about our water systems and how they can have an impact on that resource.

Sue Gradoville, School Counselor
Boone Middle School

I am writing on behalf of the Water Rocks! Assemblies presented by Iowa State. This is the second year they have come to our school and both were a great success.

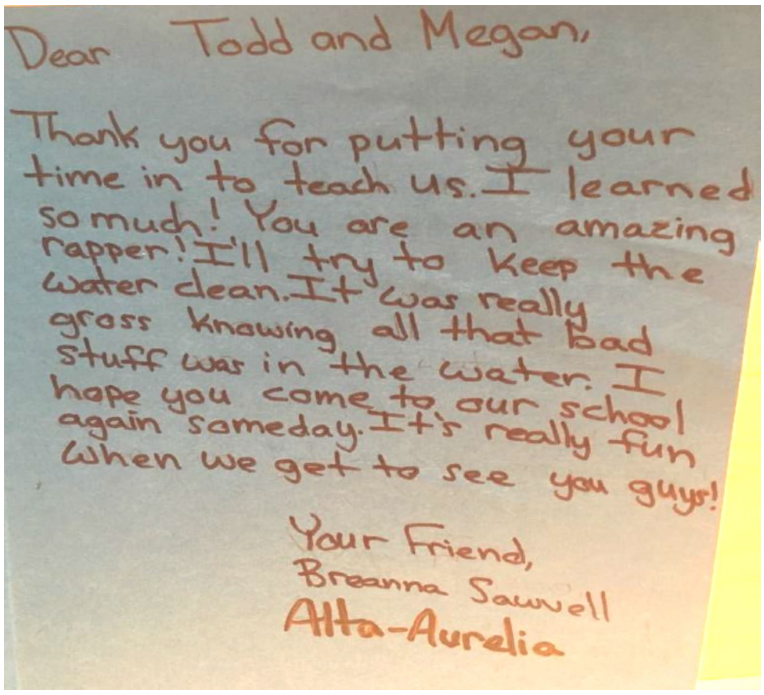
Lori Leo, Science Teacher
Oelwein Middle School

It is so important that we educate our students about taking care of our water. Water Rocks is a program that does that! This engaging and outstanding educational program left a lasting impression and message on students and staff that we must all work together to take care of this valuable resource used and needed by all living things.

Don Ortman, Principal
Rock Valley Elementary School

2017-18 Student Testimonials

Thank you for teaching us about the fishes [Topeka Shiner] that need slow rivers and shade over the water.
Elementary School Student
Carroll Summer Fun Camp


Dear Todd and Megan,

Thank you for putting your time in to teach us. I learned so much! You are an amazing rapper! I'll try to keep the water clean. It was really gross knowing all that bad stuff was in the water. I hope you come to our school again someday. It's really fun when we get to see you guys!

Your Friend,
Breanna Sawvell
Atta-Aurelia

I never knew nature could be so interesting!
4th Grade Student
Lewis and Clark Elementary, Council Bluffs

I really like those posters that you made. Thank you for making them to help us learn. They are really nice!
5th Grade Student
Willowwind Elementary School, Iowa City

I cannot wait till science!
4th Grade Student
Orange City Elementary School

You are the best teachers ever!
3rd Grade Student
East Pottawattamie Youth Outdoor Classroom

<u>St. James Catholic School, Washington</u>

5th Grader: This was so fun! Can you come back to our school again???
WR! Staff: Talk to your teachers! Tell them to request it for next year!
5th Grader: If I could request it, I'd request it <u>5 more times this year</u>!

<u>Community Christian Schools (5th & 6th Graders identified by initials below)</u>

JM: I liked learning about Iowa 150 years ago and how we can keep the world nice and no animals extinct.
S: I loved when we played Jenga, it's learning with a twist. The reason I knew all about the endangered animals and the invasive animals because I watch lots of Brave Wilderness which is a YouTube channel that talks about lots of plants and animals you should probably check it out ☺.
MLN: I love the robot on YouTube.
L: I thought you guys were awesome.

Dear Water Rocks,

I really enjoyed how your concert was fun and musical, but also a learning experience! Todd-Chill rap man! Thank you all for teaching me more about soil, in a fun way!

Roses are Red,
Violets are Blue.
Youre as cool as a bean,
and your raps are mean!

Sincerely,
Elli T.
Age: 10 ½
School: Beaver Creek
Elementary School
Johnston IA, 50131

P.S. Go Cyclones!