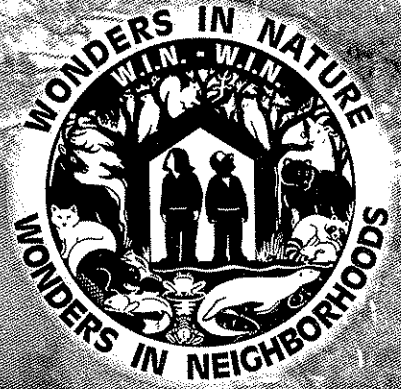


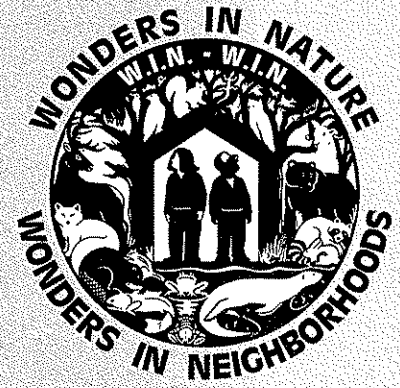
Bringing together the worlds of wildlife and children



Wonders In Nature

Wonders In Neighborhoods





Wonders In Nature

Wonders In Neighborhoods

Mission

To foster an appreciation of wildlife and its habitats and for the conservation of these natural resources through a variety of wildlife-related learning experiences.

Goals

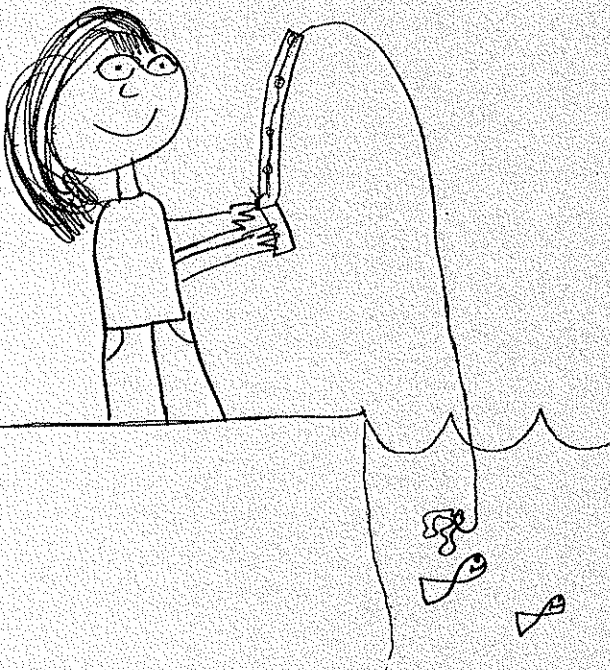
To develop wildlife-related education activities and materials that support the use of parks, natural areas, wildlife areas, and other public facilities as outdoor classrooms.

Establish partnerships that develop and implement wildlife-related education and emphasize the relevance of environmental education to urban and multicultural audiences.

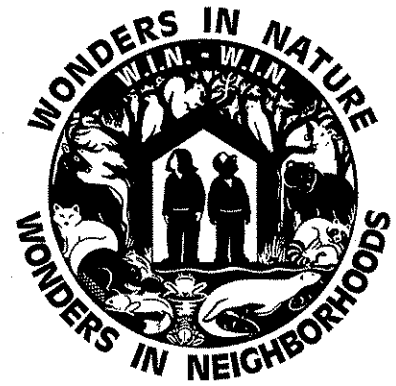
To enhance Colorado residents' understanding of wildlife and how people's actions affect wildlife and wildlife habitat in their own community.

Long-term Behavioral Outcomes for Students

- Manifest appreciation for and affinity toward wildlife and its habitats
- Seek quality information about wildlife and its habitats on a regular basis
- Demonstrate appropriate interactions with wildlife and its habitats
- Demonstrate appropriate conservation behavior toward wildlife and its habitats
- Share enthusiasm, knowledge, and behaviors learned about wildlife and its habitats
- Participate as an empowered community member regarding issues of wildlife and its habitats



Wonders In Nature



Wonders In Neighborhoods

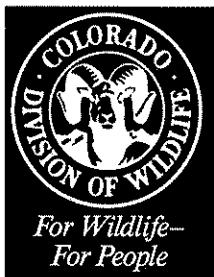
Report prepared by Cindy Somers
Designed by John K Victor
Photographs by Carol Duarte, John
Edwards, Marion Edwards, James
Garcia, and Korbin Pugh

W.I.N.-W.I.N. Managing Partners



Jacque Taylor
School Programs Manager
W.I.N.-W.I.N. Program Manager
Denver Zoo
2300 Steele Street
Denver, CO 80205-4899
Phone: 303-376-4883
Email: schools@denverzoo.org

Wendy Hanophy
W.I.N.-W.I.N. Program Manager
Colorado Division of Wildlife
6060 North Broadway
Denver, CO 80216
Phone: 303-291-7479
Email: wendy.hanophy@state.co.us



Matt Herbert
W.I.N.-W.I.N. Program Coordinator
Denver Zoo
2300 Steele Street
Denver, CO 80205-4899
Phone: 303-376-4835
Email: winprograms@denverzoo.org

Table of Contents

Executive Summary	2
Overview of the W.I.N.-W.I.N. program	4
Introduction	4
Funding and Partnerships	5
Profile of Participating Schools and Students	6
Program Components	8
In-Class Visits	8
Pre-Visit and Post-Visit Activities	10
Field Site Visits	10
Family Night	12
Community Leadership Project	12
Perceptions and opinions of W.I.N.-W.I.N.	13
Principals and W.I.N.-W.I.N.	14
Teachers and W.I.N.-W.I.N.	14
Students and W.I.N.-W.I.N.	16
Program effects and outcomes for students	18
What's next for W.I.N.-W.I.N.? ..	22
Appendix - W.I.N.-W.I.N.'s System of Evaluation	23
Background	23
Development	23
Data Collection Methods	24
References	24

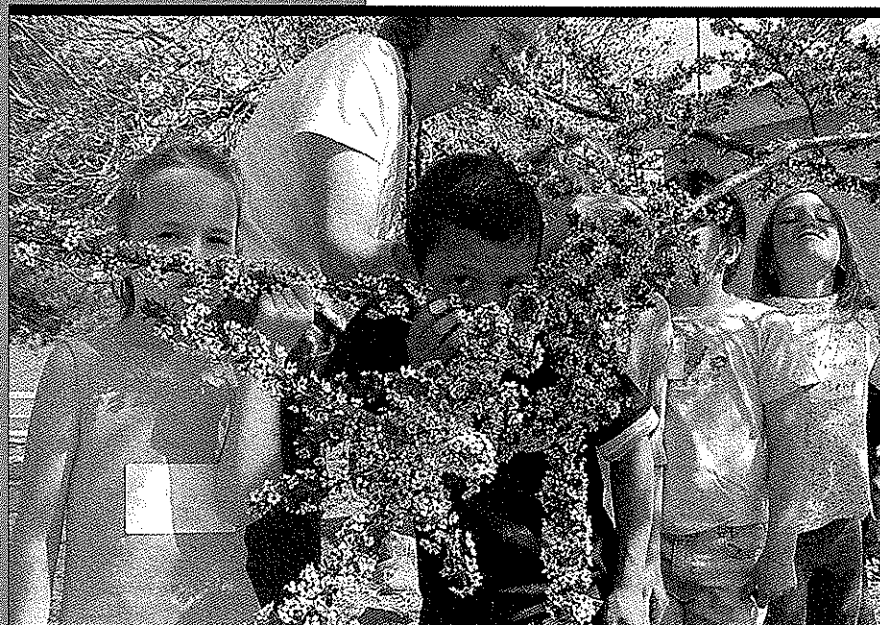
Executive Summary

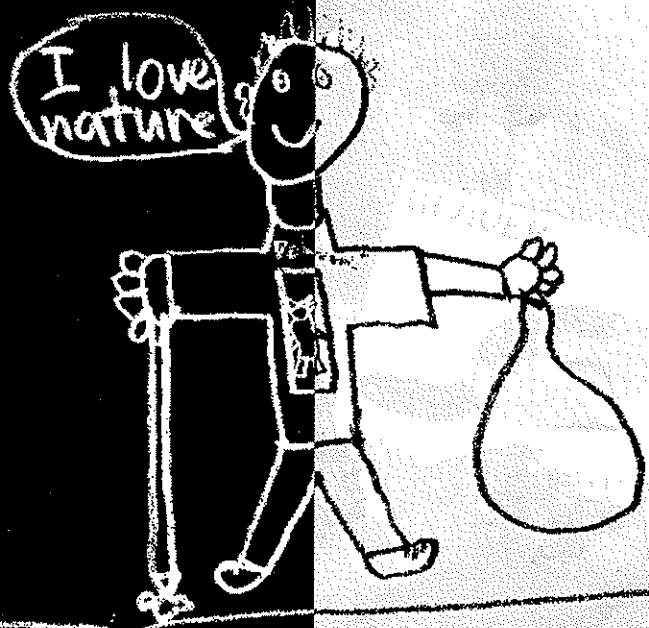


The Wonders In Nature - Wonders In Neighborhoods program has been providing wildlife-related conservation education to thousands of school children throughout the Denver Metro area since 1996. Specifically designed for elementary students in ECE through fifth grade, W.I.N.-W.I.N. is intended to heighten children's awareness and understanding of the natural world. The program's interdisciplinary and multifaceted curriculum engages learners in hands-on, developmentally appropriate activities that reveal the wonder of nature, illustrate the interdependence of life, and emphasize the importance of conservation.

Teachers and children from more than two-dozen schools participate in the program. These schools are located in ethnically and culturally diverse, urban neighborhoods in and around Denver. To ensure access and affordability, W.I.N.-W.I.N. pays for all expenses and offers the

program at no cost to the selected schools. In addition, the program provides materials and instruction (when appropriate) in both English and Spanish, and teachers receive training in how to implement the activities and incorporate W.I.N.-W.I.N. into their class curriculum.





The program has five primary components that link together to provide students with enjoyable, well-rounded, educational experiences related to nature and wildlife. These five components are:

- Four to seven In-class Lessons provided by a W.I.N.-W.I.N. Instructor.
- Sets of Pre and Post-Visit Activities that correlate with each of the in-class lessons.
- One or two Field Site Visits to environmental or wildlife-related locations and facilities throughout the Front Range.
- One W.I.N.-W.I.N. Family Night at each school.
- Community Leadership Project service-learning activities.

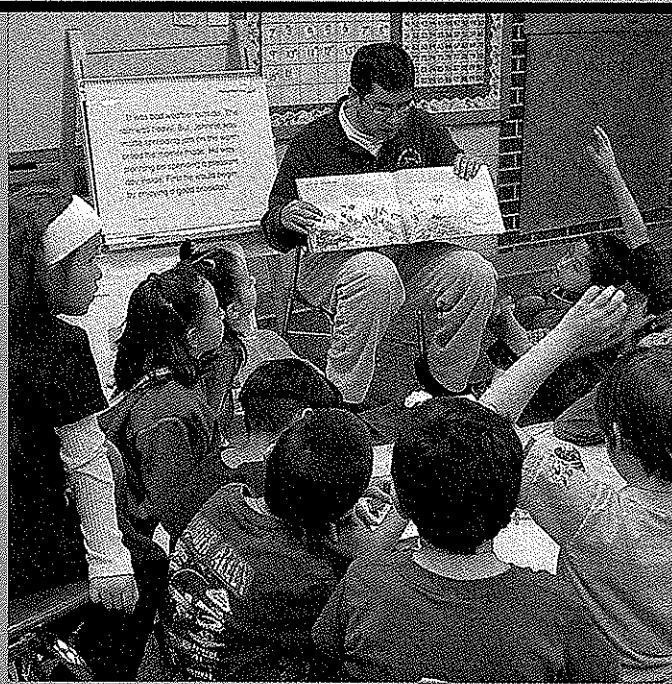
W.I.N.-W.I.N. is co-managed and financially supported by the Denver Zoo and the Colorado Division of Wildlife (DOW) with additional funding provided by The Great Outdoors Colorado Trust Fund. The program also relies on the human, financial, and natural resources of its 39 partner organizations for field site visits, teacher training, and more.

In a recent evaluation of W.I.N.-W.I.N., 17 different data collection instruments and activities were utilized to gather data about the program. Key findings from the evaluation include:

- Principals are very satisfied with W.I.N.-W.I.N. and believe the program benefits both students and teachers. They believe the program contributes to overall academic achievement and provides students with experiences the school alone is not able to offer. Principals emphasize the key role W.I.N.-W.I.N. plays in their schools' science curricula including its contribution to teacher comfort and interest in teaching science.
- Teachers are extremely supportive of the W.I.N.-W.I.N. program; so much so that ninety-eight percent say they would recommend the program to teachers at another school. They praise the W.I.N.-W.I.N. instructors and consider the in-class lessons and materials to be "excellent." Like principals, teachers feel W.I.N.-W.I.N. significantly contributes to student academic success and is particularly valuable for developing science-related knowledge and skills. They also indicate students improve in reading, writing, math, music, and art due to W.I.N.-W.I.N.
- Not surprisingly, students really enjoy the W.I.N.-W.I.N. activities and field site visits. Equally important, students believe W.I.N.-W.I.N. is a valuable educational program and has helped them to do better in school. In addition, students report that W.I.N.-W.I.N. has affected their attitudes toward animals, teaching them how to treat animals and making them more interested in learning about wildlife.

Overview of the W.I.N.-W.I.N. program

"The lessons are geared well to the level of our students and provide the hands-on experiences they need. The field trips have been invaluable to our students in expanding their experiences—ones they probably would not have otherwise."



extend from the short grass prairie up through the alpine tundra in Colorado. The program is designed to instill participants with a sense of wonder for nature; cultivate an appreciation for the interconnectedness of humans, wildlife, and habitat; and promote the conservation of natural resources. W.I.N.-W.I.N. addresses these complex topics through age-appropriate, multidisciplinary activities that build upon each other from year to year beginning when a child first enters school through fifth grade.

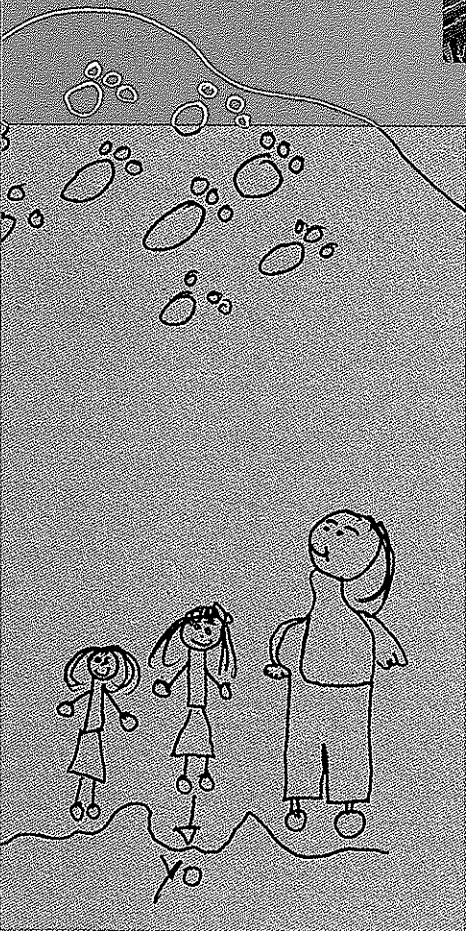
To ensure accessibility to the target audience, W.I.N.-W.I.N. has reduced or eliminated many of the obstacles that often prevent urban children, families, and schools from taking advantage of the numerous environmental opportunities that abound in Colorado's Front Range. For example, to make sure W.I.N.-W.I.N. is affordable, all program components including classroom materials, in-class instruction, bus transportation, entry fees, and field site instruction currently are provided at no cost to students or schools. To address the most common language barrier, all student pages, worksheets, and parent communications are available in English and Spanish. Furthermore, when possible and appropriate, schools are provided with bilingual instructors.

Introduction

Developed and coordinated by the Denver Zoo and the Colorado Division of Wildlife in partnership with nearly 40 agencies and organizations, the mission of the Wonders In Nature - Wonders In Neighborhoods program is to foster an appreciation of wildlife and its habitats and to promote the conservation of these natural resources through a variety of wildlife-related learning experiences. The program carries out its mission by bringing hands-on, wildlife conservation education into the classrooms of ethnically and culturally diverse

elementary children in urban neighborhoods throughout the six-county Denver Metro area. In addition to enhancing and expanding each school's base curricula, W.I.N.-W.I.N. offers every participating child the opportunity to experience nature firsthand by providing students with one or more field site visits each year.

The W.I.N.-W.I.N. program aims to heighten awareness and understanding of the natural world by exploring with students the variety and continuity of wildlife needs that exist in their own neighborhoods and which



W.I.N.-W.I.N.

Partner Organizations as of January 2002

* Denotes site visit partners

Anderson Farms (Colorado Ag and Rural Experiences, Inc.) *
Audubon Society of Greater Denver *
Bluff Lake Nature Center *
Butterfly Pavilion and Insect Center *
Cal-Wood Conservation Education Resource Center *
Carson Nature Center at South Platte Park *
The Children's Museum of Denver *
City of Lakewood,
Bear Creek Lake Park *
Clear Creek History Park *
Colorado Department of Education
Colorado Division of Wildlife *
Colorado Mountain Club *
Colorado State Parks
Barr Lake State Park *
Castlewood Canyon State Park *
Chatfield State Park *
Roxborough State Park *
Colorado State Forest Service
Colorado Wildlife Federation
Colorado's Ocean Journey *
Denver Botanic Gardens * and Chatfield Nature Preserve *
Denver Museum of Nature and Science *
Denver Zoo *
Eco-Cycle, Inc.
Friends of Dinosaur Ridge *
Front Range Earthforce
Jefferson County Open Space Parks
Lookout Mountain Nature Center *
Lair of the Bear Park *
Keystone Science School *
Littleton Historical Museum *
Morrison Natural History Museum *
National Wildlife Federation
The Nature Conservancy of Colorado *
Plains Conservation Center *
Rocky Mountain Arsenal National Wildlife Refuge *
Rocky Mountain Bird Observatory *
Rocky Mountain National Park *
Tri-R Recycling
Two Ponds National Wildlife Refuge *
University of Colorado Museum of Natural History *

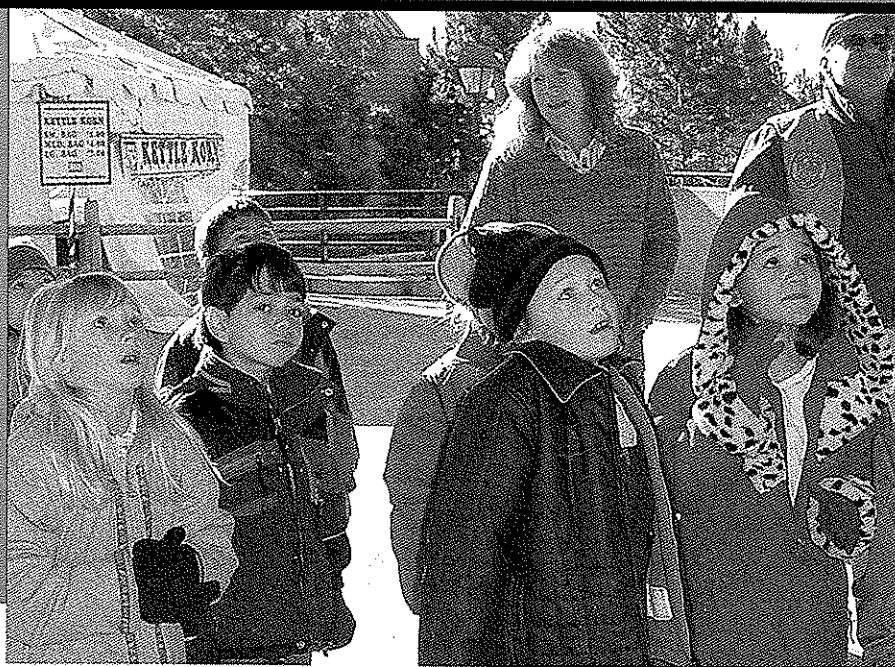
Funding and Partnerships

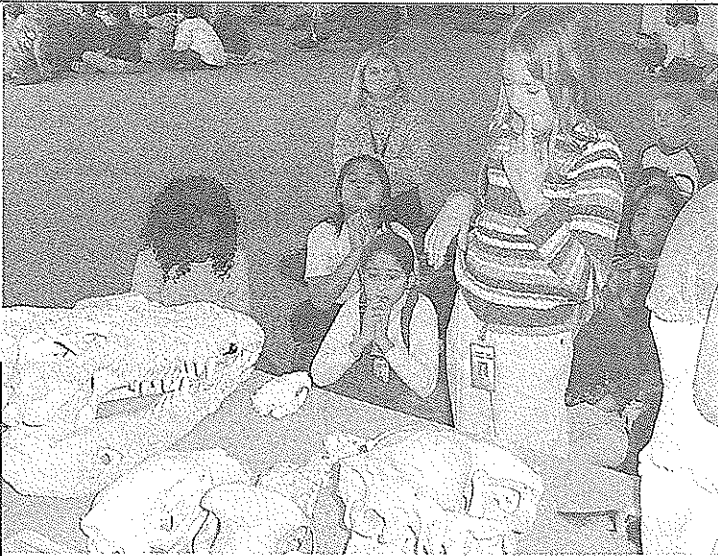
Primary funding for W.I.N.-W.I.N. is provided by the Great Outdoors Colorado Trust Fund (GOCO), the Colorado Division of Wildlife (DOW), and the Denver Zoo. The W.I.N.-W.I.N. program is one of the many ways these organizations are addressing their separate, but compatible missions regarding conservation and public education. Since the inception of W.I.N.-W.I.N. in 1995, these three organizations have contributed nearly \$5,000,000 to making this program a reality.

GOCO's State Board is charged with disbursing expendable income from the Colorado lottery to programs designed to help the people of Colorado preserve, enhance, appreciate, and enjoy Colorado's parks, wildlife, trails, rivers, and open space. In GOCO's 1995 Strategic Plan, the W.I.N.-W.I.N. program was specifically named as one of the Board-endorsed approaches to accomplish Goal 5 of the plan. This goal calls for the "expansion of outdoor recreation, wildlife, and open space opportunities for urban and rural areas throughout the state and for the minority, economically disadvantaged, and physically challenged communities within those areas." W.I.N.-W.I.N. also supports Goal 6 of the Strategic Plan which calls for increased "opportunities for the public to learn about wildlife and wildlife environment and natural resources" through environmental education programs.

In all, GOCO has contributed more than \$1.6 million toward the creation and implementation of the W.I.N.-W.I.N. program. GOCO funds pay for a variety of program costs: salary and benefits for instructors, transportation to and entry fees for field site visits, and a portion of the leases for W.I.N.-W.I.N. vans. GOCO's involvement, however, has remained primarily monetary; the Zoo and the DOW jointly share all administration and management of the program.

The Division of Wildlife's financial support for W.I.N.-W.I.N. is obtained primarily through the sale of hunting and fishing licenses. One of W.I.N.-W.I.N.'s Program Managers is a DOW staff member and has an office at the agency's headquarters. The Zoo's fiscal contribution to W.I.N.-W.I.N. is derived from a variety of sources including gate fees, donations, and grant monies. Additionally, one of the W.I.N.-W.I.N. Program Managers, as well as the Program Coordinator, Logistics Coordinator, Instructors, and Facilitators



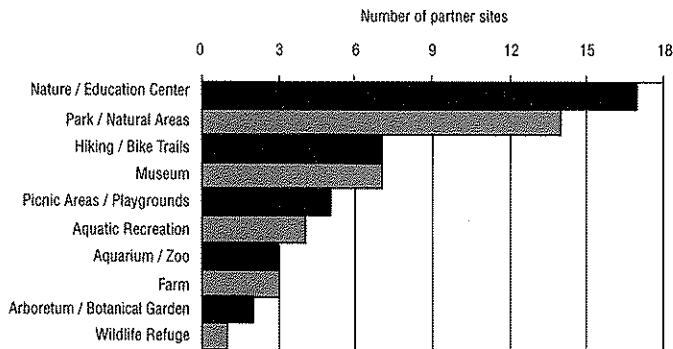


all are Denver Zoo employees. The program is operated out of the Gates Wildlife Conservation Education Center on Zoo grounds, and all live animals utilized in the school-based programs are housed at the Zoo and cared for by Zoo staff.

Additional support for the program comes from W.I.N.-W.I.N.'s 39 partners. Consisting largely of non-profit organizations and governmental agencies, the partners all have complementary foci and missions regarding the environment, conservation, and public education. A few of the partners serve primarily advisory or training functions, but most provide on-site programming as part of W.I.N.-W.I.N.'s field site visits. The partner site facilities available for W.I.N.-W.I.N. use vary from wildlife refuges, parks, and farms to nature centers, museums, and indoor aquaria.

Financial contributions from partner sites are most often in the form of reduced or waived admission and program fees. However, some sites contribute even more. For example, one partner paid for bus transportation to their site, and another invested capital to construct a covered pavilion, kiosk, and parking lot specifically so W.I.N.-W.I.N. students could utilize the site. The Colorado Department of Education (CDE) and others have assisted with teacher training and curriculum development.

The participating schools are also considered partners in the program and they, too, make in-kind contributions, most substantially in the form of increased time allotted for teacher training. In addition, schools must assign staff for internal program coordination and provide appropriate space for the school-based activities. Some schools go beyond these required commitments by allowing staff time to serve on committees or providing supplemental materials.



Partner sites have a variety of public facilities available for use by W.I.N.-W.I.N.

Profile of Participating Schools and Students

One of the founding objectives of the program was to access and serve audiences that are typically underrepresented in the publics that utilize the facilities and services of the partner organizations. With that goal in mind, W.I.N.-W.I.N. developed a set of criteria for selecting schools to participate in the program. As a whole, the program targets schools that are located in an urban setting which have high cultural and socioeconomic diversity. Since the Denver Zoo receives funds from the Scientific and Cultural Facilities District

municipal tax, the program originally included at least one school from each of the six counties in the Denver Metro area. Because of the spiral, multi-year nature of the program, all teachers in a school must be willing to participate, and the program must have written approval and support from the principal. In addition, program managers consider evidence such as Colorado Student Assessment Program (CSAP) scores and other school and community indicators which suggest that students in these schools would likely benefit from enrichment of

their school curriculum.

W.I.N.-W.I.N. first pilot tested its curriculum during the 1996-97 school year with second graders at 17 elementary schools. The following year, the program expanded to grades 1-3 and grew to include six additional schools. Since the 1998-99 school year, W.I.N.-W.I.N. has provided programming for students at all elementary levels from Early Childhood (where available) through fifth grade. The number of participating schools has fluctuated from 25 to 27, and the number of students has averaged just over 11,000 per year.

W.I.N.-W.I.N. was designed and is implemented as a multi-year, integrated, and interdependent curriculum. Therefore, program managers have sought out schools that are willing and interested in a long-term commitment to the program. Overall, this strategy has been successful. There has been relatively little turnover of participating schools, and 13 of the original schools are now in their sixth year of participation. More importantly, students in the fourth and fifth grade in these schools are now experiencing W.I.N.-W.I.N. in their classrooms for the fifth year in a row.

W.I.N.-W.I.N. Schools by District as of January 2002

Adams-Arapahoe 28J
Park Lane Elementary

Adams County 14
Ward S. Kemp Elementary
Monaco Elementary

Boulder Valley RE 2
Escuela Bilingüe Pioneer
Alicia Sanchez Elementary

Cherry Creek 5
Holly Ridge Primary (ECE-2)
Holly Hills Elementary (3-5)
Meadow Point Elementary

Denver County 1
Harry M. Barrett Elementary
Edward L. Brown Elementary
Colfax Elementary
Greenlee / Metro Lab Elementary
Katherine L. Gust Elementary
Anna Louise Johnson Elementary
Andrew J. Marrama Elementary
Charles M. Schenck Elementary

Douglas County RE 1
South Street Elementary

Englewood 1
Maddox Elementary

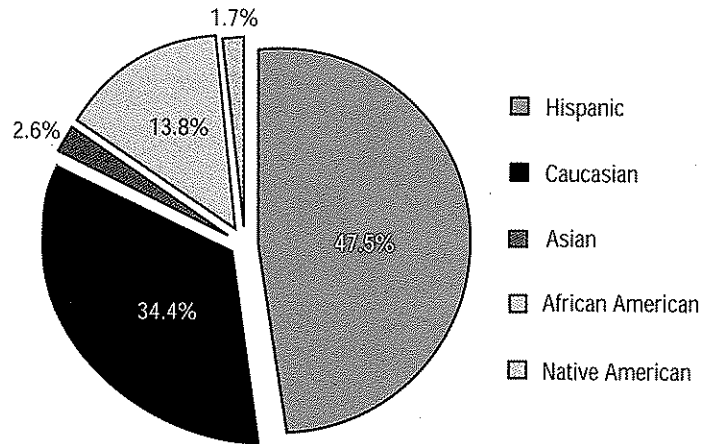
Jefferson County R-1
E. L. Foster Elementary

Northglenn-Thornton 12
Federal Heights Elementary

Sheridan 2
Fort Logan Elementary
Sheridan Early Childhood
Development Center

Parochial
Loyola Grade School
Saint Francis de Sales Elementary
Saint Rose of Lima Elementary

Data gathered during a recent evaluation (described in more detail in the Appendix) indicate that W.I.N.-W.I.N. is meeting its goal of serving youth from ethnically diverse and economically disadvantaged neighborhoods. Over 60 percent of the students participating in W.I.N.-W.I.N. during the 2000-2001 school year were either Hispanic (47.5%) or African American (13.8%). Caucasian students comprised about one-third of the audience while only a small proportion of students were identified as Asian or Native American.



Ethnic make-up of participating students averaged across all schools.

School by school, the ethnic make-up of students varied considerably. For example, while three-fourths of the schools had fewer than 17 percent African American students, at one school nearly all the students (95%) were African American. An even greater amount of variability was found among the schools' Hispanic population. While most schools had a student population that was at least 33 percent Hispanic, individual schools varied from 0-95 percent Hispanic. The percentage of Asian and Native American students was far less variable: students of these ethnic backgrounds made up less than 10 percent of the students at any of the schools.

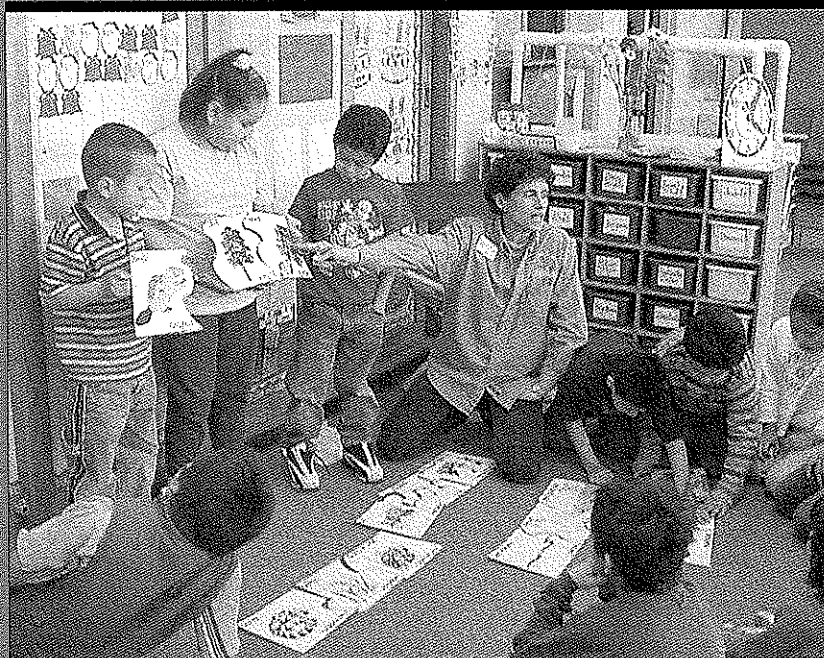
The diverse nature of the student population served by W.I.N.-W.I.N. is also reflected in the fact that 25 percent of the students were classified as English Language Learners (ELL). Of these, 82 percent speak Spanish as their first language. At a few schools, nearly all the students were fluent in English; however, most schools reported that at least 15 percent of their students were learning to speak English, and 63 percent of the students at one school were classified as ELL.

When asked what languages they speak at home, most students (62%) reported that they speak English only. However, 18 percent indicated they speak English and Spanish, and another 12 percent said they speak Spanish only. A small percentage of students reported that they communicate in languages other than English and Spanish at home. The most common of these "other" languages were Vietnamese, French, Sign Language, Chinese, and German. However, as a whole, less than five percent of students listed "other" languages and less than one percent listed any one language other than English or Spanish.

The economic status of the W.I.N.-W.I.N. student population is indicated by the number who participate in a free or reduced price lunch program. Depending on the school, from 11-94 percent of students are eligible for such a benefit. On average, 60 percent of W.I.N.-W.I.N. students qualify for inclusion in this supplemental food program, and at nine of the schools, more than 75 percent of the students participate.



Program Components



"The units are well planned and contain age-appropriate concepts and activities that integrate beautifully with our curriculum"

"It makes a world of difference when Spanish is spoken and everyone has the opportunity to learn."



In-Class Visits

During the school year, each class receives from four to seven classroom visits with lessons provided by a W.I.N.-W.I.N. Instructor. The same instructor works with every class at a given school, and over the course of a year, instructors will spend between 30 and 60 days at each of their assigned schools (depending on the number of classes and grades). In addition to providing lessons, instructors also serve as a resource for teachers regarding conservation and science education. At many schools, the W.I.N.-W.I.N. instructors are regarded as "guest" members of the staff and are welcomed as such. They occasionally eat lunch with the students or teachers, attend staff meetings, and even take part in after school activities.

The content of each W.I.N.-W.I.N. lesson has been aligned with the Colorado State Model Content Standards and reflects the needs and desires of the participating schools to the greatest extent possible. While primarily science oriented, many lessons include activities that require and further develop knowledge and skills in math, reading, writing, art, social studies, and more. Students are also provided with a W.I.N.-W.I.N. journal in which they are encouraged to write or draw as a way of reinforcing and reflecting on each lesson.

"In W.I.N.-W.I.N., for that hour, nobody asks to go to the bathroom, no one is fighting, no one has to be sent to time-out, no one has a problem with anything. The kids are totally engaged."



One of the highlights of these hands-on, interdisciplinary lessons is that they often incorporate science resources not always available to the classroom teacher, including an assortment of animal skins and mounts as well as numerous live plant and animal demonstrations. Students have the opportunity to see and often touch an array of live animals representing a wide spectrum of species from insects, spiders, and snakes to prairie dogs, box turtles, and birds of prey. The animals are utilized not only to capture and maintain student interest; they play an integral part in illustrating the central theme of many lessons.

Program curricula vary by grade level with each unit following a specific theme throughout the year. Teachers at each school are allowed to jointly select the W.I.N.-W.I.N. Unit that best supports their school's curriculum for each grade. The current themes and topics are:

"My students appreciate the instructor's knowledge, passion for nature, and interest in them. Truly, our instructor is a model of our profession - teaching!"

Early Childhood Education

Theme: Sensing the Wonder of Nature
Lesson topics: Colors in nature;
Shapes in nature; Numbers in nature;
The five senses

Kindergarten

Theme: Survival
Lesson topics: Living and non-living;
Using senses to survive; Colors and camouflage; Plant and animal habitats

Unit One

Theme: What's Wild?
Lesson topics: Uses of plants; Diversity of animals; Wild and domesticated plants and animals; Native and non-native wildlife; Recycling; Animals and their young

Unit Two

Theme: Variety and Change in the Natural World

Lesson topics: Animal locomotion;
Seed dispersal; Animal and plant relationships; Habitat; Seasons;
People's affect on nature

Unit Three

Theme: Life Cycles
Lesson topics: Plant and animal life cycles; Pollination; Vertebrates; Invertebrates; Food chains; Predators and prey

Unit Four

Theme: Relationships
Lesson topics: Plant classification; Animal classification; Plant adaptations; Animal adaptations; Photosynthesis; People's relationship to the environment

Unit Five

Theme: Ecosystems of Colorado
Lesson topics: Urban; Semi-desert shrublands; Grasslands; Montane shrublands and pinyon-juniper forest; Montane and sub-alpine forests; Alpine tundra; Wetlands



Pre-Visit and Post-Visit Activities

Sets of pre and post-visit activities (presented by the classroom teacher) correspond with each in-class lesson taught by the W.I.N.-W.I.N. Instructor. The pre-visit activities provide students with the background knowledge and skills necessary to fully benefit from the in-class lessons, while the post-visit activities allow students to strengthen connections and reinforce knowledge and skills gained during the in-class lesson. These activities also provide teachers with the opportunity to fully integrate W.I.N.-W.I.N. into their curriculum thus making the program a seamless part of their students' classroom experience.

As with other aspects of the program, W.I.N.-W.I.N. provides all supplies and materials necessary to complete the pre and post-visit activities at no cost to the teachers or schools. Each classroom teacher is provided with a curriculum guide that contains instructions and student worksheets for each activity. A kit with media-related items such as books, tapes, tape players, and so forth is furnished to each school and usually kept in the library or media center. In addition, teachers are encouraged to participate in free training that demonstrates how to properly implement these activities and outlines techniques for integrating W.I.N.-W.I.N. topics into their curriculum beyond the materials provided by the program.



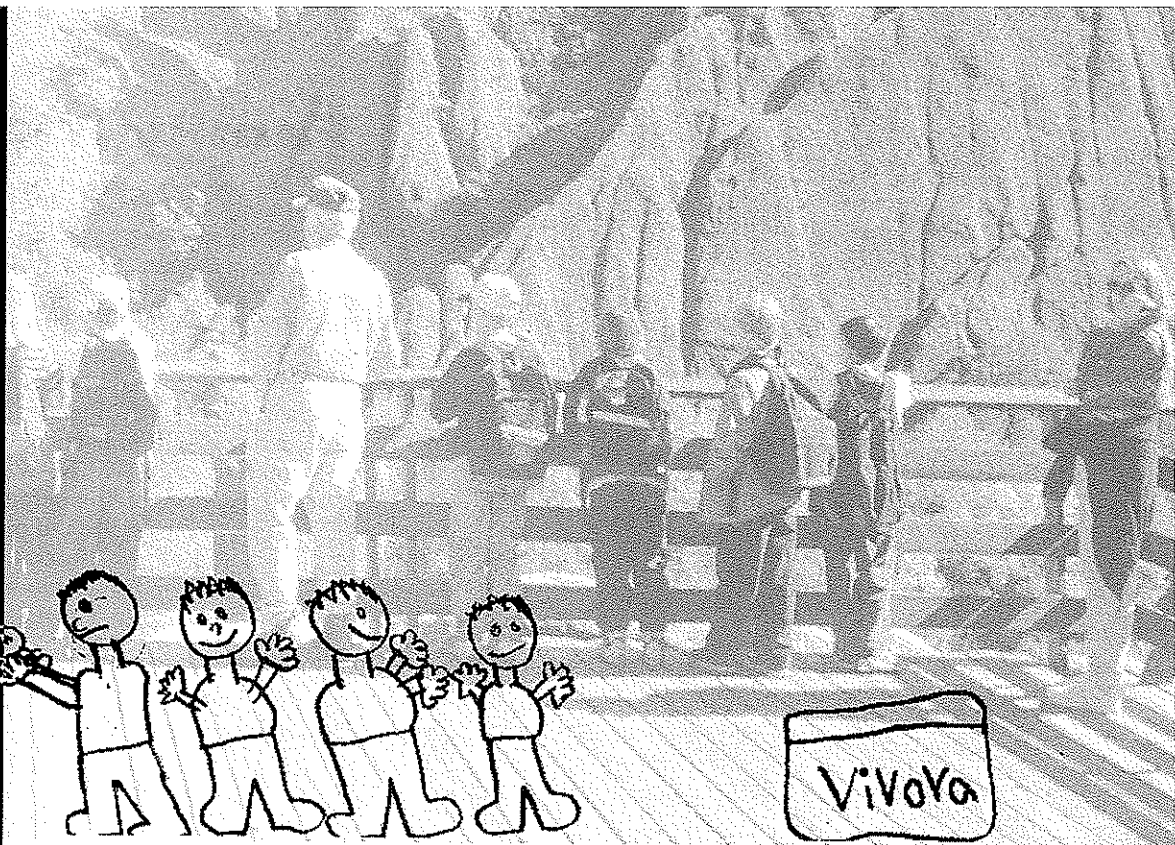
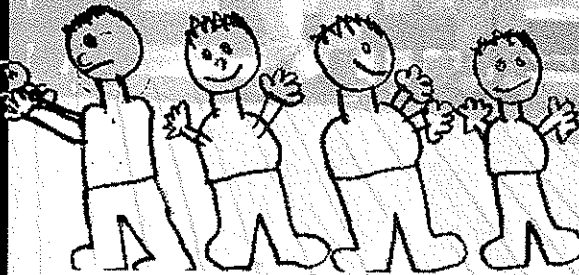
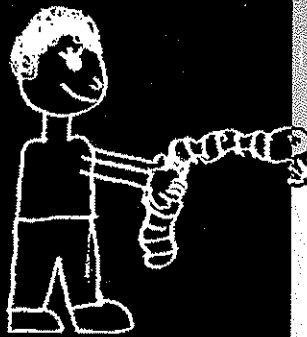
Field Site Visits

Each classroom is provided with one (ECE and K) or two (grades 1-5) field site visits. The site visits are designed to expose students to various natural settings, parks, and museums in and near the Front Range. Field site curricula and activities further enhance what students have learned during the school portion of the program and provide students with an opportunity to connect their classroom experiences to real settings and real life. Field site availability and activities differ for each W.I.N.-W.I.N. unit.

During the 2000-2001 school year, 29 partner organizations hosted 63 different types of on-site programs available for W.I.N.-W.I.N. classes. One additional partner was available to present programming to students at school. Even though most of the partner sites have an array of standard educational programs available for schools, many have designed programs specifically for W.I.N.-W.I.N. and do not offer these programs to non-W.I.N.-W.I.N. schools.

One of the purposes of the field site visits is to get children out of the classroom and immerse them in nature. Appropriately then, a majority of the partner programs take place outdoors for at least half of the site visit. As a part of these programs, children engage in activities as varied as looking for colors in their natural surroundings to fishing for trout. Other programs have kids tracing the paths of ancient dinosaurs, searching for reptiles and amphibians that live in the short grass prairie, or hiking in the Rocky Mountains. While some

"Our instructor was so professional and patient . . . She really instilled the love of science and discovery into my 2nd graders."



"This program gives all students at our school the opportunity to go to scientific and cultural places in our city. Without W.I.N.-W.I.N., most would never go."

"W.I.N.-W.I.N. is a great program that helps children learn about wildlife. Many of the children [at this school] have not been to the mountains or the zoo. Some of them knew little about experiencing the wonders of nature."

of the partner programs are based indoors (such as Ocean Journey, The Butterfly Pavilion, and three natural history museums), these visits still involve extensive exposure to animals, natural history, or conservation-related themes.

As a whole, the site visit programs address more than 30 different topic areas, with a majority focusing on habitats and ecosystems, adaptations, animals, and plants. Most of the programs fall within the subject area of Biology, but quite a few can be classified as Earth Science or Geography, among others. Furthermore, these programs are designed to engage students in interactive and innovative ways to develop a variety of skills including listening, observing, identifying and classifying, as well as critical thinking and problem solving.

Topics that comprise 25% or more of at least five on-site partner programs

	Number of programs (out of 64)
Habitats and ecosystems	40
Adaptations, plant or animal	38
Animals	33
Plants	18
Ecology	12
Humans and the environment	12
Water / Water quality	7
Environment	7
Climate / Weather / Seasons	5
Agriculture	5
Stewardship	5



Family Night

Family Night is one of the ways W.I.N.-W.I.N. encourages family and community involvement in the program. Every spring, a Family Night is organized for each of the participating schools. During this two-hour program, the students become the experts and teach family members what they have learned in W.I.N.-W.I.N. In addition to highlighting the in-class activities through learning stations and interactive displays, participants are also provided with information about W.I.N.-W.I.N.'s partner organizations including details on location, hours of operation, and the types of programs and services available at each. To illustrate W.I.N.-W.I.N.'s focus on wildlife, a live animal demonstration is a standard part of each Family Night's activities.

Community Leadership Project

The Community Leadership Project (CLP) is a recently added component to the W.I.N.-W.I.N. program. CLP encourages students to collaborate with each other and community members on planning and implementing an environmental project that directly impacts their school's immediate neighborhood. One of CLP's main objectives is to provide students with the skills and self-concepts

necessary to participate as empowered community members now and in the future. With guidance from W.I.N.-W.I.N. staff, students assume primary leadership in designing the service-learning projects, help recruit community members to participate, and accept responsibility for seeing the projects through to completion.

During the 2000-2001 school year, 10 schools developed 12 projects as part of this new

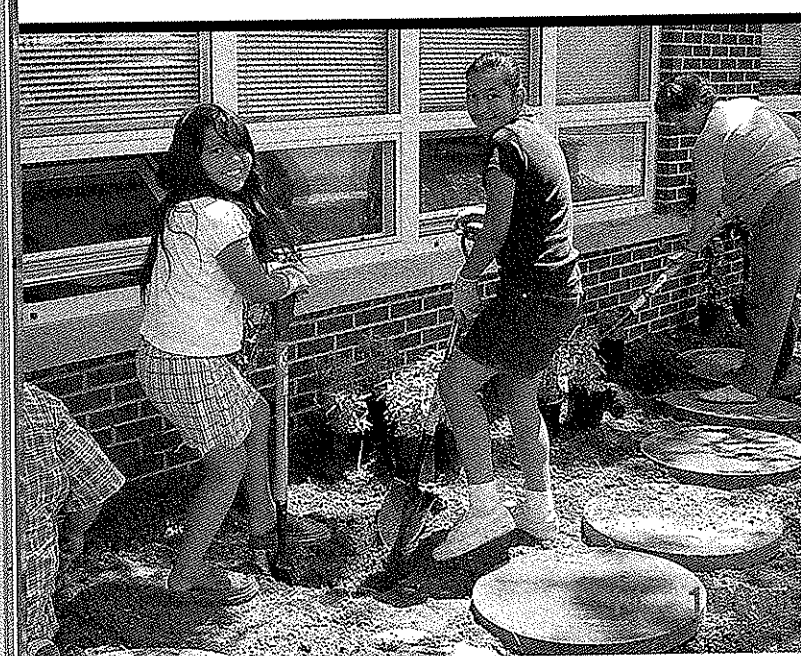
component. Eight projects involved the creation or revitalization of a schoolyard wildlife habitat or garden.

While most projects focused on activities in and around the school, several reached beyond school grounds. Together with senior citizens, students at Brown Elementary planted a small butterfly garden at a retirement home near their school. At Foster Elementary, students worked with the City of Arvada to distribute literature to neighborhood houses and place "No Dumping, Drains to Creek" medallions on storm drains. As part of the Earth Day celebration at Schenck Elementary, students conducted water tests at a local stream and then cleaned up the stream and the surrounding area.

To extend seed money provided by Texaco Foundation, CLP staff encouraged and assisted schools to obtain additional funding for their projects. Eight schools applied for and received grants ranging from \$250 to \$5000.

Students at one school raised money through a "student store," and at another, the Parent Advisory Council provided funds for the project. In addition, numerous local florists and nurseries provided plants for free or at a substantial discount, and Home Depot donated a variety of supplies including cement and a cement mixer.

By working in collaboration with the Colorado Department of Education's Learn and Serve Colorado program, the Community Leadership Project was able to offer participating teachers instruction in service learning. Funded by a grant from CDE, nine teachers from five schools participated in four days of training. CLP staff along with personnel from CDE and the National Wildlife Federation facilitated three sessions, and teachers utilized the final release day to present their CLP projects along with their students at the 2001 National Service Learning Conference.



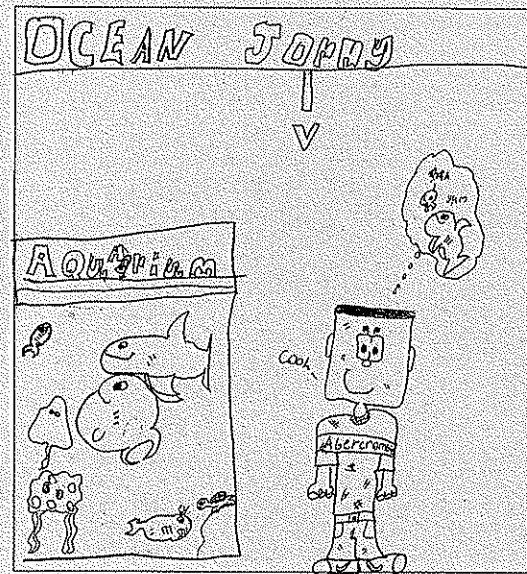
Perceptions and opinions of W.I.N.-W.I.N.

"I think it's a real door-opening experience for the kids. . . . I cannot say enough good about it. It really is just a fantastic program!"



"Our students have not had experiences that many other students have. The more they know, the more they can attach to reading and writing. The opportunities W.I.N. W.I.N. provides are wonderful for our children."

The information presented in this section is based on data obtained during a recent evaluation of the W.I.N.-W.I.N. program. (Refer to the appendix for more details.) Please note the overview provided here is not intended to be a complete review of the data collected. Rather, this summary has been included to provide a fuller, more complete picture of the program.





“Our children need these experiences! The program expands their background knowledge and provides the value added elements necessary for maturation and developing a love of learning.”

“Children from our community need programs like W.I.N.-W.I.N. to help them be competitive in this diverse world.”

Principals and W.I.N.-W.I.N.

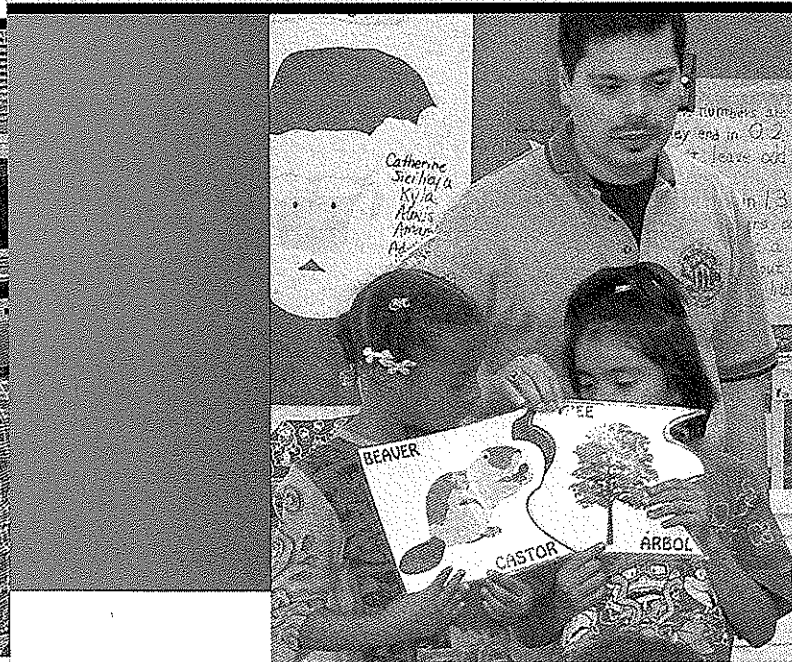
Principals of schools participating in W.I.N.-W.I.N. feel the program enriches their school curricula and supports teaching and learning in numerous ways. They value the interdisciplinary nature of the materials and feel the program positively affects overall student achievement. In particular, principals emphasize the central role W.I.N.-W.I.N. plays in their science curriculum; several principals have even indicated that W.I.N.-W.I.N. is the science program for their school.

Principals also appreciate the opportunities the program provides for students to interact with live animals and be exposed to natural settings. They see the program as a way to extend the classroom beyond school grounds and introduce their students to people, places, and experiences outside the realm of their daily lives. While most students go on field trips other than those provided by W.I.N.-W.I.N., the schools tend to have very small budgets for transportation and admission (usually less than \$175 per classroom per year), thus strictly limiting the places they can go and activities in which they can engage. Since W.I.N.-W.I.N. makes the arrangements and covers all expenses, many students are able to visit places and have experiences they likely would not be able to see and have otherwise.

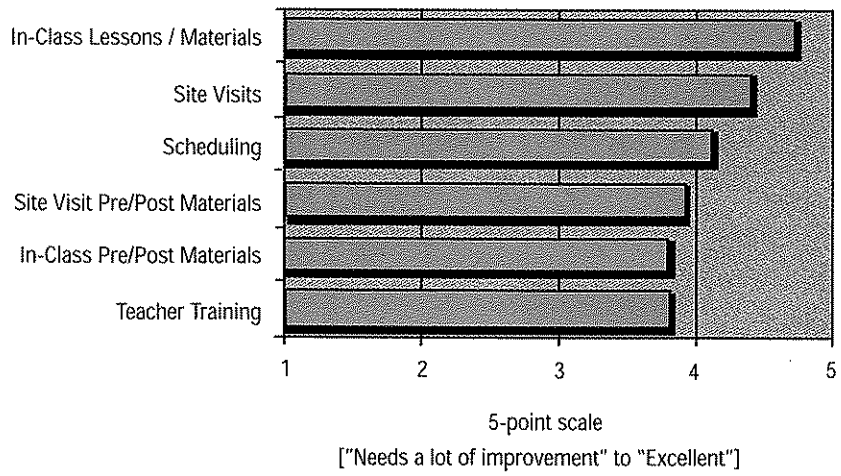
Beyond benefiting students, principals also believe the program provides meaningful professional development for teachers. They feel the program has increased teacher knowledge about wildlife and positively affected teacher attitude toward nature. Principals also report that W.I.N.-W.I.N. has increased teacher interest in and comfort teaching science. When asked the number one reason why their school continues to participate in W.I.N.-W.I.N., principals frequently mention high quality materials and staff as well as the types of experiences W.I.N.-W.I.N. makes possible for their students.

Teachers and W.I.N.-W.I.N.

Feedback from classroom teachers indicates they are quite satisfied with W.I.N.-W.I.N., so much so that 98 percent say they would recommend the program to teachers at another school. Furthermore, the large majority of teachers consider each of W.I.N.-W.I.N.'s major components to be quite good. Most importantly, three-fourths of participating teachers say the in-class lessons are “excellent”, and nearly two-thirds say the same about the site visits.



“Without W.I.N.-W.I.N., my teachers would not be able to present units of study that are as thorough and connected to science and real life. The teachers take the science standards, connect them to W.I.N.-W.I.N., use the classroom W.I.N.-W.I.N. experiences to teach concepts, and then connect these experiences to real life experiences on the field trips. This complete cycle of instruction would not be possible without W.I.N.-W.I.N.”

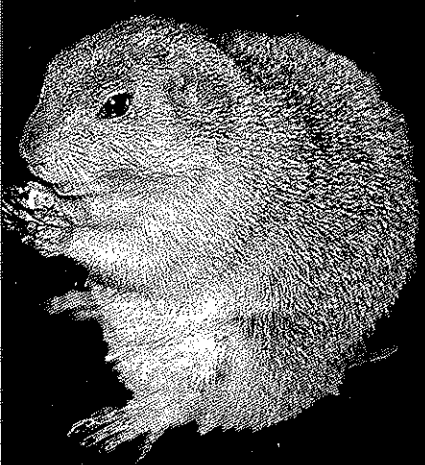


The quality of W.I.N.-W.I.N.'s major components as perceived by participating teachers.

Teachers rate the program so highly because it meets their needs so well. For example, teachers overwhelmingly believe the program is safe, so they are comfortable placing their students in the hands of W.I.N.-W.I.N. personnel. Those teachers with students classified as English Language Learners point out the importance and convenience of the translated materials and highly praise their bilingual instructors. As a whole, teachers feel the program requires a reasonable amount of their time and appreciate the fact that they don't have to spend any of their own money. Moreover, 95 percent of the teachers feel

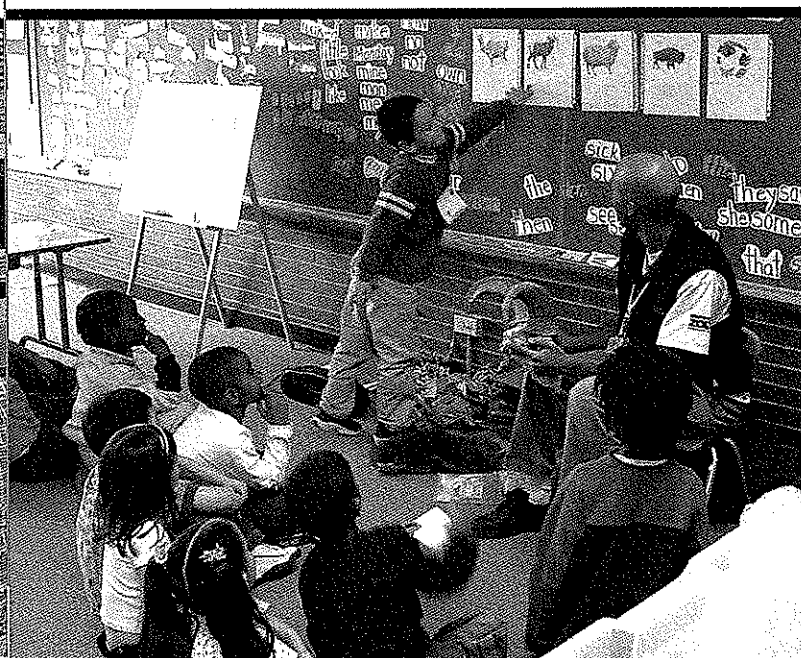
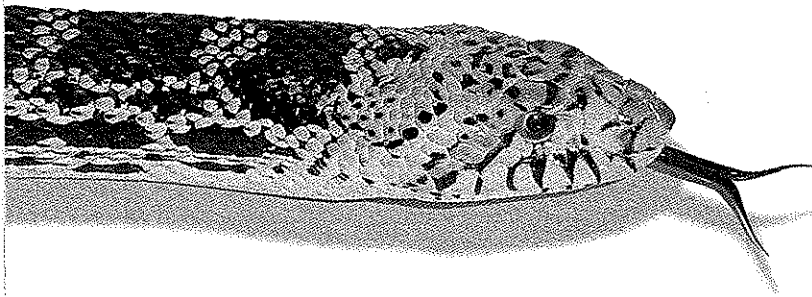
the W.I.N.-W.I.N. materials clearly connect to and adequately reflect their school's curriculum and standards, making it easier to fit the program into their work plans. Like the principals, most teachers feel the program is beneficial for them as well as for their students. Teachers indicate the program has increased their personal knowledge and understanding of nature, Colorado wildlife, and wild places in Colorado. Teachers also say they feel better prepared to interact in and with nature and are more likely to "take action" on behalf of the environment. In addition, teachers agree the program has encouraged

and enabled them to integrate other conservation-related topics and activities into their class curriculum beyond those provided by W.I.N.-W.I.N. Perhaps the best illustration of teacher satisfaction is the extent to which teachers say they would support the program. Nearly all of the teachers (96%) say they would encourage their school to keep W.I.N.-W.I.N. if the school were to consider eliminating the program. Furthermore, if funding for W.I.N.-W.I.N. were reduced, 88 percent of teachers maintain they would encourage their school to find a way to fit it into the budget.





"What I like best about W.I.N.-W.I.N. is the animals they bring in and all the plants that they can show us so I know about them, because if I see [the plants and animals], I can say "Yeah, I learned about them."



Students and W.I.N.-W.I.N.

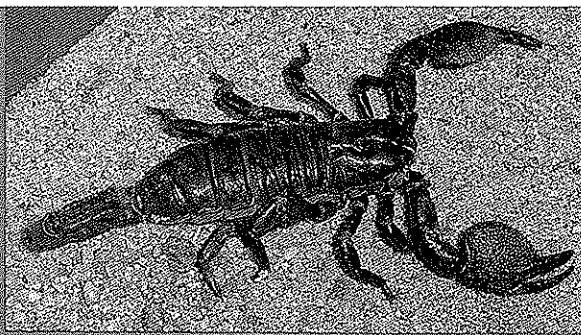
Based on information from everyone involved, children really like W.I.N.-W.I.N. and appreciate being part of it. To describe their opinion of the program, students use words like "cool," "interesting," "fun," "great," "safe," and "important." When asked what they like best about W.I.N.-W.I.N., as expected, students quickly point to their encounters with live animals and experiences they have on field trips. However, numerous comments from children also indicate that they value the interactive, hands-on nature of the program as well as the detailed information and exposure to the 'real thing' that W.I.N.-W.I.N. provides.

In addition to going on field trips and being around live animals, students also seem to like and value their W.I.N.-W.I.N. instructor. When arriving at a school or classroom, instructors are almost always greeted with smiles, cheers, and happy faces. Students like their instructor for many reasons ranging from personality ("she always

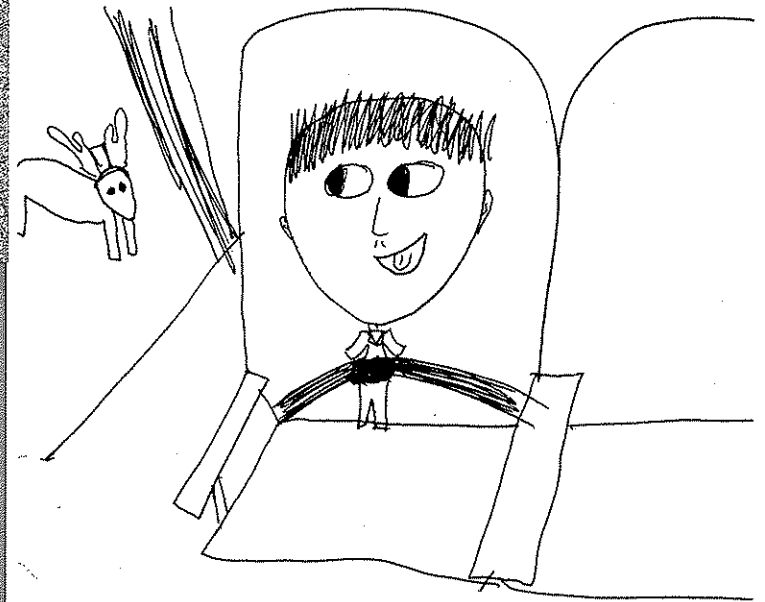
had a smile on her face") to the contribution instructors make to their education ("I like my instructor for teaching me lots of stuff.").

Another indication of how much children like W.I.N.-W.I.N. is that approximately nine out of ten participating students say they talk with their teachers and parents about the program. Teachers confirm this and report that students often ask questions about W.I.N.-W.I.N. topics in non-W.I.N.-W.I.N. situations. Students say they tell their parents about things they do in W.I.N.-W.I.N. including seeing and touching animals and what they learn on field trips. Nearly half the students indicate they have asked their parents to take them back to the place they visited with W.I.N.-W.I.N. Recognizing that many parents do not have the resources to independently take their children back to partner sites, W.I.N.-W.I.N. is actively working on ways to assist parents who would like to visit field sites with their children.

"W.I.N.-W.I.N. brings in the actual props and things instead of just telling us about it and showing us pictures. They actually bring in the animals and the pine needles and little samples [of what we're studying]."



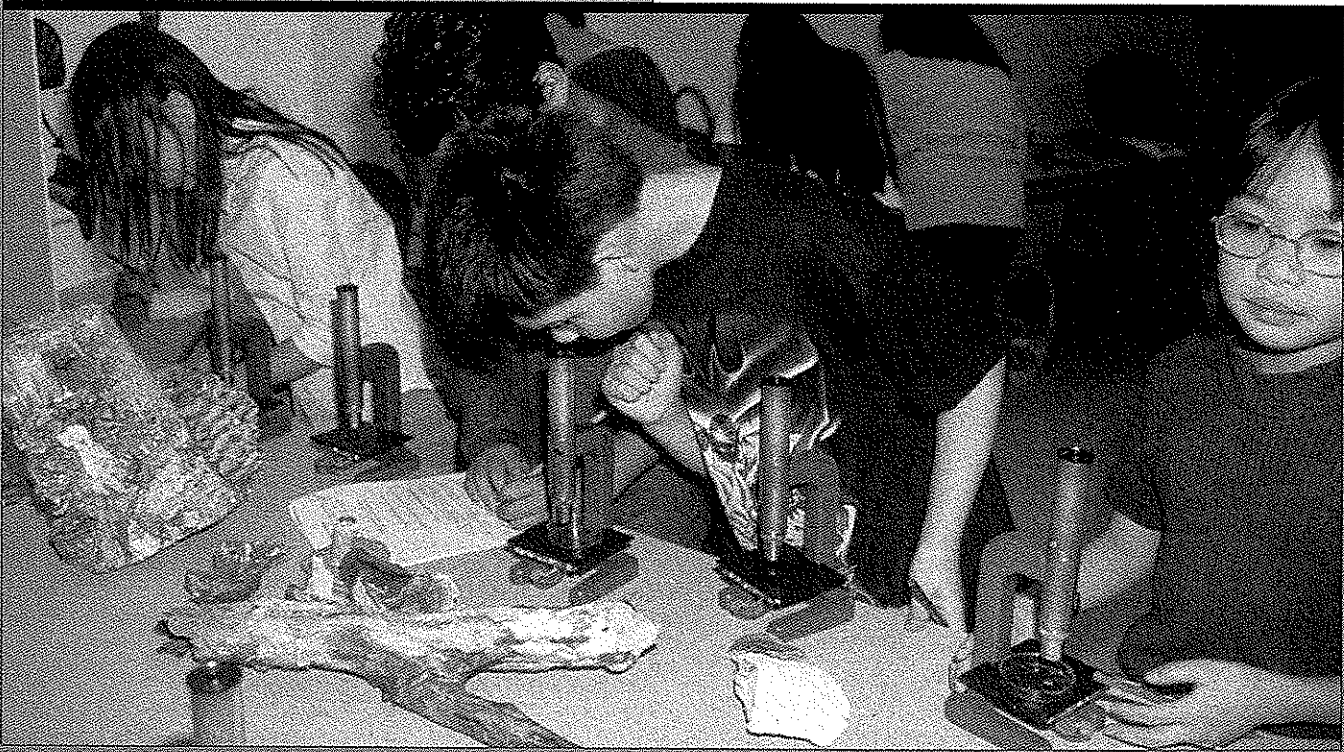
"They give us detail with the information. They don't just give us basic information and then say 'OK, that's all about that.' They give us details to go with the [basic] information so we know more about it."

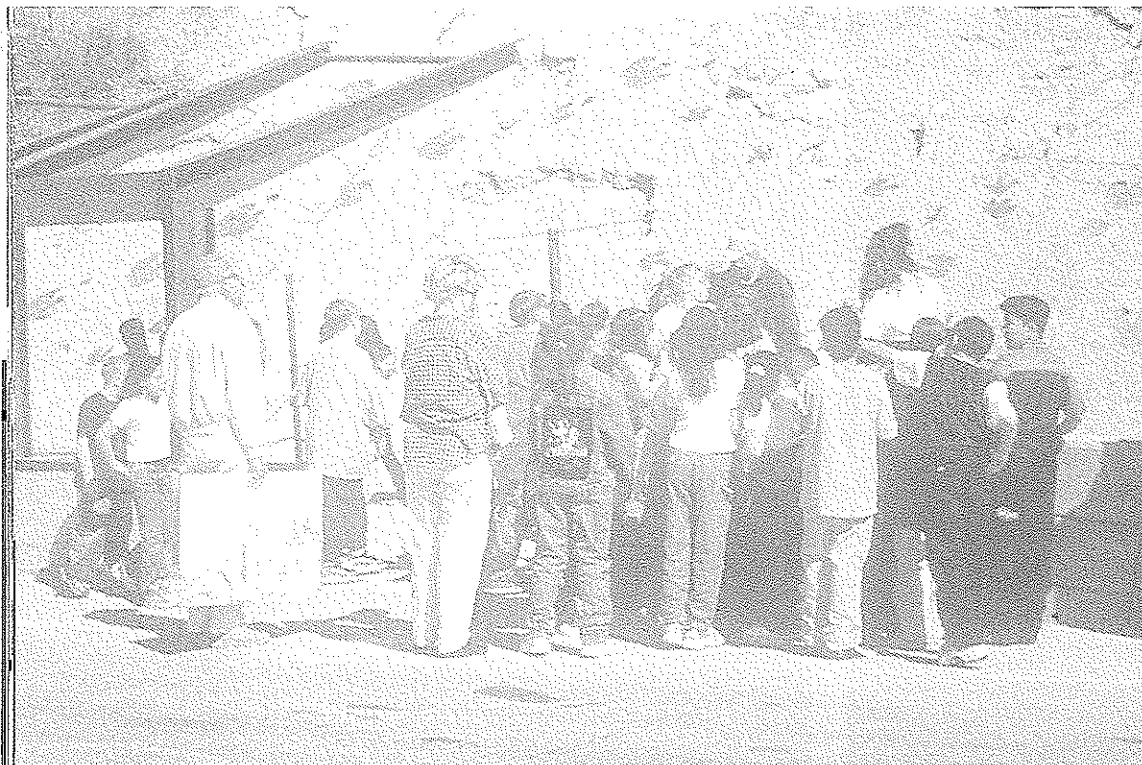


Field Trips!



"You actually get field trips to see animal habitats you just learned about in class. You learn how that animal survives in the wild; their shelter, their food . . . and you get to see it. You see these are all the same things you need to survive."





"I like that you can have fun while you're still learning. You're not sitting at your desk and the instructor is telling you all this stuff, but you actually get to do activities, and at the same time you are having fun and you're learning."

Program effects and outcomes for students



"Dear Harold. You made me believe in taking care of animals and believe in wildlife. I pick up trash. I do it to help nature. Your friend, Marcus"

Students, teachers, and principals concur that W.I.N.-W.I.N. provides many benefits for children in the program. Ninety percent of students say they learn a lot in the program, and 75 percent feel W.I.N.-W.I.N. helps them do better in school. Overall, students agree W.I.N.-W.I.N. has been useful to them in many classes including math, reading, writing, and social studies. They feel most strongly that W.I.N.-W.I.N. is a good way to learn science, and eight out of ten students say the program has helped them do better in science class.

Students also indicate that W.I.N.-W.I.N. has affected their relationship with animals. They say the

program has taught them how to treat animals and made them more interested in learning about wildlife. Students also say W.I.N.-W.I.N. has caused them to care more about animals. Ninety percent of the W.I.N.-W.I.N. students like animals and believe animals are important. Moreover, 82 percent of students enjoy looking at animals in their natural habitats, and 87 percent think it is important to protect places where wildlife can live.

Comments from students (seen throughout this document) illustrate the effect W.I.N.-W.I.N. has had on students. These quotes demonstrate that students comprehend W.I.N.-W.I.N.'s messages

about the interconnectedness of people and nature and that each person can make a difference in the health of the environment.

Teachers, too, acknowledge that W.I.N.-W.I.N. contributes to student achievement in science. Overall, 69 percent of teachers agree that, as a result of participating in W.I.N.-W.I.N., most or all of their students have increased science knowledge and skills. Not surprisingly, the percent of teachers who agree with this assessment varies depending on the grade taught. For example, 82 percent of third grade teachers report that most or all their students have improved in science, while



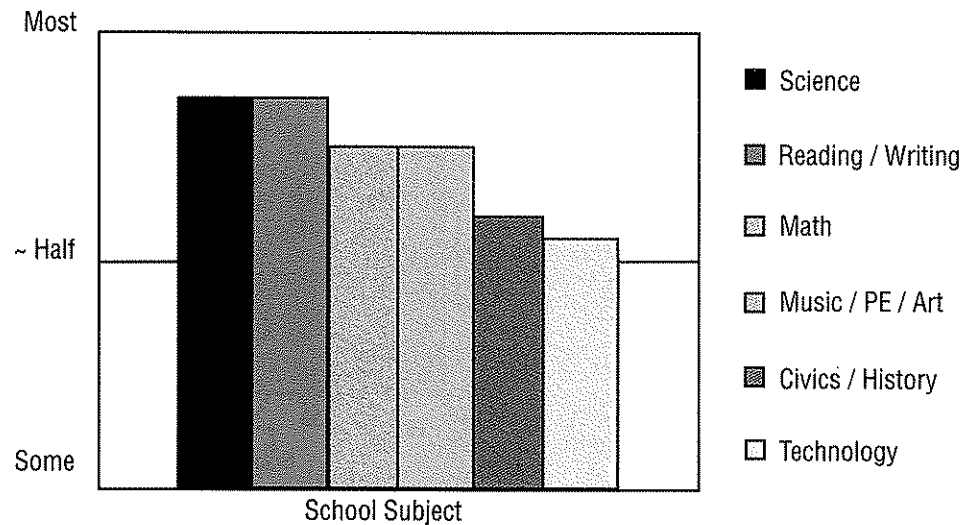
"[My favorite lesson was] the butterfly lesson. We got a caterpillar . . . and put it in a box and fed it food. We got to see how it turned into a chrysalis and then how it came out; and when the butterfly came out we got to go to the park and let it fly."

only 56 percent of ECE and kindergarten teachers say the same. This makes sense given the focus of the lessons and the developmental stages of the students.

Teachers also feel W.I.N.-W.I.N. contributes substantially to student

development in subject areas other than science. As a whole, teachers feel the program is as beneficial for the development of skills in reading and writing as it is in science. Again, these results differ depending on grade level. In grades three through five, teachers feel

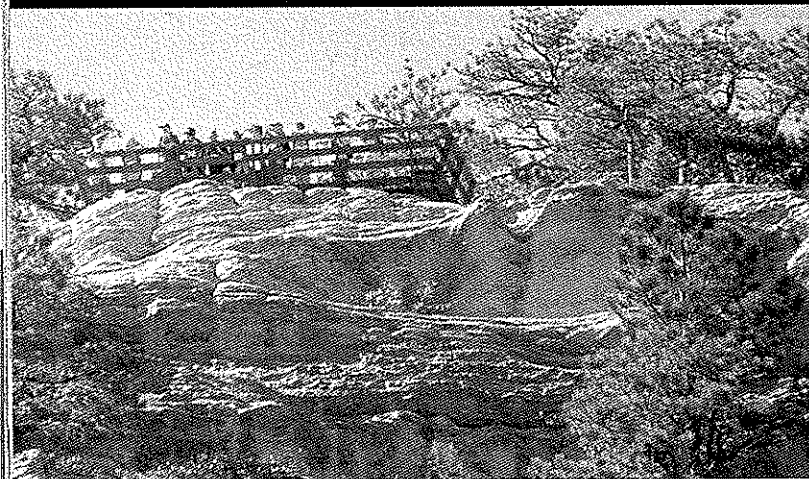
more students develop knowledge and skills related to science than to reading and writing. This trend is reversed, however, for kindergartners, first, and second graders with teachers indicating more of these students gain reading and writing skills.



Number of students who have improved in this subject due to W.I.N.-W.I.N.

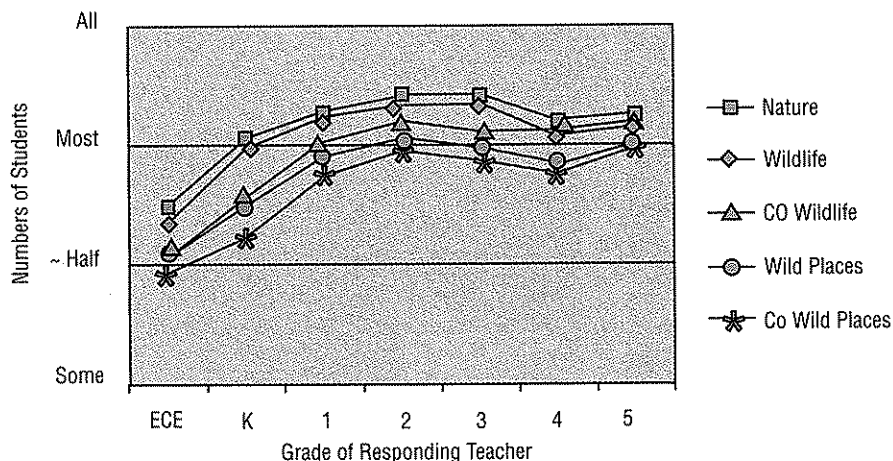


"Before I started the W.I.N.-W.I.N. thing, I knew nothing, really, about animals and nature except that plants grew from seeds and that hamsters ate seeds (because I had pet hamster). Now that I've been doing W.I.N.-W.I.N. for four years, I know how to take care of animals. Now I plant my own seeds since I know how to do it."



Teachers of all grade levels believe a majority of their students have increased awareness and knowledge about wildlife and wild places due to W.I.N.-W.I.N. They also feel the program improves student attitude toward these topics and toward nature in general. First through fifth grade teachers feel more of their students experience these outcomes than do ECE and kindergarten teachers; however, this finding is expected given the content and greater number of in-class lessons and field trips that older students receive (as well as the greater length of time older students have been involved in the program.)

"I had fun at the field trips and learning about my favorite animals. I really liked (my instructor) she was very nice and patient. Thank you for your support and helping us learn!"



Teachers of all grade levels report that W.I.N.-W.I.N. improves student awareness, knowledge, and attitude toward nature, wildlife, and wildplaces.

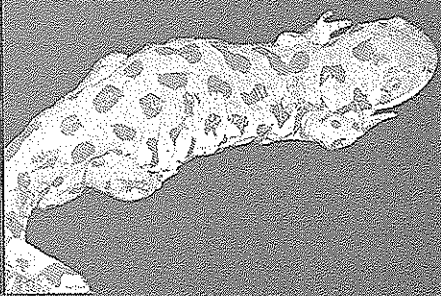
In addition to increasing general awareness and factual knowledge about a variety of subjects, teachers agree that W.I.N.-W.I.N. contributes to student growth across a wide range of skill sets. The most widely gained skill sets are "listening and observing," "identifying and classifying," and "comparing similarities and differences." More than 90 percent of teachers say at least half of their students gain these skills while participating in W.I.N.-W.I.N.

Teachers report that students also advance in their abilities to give

demonstrations and communicate findings, and that many students have improved their ability to think critically and solve problems. Other reported student outcomes related to the scientific method include improved abilities to collect data and take measurements as well as conduct experiments and test hypotheses. As with other student outcomes, the extent to which teachers feel W.I.N.-W.I.N. helps develop these skills varies somewhat depending on the grade taught.

In addition to discipline-based

knowledge and skills, teachers confirm students achieve a number of conservation-related outcomes. For example, nine out of ten teachers say at least half of their students are better prepared to interact in and with nature. More specifically, virtually all teachers agree that W.I.N.-W.I.N. improves student ability to interact appropriately with animals; this ranges from knowing when and how to use the "two-finger touch" to understanding how to behave in bear or mountain lion habitat. Teachers also indicate that W.I.N.-W.I.N. has resulted



“W.I.N.-W.I.N. helps students to realize the connection between nature and themselves and how they have to develop and yet protect nature . . . to live in the future.”

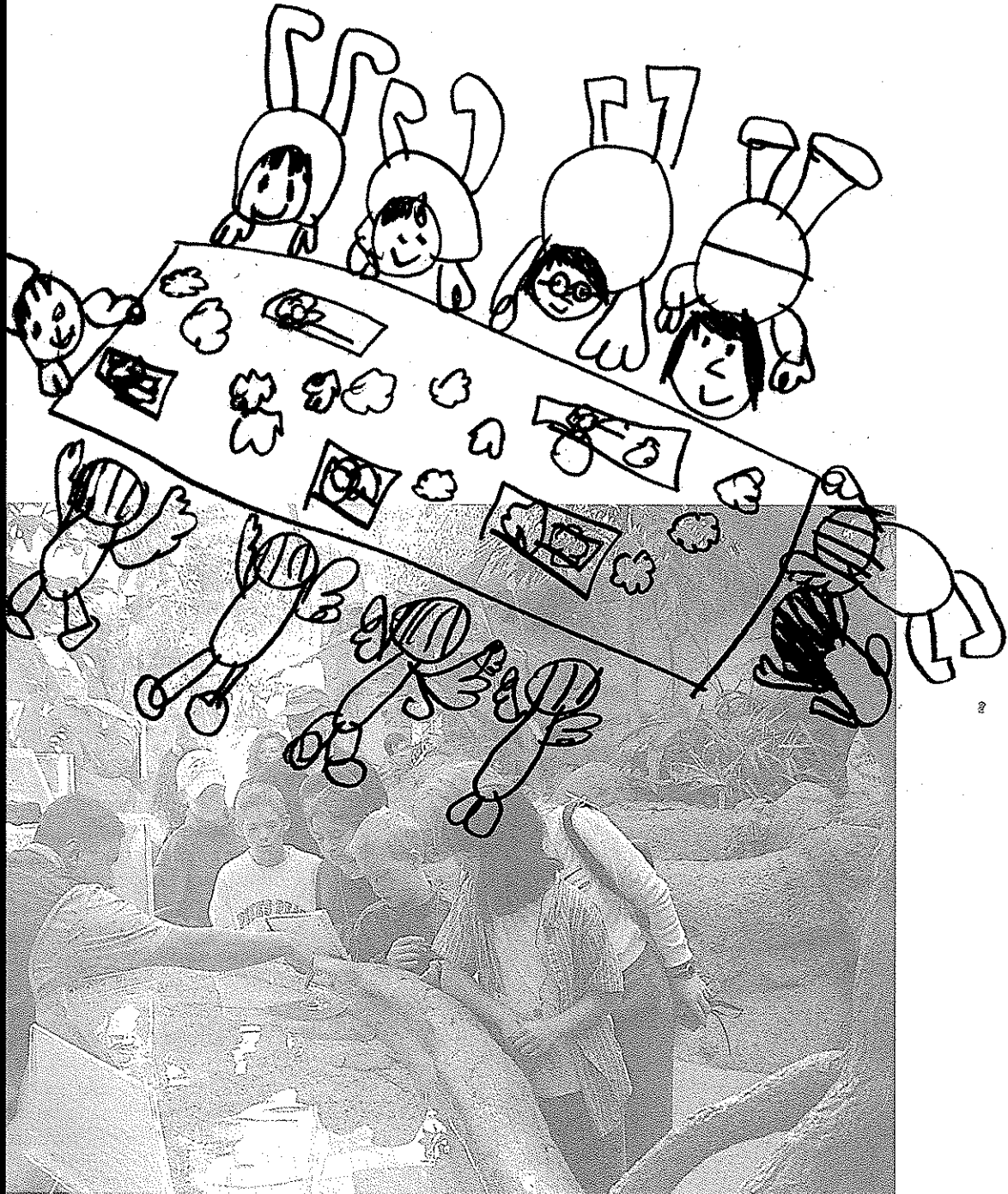
in a majority of their students exhibiting appropriate conservation behavior more often and say students are now more likely to “take action” on behalf of the environment. Teachers feel the program has caused students to be more observant of their surroundings and helped

them recognize the responsibilities they have toward wildlife and wild places.

As mentioned earlier, principals of the participating schools believe W.I.N.-W.I.N. contributes to overall student academic achievement. Like students and teachers, principals

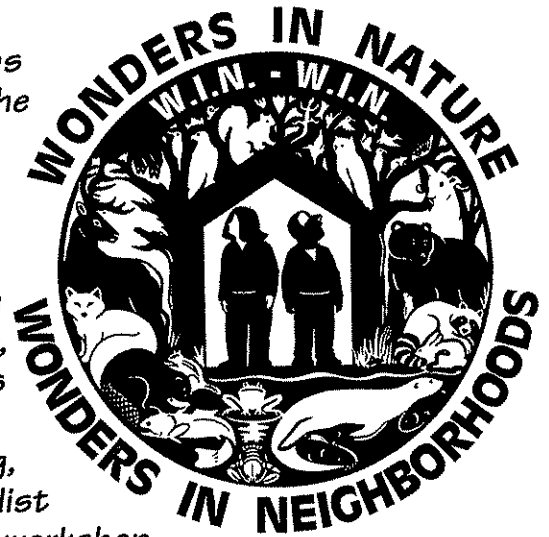
also recognize and appreciate the program’s wildlife and conservation-related focus. In addition to academic gains related to these subjects, many principals believe one of the program’s primary benefits is the responsible relationship students are able to form with the environment.

“The emphasis of literacy and math on state and school district assessments underscores the need for community resources in science. The natural science and environmental emphasis of W.I.N.-W.I.N. fulfills the school’s mission of developing responsible and responsive youth to their environment.”



What's next for W.I.N.-W.I.N.?

Even though W.I.N.-W.I.N. has been very well received in the participating schools, program staff and managers are continually looking for ways to improve. In this vein, several changes have recently been made to the program. For example, a computer software program was specially created in order to streamline and simplify scheduling, and a language acquisition specialist has been contracted to present a workshop for partner sites who do not have bilingual staff. In addition, numerous efforts are underway to enhance instructor training and development. For example, a "lesson library" is being created by videotaping lessons as they occur in the classroom, and a system of peer observation and coaching is being established.



W.I.N.-W.I.N. does not currently plan to expand beyond 27-28 participating schools. The program will continue to grow, however, through its efforts to increase involvement with students, teachers, and parents at schools already in the program. For example, the number of W.I.N.-W.I.N. schools actively participating in the Community Leadership Project is expected to rise for the next several years. In addition, W.I.N.-W.I.N. has been experimenting with different approaches to increasing parental access and connection to the program's partner organizations. The program has also improved and expanded its training for teachers and has plans

to begin distributing a quarterly newsletter. W.I.N.-W.I.N. is very grateful to all the individuals and organizations who have contributed time, money, energy, and creativity toward making the program a success. Without the support of teachers, principals, agency administrators, site-based educators, and many others, W.I.N.-W.I.N. could not be what it is and could not do what it does. All in all, the administration and staff are very pleased with the first five years and are confident that with the dedication of its partners, participants, and friends, the next five will be even better.

Appendix

W.I.N.-W.I.N.'s System of Evaluation

Background

Much of the information presented in this publication was collected between February and May 2001 as part of a pilot test of W.I.N.-W.I.N.'s new evaluation system. A short description of the development and pilot testing of this system is provided below.

From its beginnings through today, W.I.N.-W.I.N.'s management and staff have collected information for use in program development and improvement. In the early stages of planning, an informal needs assessment was conducted to identify program elements and designs that would be both welcomed in the target schools and meet the requirements of the parent organizations. During the first several years of implementation, participant input and opinion was gathered through a variety of informal and semi-formal methods including meetings with teachers and principals, a phone log documenting callers' concerns and compliments, and the use of feedback forms for activities such as Family Night, teacher training, and

site visits. Instructor observations and experiences were also key for gauging student and teacher reaction to the in-class lessons and program as a whole.

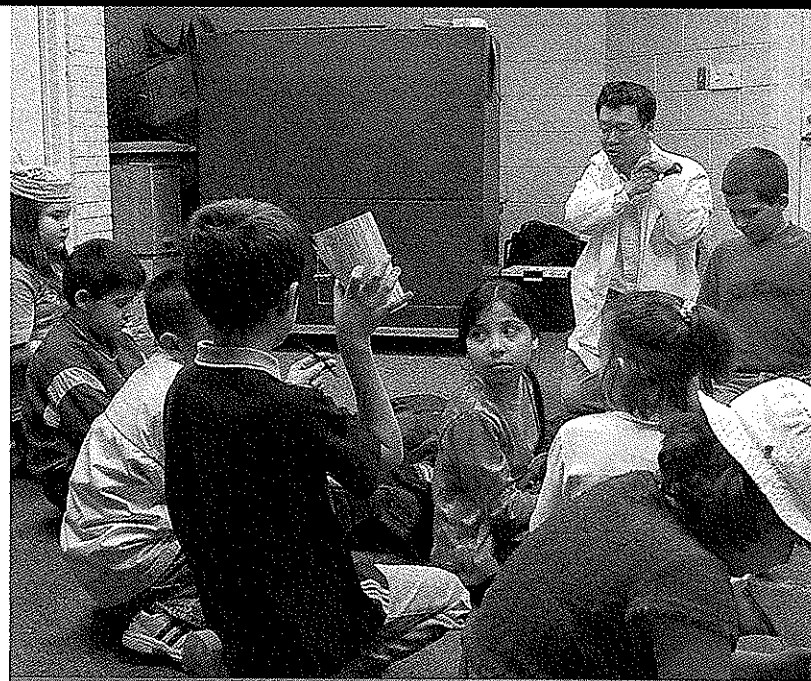
Information gathered through these means was helpful for making minor adjustments and fine-tuning the program. The feedback seemed to indicate that no major changes were needed; it appeared the program had all of the necessary elements for success in place and working fairly smoothly. Furthermore, based on what the staff read and heard, participants liked the program and all of its components.

However, program managers wanted to be certain that they weren't just hearing what they wanted to hear and blocking out the rest. They recognized a need for more systematic, on-going evaluation in order to find out if the program was attaining its goals and truly meeting the needs of the participating schools. In addition, after four years of implementation and refinement, program managers wanted and felt the program was ready for an outside, objective review.

Development

The W.I.N.-W.I.N. evaluation system was developed under the guidance of a team from The Ohio State University. Prior to developing the system, however, the OSU team first worked with W.I.N.-W.I.N. management to review the program's history and organization to determine the type of evaluation for which the program was ready and would be most beneficial. The primary activity completed during this modified evaluability assessment (Smith, 1989) was the construction of a logic model for W.I.N.-W.I.N. in order to examine its program theory. Using the TOP model, a.k.a. Bennett's Hierarchy, (Bennett and Rockwell, 2000), the program design was outlined and each component was examined to determine how it connects to the others. Most importantly, the underlying (and sometimes previously unstated) theories of how the program's separate components could logically result in the desired student outcomes were made explicit. Furthermore, how these student outcomes would theoretically lead to long-term economic, societal, or environmental change was also discussed.

Once the evaluability assessment was completed, the OSU team then employed a stakeholder-based, utilization-focused approach (Patton, 1997) to design and test an evaluation system for W.I.N.-W.I.N. This approach to evaluation is based on working for and with specific, intended primary users for specific, intended uses. Therefore, primary users, individuals and groups with a stake in the program and its evaluation, were identified and representatives of each were brought together to form the W.I.N.-W.I.N. Stakeholder Advisory Panel. This group included W.I.N.-W.I.N.



"Thank you for teaching me everything. Now I respect animals and know more things about them."

management and staff as well as two principals and six teachers from participating schools, staff members from five partner sites, and one parent and one grandparent of participating students. In addition, representatives from the Colorado Division of Wildlife, the Colorado Department of Education, the Zoo's Development Department, and two funding organizations served on the panel.

The Stakeholder Advisory Panel was involved in every step of the development and testing of the evaluation system. Panel members first identified and prioritized their evaluation questions and selected data collection methods that would provide the information they needed. They later helped to transform the evaluation questions into interviews, questionnaires, and feedback forms, and even helped collect the pilot test data. Their involvement was brought full circle by assisting with the interpretation of results, making recommendations for additional analysis, and creating action plans to address issues identified through the evaluation process.

The development of the evaluation system and its pilot test served several purposes. The primary purpose was to develop a system of on-going data collection that would allow W.I.N.-W.I.N.'s management and staff to monitor the implementation of the program. This system would provide staff with the information necessary to react and adapt to the changing needs of

the program's audiences and continually make improvements to the program. In addition, data collected via this monitoring system eventually can be used to track the program's progress over time. If properly collected, analysis of this longitudinal data can provide a picture of the probable outcomes for students who have participated in this program for many years.

The pilot test of the evaluation system also served another function. Many of the questions included in the first year of data collection were not necessary for monitoring purposes. However, they were included in order to get a clear picture of participant' attitudes and perceptions at a particular point in time. In this way, the pilot test also served as a type of implementation evaluation.

The collaborative and participatory approaches (O'Sullivan and O'Sullivan, 1998; King, 1998) utilized in the development of the evaluation system also served several important purposes. First, research has shown that findings from evaluations that directly involve primary users are more likely to be valued and utilized (Patton, 1997; Weiss, 1998). In addition, the collaborative approach provided many opportunities for key stakeholders to better understand each other and the program. Furthermore, W.I.N.-W.I.N. program managers and staff had expressed interest in developing internal evaluation capacity, and the collaborative approach provided many such opportunities.

References

- Bennett, C. and Rockwell, K. (2000). *Targeting Outcomes of Programs: TOP*. Available online: <http://citv.unl.edu/TP/>.
- King, J. A. (1998). Making sense of participatory evaluation practice. *New Directions for Program Evaluation*. 80, p. 57-67.
- O'Sullivan R.G. and O'Sullivan, J. M. (1998). Evaluation voices: Promoting evaluation from within through collaboration. *Evaluation and Program Planning*, 21(1), p. 21-29.
- Patton, Michael Q. (1997). *Utilization-focused evaluation* (3rd ed.) Thousand Oaks, CA: Sage.
- Smith, M. F. (1989). *Evaluability Assessment: A Practical Approach*. Boston: Kluwer Academic Publishers.
- Weiss, C. H. (1998). Have we learned anything new about the use of evaluation? *American Journal of Evaluation*. 19, p. 21-33.

Data Collection Methods

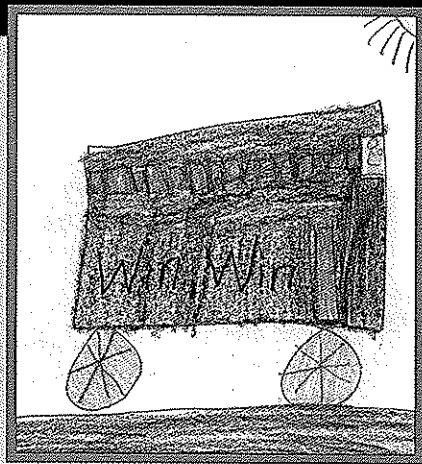
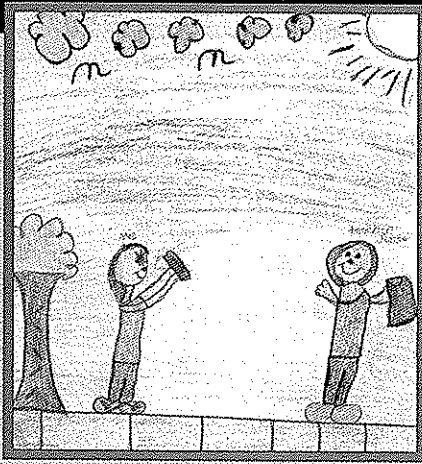
The pilot test of the W.I.N.-W.I.N. evaluation system included a variety of data collection methods. A total of six questionnaires and two feedback forms were used to gather data from students, teachers, principals, partners, and parents. In addition, an interview and three different types of focus groups were conducted. The overall plan also included several program development activities that involved the collection of data such as instructor and partner discussion groups. In addition, all instructors completed an observation journal regarding student and teacher behavior for two weeks.

It is important to note that in the pilot test, data was not collected about the Community Leadership Project. This component was beginning its first year of implementation and was still being developed when the evaluation plan was created. For more details about the 2001 pilot test or W.I.N.-W.I.N.'s on-going evaluation efforts, please contact one of the program managers.

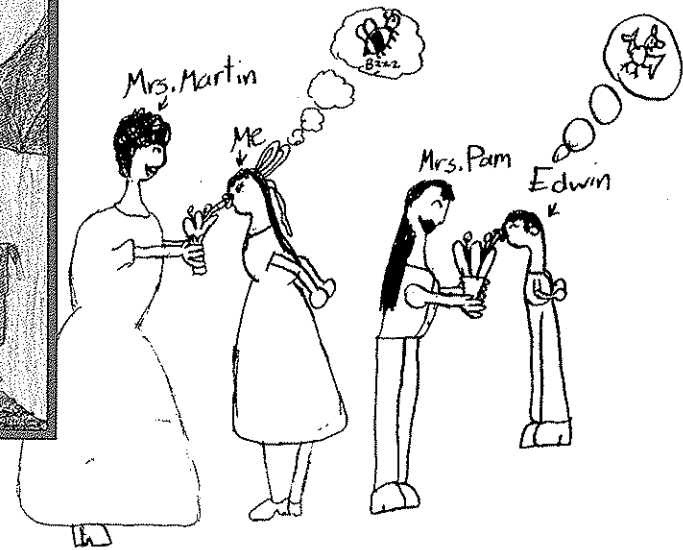
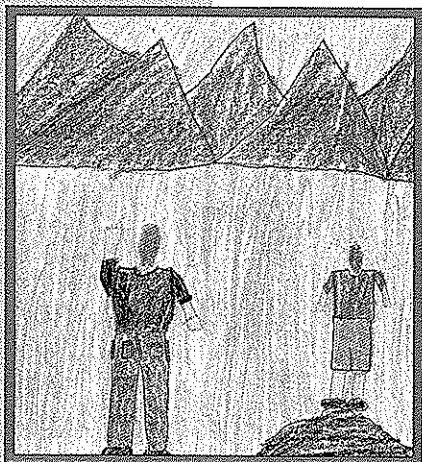
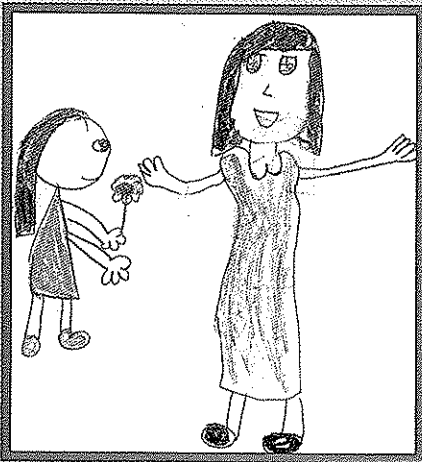


The Ohio State University Evaluation Team

- Emmalou Norland, Ph.D., Lead Evaluation Consultant
- Joe E. Heimlich, Ph.D., Lead Environmental Education Consultant
- Cindy Somers, M.S., Evaluation Coordinator
- Claudia Figueiredo, M.S. Assistant Evaluation Coordinator



The Nectar Taste



5th Grade
Your Name or Number: _____

Wonders
In
Nature

Wonders
In
Neighborhoods

and You!

Part 1 - Things You Do!

Tell us three favorite things you do when you are not at school.
Reading, playing, watching TV

Tell us three favorite things you do with your family.
Go to the park, watch TV, and go fishing

Write Yes or No for each one of the sentences.

Has my family ever been to a W.I.N. - W.I.N. Family Night?	Yes	No
Do my family and I ever go to W.I.N. - W.I.N. Family Nights?	Yes	No
Do my family and I ever go to W.I.N. - W.I.N. Family Nights with other families?	Yes	No
Do my family and I ever go to W.I.N. - W.I.N. Family Nights with other families?	Yes	No
Do my family and I ever go to W.I.N. - W.I.N. Family Nights with other families?	Yes	No
Do my family and I ever go to W.I.N. - W.I.N. Family Nights with other families?	Yes	No

Things you learned from your W.I.N. - W.I.N. teacher:
W.I.N. - W.I.N. is a great place to learn.



The student drawings in this publication were taken from the 2001 Student Questionnaire. Each drawing represents that student's "favorite thing about W.I.N. - W.I.N."

Awards and Recognition

- ❑ W.I.N.-W.I.N. has been recognized by several organizations for excellence in service and programming. These organizations include:
 - ❑ National Association for Interpretation (1997)
Interpretive Media Award in the category of Interpretive Program Curriculum (3rd place)
The award specifically recognized Unit 2 of the W.I.N.-W.I.N. program.
 - ❑ American Zoo and Aquarium Association (1998)
Significant Achievement Award in Education
The award recognized W.I.N.-W.I.N. for overall program design and implementation.
 - ❑ El Pomar Award for Excellence (2001)
Henry McAllister Award for Special Projects (Finalist)
The award recognizes excellence in organizations that strive to conduct unique and appropriate work vital to a community and its citizens.
 - ❑ Colorado Alliance for Environmental Education (2001)
Government Partnership Award
The award recognizes a government organization that has partnered with others to achieve an environmental education goal.





W.I.N.-W.I.N. Class Description Form

Please fill out this form about the class that is completing the student questionnaire.

1. Name of school: _____
2. a. Total number of students in this class _____ b. Grade _____ c. W.I.N.-W.I.N. Unit: _____
3. Thinking about the students in this class, circle the number that best characterizes this group of learners compared to 'average' students in this school.

Below average	1	2	3	4	5	Above average
Disinterested	1	2	3	4	5	Interested
Dislike science	1	2	3	4	5	Like science
Don't try	1	2	3	4	5	Try hard
Inattentive	1	2	3	4	5	Attentive
Individually oriented	1	2	3	4	5	Group oriented
Unfocused	1	2	3	4	5	Focused

4. Were these learners considered 'special needs' students? No Some of them All of them
5. In how many other conservation education activities has this class participated this past year (beyond W.I.N.-W.I.N., such as Project Wild, other field trips or a unit developed by you)?
 0 1-3 4-6 7-9 10+
6. This past year, in which W.I.N.-W.I.N. lessons and pre/post activities did this class participate? Circle all that apply. The attached sheet may help you remember the name of the lessons (Part A).

Unit 2			Unit 3			Unit 4			Unit 5		
Lesson	Activity		Lesson	Activity		Lesson	Activity		Lesson	Activity	
1	Pre	Post	1	Pre	Post	1	Pre	Post	1	Pre	Post
2	Pre	Post	2	Pre	Post	2	Pre	Post	2	Pre	Post
3	Pre	Post	3	Pre	Post	3	Pre	Post	3	Pre	Post
4	Pre	Post	4	Pre	Post	4	Pre	Post	4	Pre	Post
5	Pre	Post	5	Pre	Post	5	Pre	Post	5	Pre	Post
6	Pre	Post	6	Pre	Post	6	Pre	Post	6	Pre	Post
7	Pre	Post	7	Pre	Post	7	Pre	Post	7	Pre	Post

7. This past year, in which field site lessons did this class participate? Please use the number of the lesson provided in Part B of the attached sheet.

Field Lesson # _____ Field Lesson # _____

8. Regarding the administration of the questionnaire, please check all that apply:

<input type="checkbox"/> The questionnaire was mostly read to students.	<input type="checkbox"/> Overheads of each questionnaire page were used.
<input type="checkbox"/> Questionnaire was primarily self-administered by students	<input type="checkbox"/> Questionnaire was completed all at once.
<input type="checkbox"/> Overheads of question instructions were used.	<input type="checkbox"/> Questionnaire was completed in sessions. How many? _____
9. How much total time did it take to complete the questionnaire? _____ minutes

Thank you!!!

Part A - Units, Lessons, Pre-Visit and Post-Visit Activities

Unit and Lessons	Pre-Visit Activity	Post-Visit Activity
Unit 2/Lesson 1 - Movin'On: Animal Variety in Locomotion	Who Will Win The Race?	Origami Frogs
Unit 2/Lesson 2 - Sticktight and Fluffballs	Create A Seed	Getting From Here To There
Unit 2/Lesson 3 - Birds, Bees and Little Sweet Peas	Desert Giant	Dominoes
Unit 2/Lesson 4 - Home, Sweet Home	What's A Habitat	Shrinking Habitat Game
Unit 2/Lesson 5 - Long days and Endless Nights	Seasons Wheel	Should I Stay Or Should I Go?
Unit 2/Lesson 6 - You DO Make a Difference	Garbageologistis To The Rescue	School Yard Habitat
Unit 3/Lesson 1 - Plant Particulars: Parts of Plants	Lily Flower Board	The Calabash Kids
Unit 3/Lesson 2 - Bee Careful! Pollination in Progress	Cherry Blossom	Plant Journal
Unit 3/Lesson 3 - Who's Got Bones	I'll Back You Up	Presto Change-O
Unit 3/Lesson 4 - Invertebrates	I'd Like To Get To Know You	Painted Ladies Flying In The Sky
Unit 3/Lesson 5 - Pass the Energy? Food Chains	Food Chain Matryoshkas	Owl Pellets
Unit 3/Lesson 6 - Predators of America	Hide And Seek	Lifestyles Of The Fierce And Famous
Unit 4/ Lesson 1 - Plant Classification	You Bead It's Fun	What Is That Plant
Unit 4/ Lesson 2 - Plants and their Relationships to the Environment	Trials Of Life	Create A Plant
Unit 4/ Lesson 3 - Animal Classification	Structure Bingo	The Fire Bug Connection
Unit 4/ Lesson 4 - Relationships of Animals with their Environment	How The Fawn Got Its Spots	Mythological Mixed-Up Monsters
Unit 4/ Lesson 5 - Energy Flow Through the Food Chain	The Light Of My Life	Whoa, Look At The Flow
Unit 4/ Lesson 6 - The Relationship of People to Plants and Animals	Rice, Rice, Rice	Stewards Of The Earth
Unit 5/ Lesson 1 - Introduction to Ecosystems of Colorado	Order In The Ecosystem!	Treeline
Unit 5/ Lesson 2 - Steppe Grasslands	Hole Homes	The Tangled Web Of Life - Grassland/ Semi-Desert Shrublands
Unit 5/ Lesson 3 - Montane Shrubland/ Pinon-Juniper Ecosystems	The Bear Facts	Nature's Golden Arches The Tangled Web Of Life - Pinyon-Juniper Woodland/ Montane Shrubland
Unit 5/ Lesson 4 - Colorado Montane Forests	Tall, Thin, Short, And Wide - Looks Determine What's Inside	Forest Fire Mapping
Unit 5/ Lesson 5 - Wildlife of the Montane and Subalpine Forest	Montane Math	Migration Station The Tangled Web Of Life - Montane And Subalpine Forests
Unit 5/ Lesson 6 - Alpine Tundra Ecosystems	Life At The Top	The Tangled Web Of Life - Alpine Tundra
Unit 5/ Lesson 7 - Aquatic/Riparian Ecosystems	Aqua Words Busy As A ...	Whither The Wetlands? The Tangled Web Of Life - Aquatic/ Riparian Ecosystems

Part B - Field Sites and Lessons

#	Lesson	Field Site
1.	From The Field To The Grocery Store ... And Navigating The Maze	Anderson Farms
2.	Winging Through The Wetlands - Relationships Of Birds With Their Environment	Audubon Society Of Greater Denver
3.	Pass The Energy! Food Chains	Barr Lake State Park
4.	The Effect Of Seasonal Changes On Plants And Animals - Changing Seasons Means Changing Habitats	Barr Lake State Park
5.	At Home In The Water - Ponds Vs. Streams Habitats, Relationships Of Aquatic Plants And Animals	Bear Creek Lake Park
6.	Creepy Crawlers - Insects: Adaptations, Role And Relationships In The Environment	Bear Creek Lake Park
7.	Home, Sweet Home At Bluff Lake - Variety Of Habitats Of Plants And Animals At Bluff Lake	Bluff Lake Nature Center
8.	Wetland Wonders - Relationships Of Plants And Animals In A Wetland	Bluff Lake Nature Center
9.	Amazing Arthropods - Variety Of Habitats Of Plants And Animals	Butterfly Pavilion & Insect Center
10.	Stick Insects And Sea Stars - Who's Got Bones? Vertebrates Vs. Invertebrates	Butterfly Pavilion & Insect Center

#	Lesson	Field Site
11.	The Amazing Montane - An Exploration Of Habitats And Adaptations Of The Montane Forest	Cal-Wood Conservation Education Center
12.	Ecosystems Of Castlewood Canyon State Park	Castlewood Canyon State Park
13.	Home Without Hammers - Variety In Animal Homes And Building Materials	Chatfield Arboretum (Denver Botanic Garden)
14.	From Peak To Prairie: A Portrait Of Colorado - Essentially Aquatic	Chatfield State Park
15.	Wet Producing And Ever Growing - Succession: The Life Cycle Of Habitats	Chatfield State Park
16.	Something Is Fishy Here -Colorado's Fish And Aquatic Ecology	Colorado Division Of Wildlife
17.	Avalanche Awareness - Snowy Slopes Provide Clues About Avalanche Danger	Colorado Mountain Club
18.	Conserve Our Mountains, Conserve Our Neighborhoods - Taking Care Of Nature Is Our Responsibility	Colorado Mountain Club
19.	Water And The Wilderness Traveler - "Clear Water May Not Be Drinkable Water"	Colorado Mountain Club
20.	Animal Locomotion	Colorado's Ocean Journey
21.	Interdependence	Colorado's Ocean Journey
22.	Trees Of Colorado - Deciduous Forests	Denver Botanic Gardens
23.	Grasslands To Glaciers - Ecosystems Of Colorado	Denver Museum Of Nature And Science
24.	Special Bugs And Rare Beasts - Growing And Changing: Life Cycles Of Animals	Denver Museum Of Nature And Science
25.	The Earth Is Home - Just The Same, Only Different: Home Sweet Home	Denver Museum Of Nature And Science
26.	Wildlife Of The Ocean - Relationships Of Animals With Their Environment	Denver Museum Of Nature And Science
27.	Herbivores, Carnivores And Omnivores - Let's Eat. Adaptations Of Predators And Prey	Denver Zoo
28.	Human And Nature Connections - Relationships Human Have With Plants And Animals	Denver Zoo
29.	What's My Niche?	Denver Zoo
30.	Dinosaur Freeways And Cretaceous Seaways - Dinosaurs And Fossils: Location, Identification And Interpretation	Friends Of Dinosaur Ridge
31.	Mountain Life Zones - Interconnections And Interactions Within A Mountain Ecosystem	Keystone Science School
32.	A Year On The Farm - Seasonal Changes On A Farm	Littleton Historical Museum
33.	Humans And The Land - Changing Agricultural Relationships And Practices Of Coloradoans	Littleton Historical Museum
34.	At Home In Prehistory - Dinosaurs In Colorado?	Morrison Natural History Museum
35.	Food Chains Of The Short Grass Prairie - Food Chains (Plants, Herbivores, Carnivores And Omnivores)	Plains Conservation Center
36.	Poking Around The Pond - Aquatic Ecosystems	Rocky Mountain Arsenal Wildlife Refuge
37.	Forest Through The Trees - Characteristics Of Subalpine Forest Ecosystems	Rocky Mountain National Park
38.	Land Above The Trees - Characteristics Of Alpine Tundra Ecosystems	Rocky Mountain National Park
39.	Mountain Life Zones - Interconnections And Interactions Within A Mountain Ecosystem	Rocky Mountain National Park
40.	Who Count? Changes On Earth Can Be Caused By People Or Nature	Rocky Mountains Arsenal National Wildlife Refuge
41.	We All Need Each Other! Roxborough Relationships: Plants, Animals, People, And The Environment	Roxborough State Park
42.	Birds Along The River - Birds Are Unique Animals With An Amazing Variety Of Adaptations	South Platte Park
43.	Flowers, Fruits And Seeds - Discover The Relationship Between Flowers, Fruits And Seeds In The Life Cycle Of Plants	South Platte Park
44.	Goldpanning - Natural Formation And Erosion Of Gold Had A Huge Impact On The Development Of Denver	South Platte Park
45.	Looking At Winter Close Up - Use All Your Senses To Discover How Plants And Animals Prepare For The Winter	South Platte Park
46.	Mammals - Mammals Are Unique Animals With Amazing Adaptations	South Platte Park
47.	River Ecosystems - Rivers Are A Key Factor For The Landscape, Wildlife, And Cities Around Them	South Platte Park
48.	What's That Habitat? Respect And Recognition Of Living Things And Their Homes	The Children's Museum Of Denver
49.	Fiery Foothills - Fire And Species Adaptation In The Front Range Foothills Ecosystem	The Nature Conservancy, Aiken Canyon Preserve
50.	History Of Prairie Wetlands - Relationship Of A "Prairie Wetland" To The Settlement Of Colorado	Two Ponds National Wildlife Refuge
51.	The First Coloradoans: From Basketmakers To Ancestral Puebloans	University Of Colorado Museum Of Natural History



The 2000-2001 W.I.N.-W.I.N. Experience

The following questions relate to your and your students' experiences with the Wonders In Nature – Wonders In Neighborhoods program during the 2000-2001 school year. The information gathered from this form helps W.I.N.-W.I.N. better serve you and your students. Please respond to the questions as completely as possible.

About W.I.N.-W.I.N. and Your Students

This set of questions refers to observations you have made of your students over the past year and your opinions about how W.I.N.-W.I.N. has affected your students. Answer the questions by circling the number on the right that best represents your observation or opinion.

1. How often did each of the following occur this past year?

	Never		Sometimes		Very Frequently
a. You heard students talk with their parents/guardians about W.I.N.-W.I.N. activities that they do in the classroom.	1	2	3	4	5
b. You heard students talk with their parents/guardians about one of the W.I.N.-W.I.N. field sites that they visited.	1	2	3	4	5
c. You heard students say they want to go back to one of the W.I.N.-W.I.N. field sites.	1	2	3	4	5
d. You heard students say they went back to one of the W.I.N.-W.I.N. field sites by themselves or with their family.	1	2	3	4	5
e. Students asked you questions about a topic related to W.I.N.-W.I.N. in a non-W.I.N.-W.I.N. situation.	1	2	3	4	5
f. You heard students talk about going to the library to further research / learn about a topic related to W.I.N.-W.I.N.	1	2	3	4	5
g. You heard students talk about searching the internet for information about a topic related to W.I.N.-W.I.N.	1	2	3	4	5
h. You heard students talk about watching television shows about a topic related W.I.N.-W.I.N.	1	2	3	4	5
i. Students indicated (verbally, in writing, or behaviorally) that they understand the connections between the W.I.N.-W.I.N. pre/post activities and the in-class instructor-led W.I.N.-W.I.N. activities.	1	2	3	4	5

2. How many of the students in your classroom have indicated they enjoy each of the following?

	None	Some	About half	Most	All
a. W.I.N.-W.I.N.'s pre-visit activities?	1	2	3	4	5
b. W.I.N.-W.I.N.'s post-visit activities?	1	2	3	4	5
c. W.I.N.-W.I.N.'s in-class, instructor-led programs?	1	2	3	4	5
d. W.I.N.-W.I.N.'s field site visits?	1	2	3	4	5

3. In your opinion, as a result of participating in W.I.N.-W.I.N. this year,

how many students in your classroom . . .

None Some About
half Most All

	None	Some	About half	Most	All
a. exhibit appropriate conservation behaviors more often than before?	1	2	3	4	5
b. are better prepared to interact in and with nature?	1	2	3	4	5
c. are more likely to "take action" on behalf of the environment?	1	2	3	4	5

how many students in your classroom are more aware of . . .

d. wildlife in general?	1	2	3	4	5
e. Colorado wildlife?	1	2	3	4	5
f. wild places?	1	2	3	4	5
g. wild places in Colorado?	1	2	3	4	5
h. nature-related careers?	1	2	3	4	5

how many students in your classroom are more knowledgeable about . . .

i. wildlife in general?	1	2	3	4	5
j. Colorado wildlife?	1	2	3	4	5
k. wild places?	1	2	3	4	5
l. wild places in Colorado?	1	2	3	4	5
m. nature-related careers?	1	2	3	4	5

how many students in your classroom have a more positive attitude toward . . .

n. wildlife in general?	1	2	3	4	5
o. Colorado wildlife?	1	2	3	4	5
p. nature?	1	2	3	4	5
q. wild places?	1	2	3	4	5
r. wild places in Colorado?	1	2	3	4	5
s. nature-related careers?	1	2	3	4	5

how many students in your classroom have improved academic achievement in . . .

t. Reading / Writing?	1	2	3	4	5
u. Civics, Geography, History?	1	2	3	4	5
v. Mathematics?	1	2	3	4	5
w. Music, Physical Education, Visual Arts?	1	2	3	4	5
x. Science (Biology, Chemistry, Earth Science, Physics)?	1	2	3	4	5
y. Technology?	1	2	3	4	5

4. In your opinion, as a result of participating in W.I.N.-W.I.N. this

year, how many of the students in your classroom have improved their skills related to . . .

- a. analyzing / critical thinking / problem solving / synthesizing?
- b. interacting with animals?
- c. classifying / comparing similarities/differences / describing / identifying?
- d. collecting data / measuring?
- e. communicating findings / demonstrating?
- f. computing?
- g. creating, interpreting, or reading charts, graphs, maps, or music?
- h. experimenting and testing hypotheses?
- i. listening / observing?

	None	Some	About half	Most	All
a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5
e.	1	2	3	4	5
f.	1	2	3	4	5
g.	1	2	3	4	5
h.	1	2	3	4	5
i.	1	2	3	4	5

About W.I.N.-W.I.N. and Parents

This set of questions refers to interactions you have had with parents over the past year related to W.I.N.-W.I.N. Answer the questions by circling the number on the right that best represents your observation or opinion.

- 5. How often did parents/guardians contact or approach you to talk about W.I.N.-W.I.N.?
- 6. How often did parents/guardians speak with you about W.I.N.-W.I.N. during parent/teacher conferences?

	Never	Sometimes	Very Frequently		
5.	1	2	3	4	5
6.	1	2	3	4	5

To what extent do you agree or disagree with the following?

- 7. W.I.N.-W.I.N. provides sufficient information to parents/guardians so their children can participate fully in the program.
- 8. W.I.N.-W.I.N. provides enough information to parents/guardians so that they (the parents/guardians) can participate fully in the program.

	Strongly Disagree	Unsure/ Neutral	Strongly Agree		
7.	1	2	3	4	5
8.	1	2	3	4	5

About W.I.N.-W.I.N. and Your School Administration

- 9. How supportive is your school's administration regarding each of the following?
 - a. W.I.N.-W.I.N. in general
 - b. W.I.N.-W.I.N. in-class, instructor-led visits
 - c. Number of W.I.N.-W.I.N. field site visits each class can take
 - d. Where classes are able (allowed) to go on W.I.N.-W.I.N. field site visits
 - e. W.I.N.-W.I.N. Family Night

	Not at all Supportive	Somewhat Supportive	Very Supportive		
a.	1	2	3	4	5
b.	1	2	3	4	5
c.	1	2	3	4	5
d.	1	2	3	4	5
e.	1	2	3	4	5

About W.I.N.-W.I.N. and Your Class Curriculum

This set of questions refers to your experiences with W.I.N.-W.I.N. this past year. Answer the questions by filling in the blank or circling the number on the right that best represents your experience or opinion.

10. Approximately how much time or money have you spent this year on the following W.I.N.-W.I.N. activities?

- a. Class time devoted to pre/post W.I.N.-W.I.N. activities _____ hours
- b. Preparing for instructor-led lessons (exclusive of pre/post activities) _____ hours
- c. Meetings related to W.I.N.-W.I.N. _____ hours
- d. Preparing for field site visits/trips _____ hours
- e. Preparing for / participating in W.I.N.-W.I.N. Family Night _____ hours
- f. Volunteering on W.I.N.-W.I.N. committees _____ hours
- g. Purchasing materials related to W.I.N.-W.I.N. \$ _____

11. What is your opinion of the following W.I.N.-W.I.N. components?

Need(s) a lot of improvement Acceptable Excellent

	1	2	3	4	5
a. Pre-visit curriculum materials	1	2	3	4	5
b. Post-visit curriculum materials	1	2	3	4	5
c. Instructor-led classroom lessons	1	2	3	4	5
d. Instructor-led classroom materials / resources	1	2	3	4	5
e. Field site pre/post materials	1	2	3	4	5
f. Field site visits	1	2	3	4	5
g. Extent to which the pre/post materials connect to the instructor-led lessons	1	2	3	4	5
h. Extent to which the field site visits/trips connect to the instructor-led lessons	1	2	3	4	5
i. Extent to which the W.I.N.-W.I.N. materials reflect your school's curriculum/standards	1	2	3	4	5
j. Scheduling of classroom visits	1	2	3	4	5
k. Scheduling of field site visits	1	2	3	4	5
l. Amount of time it takes you to fully participate in the program	1	2	3	4	5
m. Amount of money you have to spend to participate fully	1	2	3	4	5
n. Information / training provided by W.I.N.-W.I.N. to prepare you to utilize W.I.N.-W.I.N. materials	1	2	3	4	5
o. Safety precautions taken by the W.I.N.-W.I.N. instructors	1	2	3	4	5
p. Safety precautions taken while transporting students to field sites	1	2	3	4	5
q. Safety precautions taken by the field site personnel	1	2	3	4	5

12. How often did you do each of the following?

Never Rarely Some-
times Often Very
Often

- a. Utilize W.I.N.-W.I.N.'s pre-visit materials
- b. Utilize W.I.N.-W.I.N.'s post-visit materials
- c. Utilize the field site's pre-visit materials
- d. Utilize the field site's post-visit materials
- e. Incorporate W.I.N.-W.I.N. topics into your class curriculum beyond the materials provided by the program
- f. Utilize other conservation education materials such as Projects Wet/Wild/Learning Tree or Food, Land and People

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

13. How important were each of the following considerations when you prioritized the W.I.N.-W.I.N. field sites you would visit with your students this year?

Not Important Somewhat Important Very Important

- a. Extent to which the site's program and materials tied to your curriculum beyond W.I.N.-W.I.N.
- b. Extent to which the site's program and materials tied to the W.I.N.-W.I.N. lessons
- c. Uniqueness of the site or program being offered
- d. Proximity of the site to the school
- e. Expense of visiting this site without W.I.N.-W.I.N.
- f. Recommendations from others
- g. Information obtained at the Teacher Expo
- h. Previous personal experience with the site
- i. Experiences students would have at the site

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

14. On a field site visit, how important is it that your students have the opportunity to do each of the following?

Not Important Somewhat Important Very Important

- j. See live animals
- k. See wildlife in a natural or semi-natural state
- l. Be exposed to nature
- m. Hear a conservation message
- n. Get out of their neighborhood
- o. Exhibit their social skills
- p. Interact appropriately in/with nature
- q. Exhibit respect for living things
- r. Emotionally connect with a natural (non-urban) setting
- s. Go somewhere they would unlikely go with their families
- t. Go somewhere their families would unlikely be able to afford to take them

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

15. What field sites did you visit? 1 _____ 2 _____

16. Were these field sites the ones that you most preferred? No Yes

About W.I.N.-W.I.N. and You

17. How often do you share information about W.I.N.-W.I.N. with the following people?

	Never	Rarely	Some-times	Often	Very Often
a. Other teachers / educators who work at your school	1	2	3	4	5
b. Other teachers / educators who work elsewhere	1	2	3	4	5
c. Your friends / family	1	2	3	4	5
d. Parents / guardians of students	1	2	3	4	5

18. How often do you talk with others about the following topics?

a. W.I.N.-W.I.N. in general	1	2	3	4	5
b. W.I.N.-W.I.N. site visits	1	2	3	4	5
c. W.I.N.-W.I.N. in-class teacher-led activities (pre/post)	1	2	3	4	5
d. W.I.N.-W.I.N. in-class instructor-led activities	1	2	3	4	5
e. Your students' reactions to W.I.N.-W.I.N.	1	2	3	4	5
f. The outcomes your students experience as a result of participating in W.I.N.-W.I.N.	1	2	3	4	5

19. To what extent would you be interested in participating in the following training/professional development opportunities?

	Not at all interested	Somewhat interested	Very interested		
a. Pre/Post Activity Workshop	1	2	3	4	5
b. Field Site Open Houses (at each site)	1	2	3	4	5
c. Field Site Expo (central location)	1	2	3	4	5
d. Workshop on specific W.I.N.-W.I.N. topics: please specify topic(s): _____	1	2	3	4	5
e. Project Wet / Wild / Learning Tree / FLP	1	2	3	4	5
f. Other, please specify: _____	1	2	3	4	5

To what extent do you agree or disagree with the following?

	Strongly Disagree	Unsure/ Neutral	Strongly Agree		
20. I would recommend W.I.N.-W.I.N. to teachers at another school.	1	2	3	4	5
21. If our school were to consider eliminating W.I.N.-W.I.N., I would encourage the school to keep the program.	1	2	3	4	5
22. If funding for W.I.N.-W.I.N. were reduced, I would encourage the school to find a way to fit it into the budget.	1	2	3	4	5

23. In your opinion, what effect has W.I.N.-W.I.N. had on YOU regarding each of the following?

No Effect Some Effect Great Effect

	No Effect	Some Effect	Great Effect		
a. Your exhibition of appropriate conservation behaviors	1	2	3	4	5
b. Your preparation to interact in and with nature	1	2	3	4	5
c. Your likeliness to "take action" on behalf of the environment	1	2	3	4	5
d. Your inclusion of conservation related topics or activities in your class curriculum in addition to those provided by W.I.N.-W.I.N.	1	2	3	4	5
e. Taking your students to environmental or conservation-related sites in addition to those provided by W.I.N.-W.I.N.?	1	2	3	4	5

Your awareness of . . .

f. wildlife in general	1	2	3	4	5
g. Colorado wildlife	1	2	3	4	5
h. wild places	1	2	3	4	5
i. wild places in Colorado	1	2	3	4	5
j. nature-related careers	1	2	3	4	5

Your knowledge about . . .

k. wildlife in general	1	2	3	4	5
l. Colorado wildlife	1	2	3	4	5
m. wild places	1	2	3	4	5
n. wild places in Colorado	1	2	3	4	5
o. nature-related careers	1	2	3	4	5

Your attitude toward . . .

p. wildlife in general	1	2	3	4	5
q. Colorado wildlife	1	2	3	4	5
r. nature	1	2	3	4	5
s. wild places	1	2	3	4	5
t. wild places in Colorado	1	2	3	4	5

24. Do you know who sponsors W.I.N.-W.I.N.?

No Yes

If yes, please list the sponsors: _____

About Your W.I.N.-W.I.N. Instructor

25. In your opinion, which of the following characteristics of your W.I.N.-W.I.N. instructor contribute most to the success of W.I.N.-W.I.N. in your classroom. Circle up to three items.

- a. Good rapport with students
- b. Good rapport with teachers
- c. Knowledge of subject matter
- d. Appropriate teaching style
- e. Appropriate teaching methods
- f. Good communication skills
- g. Professionalism
- h. Responsiveness to teacher needs
- i. Multilingual skills

26. Of the above characteristics, are there any that you feel your instructor needs to improve?

No Yes If yes, please provide a brief explanation:

About You

27. What is the name of your school? _____

28. What grade(s) did you teach this year? ECE K 1 2 3 4 5 6

29. What W.I.N.-W.I.N. Unit did you use this year? ECE K 1 2 3 4 5 6

30. How many years have you been participating in W.I.N.-W.I.N. (including this year)? 1 2 3 4 5 6 7

31. How many years has your school been participating in W.I.N.-W.I.N. (including this year)? 3 4 5 6 7 Do not know

32. Please provide any additional comments you have below.

You're Finished!

Thank you for your time and input. It is valued and greatly appreciated.
Please put this questionnaire in the provided envelope and place it in the box in your school office.

W.I.N.-W.I.N. Family Night Feedback Form



School Name _____



Tonight, I really enjoyed . . .



Tonight's activities helped me to understand that W.I.N.-W.I.N. . . .



Before tonight, I didn't know that kids in W.I.N.-W.I.N. got to. . .



My family wants to do something outdoors because tonight we saw/heard/learned about . . .

PLEASE COMPLETE THE OTHER SIDE

Is this the first time you have attended WIN-WIN Family Night?

Yes No

If no, how many times have you attended in the past? _____



In order for my family to visit one of the 28 W.I.N.-W.I.N. field trip sites, we need information or support for. . .



At next year's Family Night, it would be really nice if. . .



In addition to Family Night, another way for W.I.N.-W.I.N. to interact with families is. . .



A part of W.I.N.-W.I.N. that I would like to know more about is. . .

Thank You!!!



Instructor Background and Education

As you know, instructors are the heart of the W.I.N.-W.I.N. program. In order to build a composite picture of this group, we need to know a little bit about you and your background.

1. Name _____

2. Describe your formal educational background.

a. Technical certifications (First Aid, CPR, ASL, etc.): please specify _____

b. Two year degree/certificate: please specify _____

c. Bachelor of Arts: please specify Major(s) and Minor(s) _____

d. Bachelor of Science: please specify Major(s) and Minor(s) _____

e. Master of Education: please specify subject/specialty area _____

f. Master of Arts: please specify subject/specialty area _____

g. Master of Science: please specify subject/specialty area _____

h. Other: please specify _____

3a. Do you hold a teaching certificate/license? No Yes

b. If yes, from what state(s): _____

4. Describe your teaching experience in **formal** settings (NOT including W.I.N.-W.I.N.).

Elementary School: _____ years

Middle School: _____ years

High School: _____ years

University/College: _____ years

Adult Education: _____ years

5. Describe your teaching experience in **non-formal** settings (NOT including W.I.N.-W.I.N.).

a. Agency/Organization 1: _____

Number of years _____

Ages taught (circle all that apply) Elementary Middle School High School Adult

b. Agency/Organization 2: _____

Number of years _____

Ages taught (circle all that apply) Elementary Middle School High School Adult

c. Agency/Organization 3: _____

Number of years _____

Ages taught (circle all that apply) Elementary Middle School High School Adult

6. List the languages you are able to read, write, and speak (in addition to English).

a. Read: _____

b. Write: _____

c. Speak fluently: _____

7. Not including your time with W.I.N.-W.I.N., indicate if you have experience or training in the following categories:

If yes, please describe

Multi-cultural education: No Yes →

Teaching urban audiences: No Yes →

Handling live animals for educational purposes: No Yes →

Handling/management of live animals: No Yes →

Working with/teaching persons with disabilities: No Yes →

8. Describe any formal volunteer or service learning experiences in which you have participated (e.g., Peace Corps, Student Conservation Association, etc.)

9. Describe any experiences you have had for extended periods (more than 2 months) outside of the U.S.

10. Describe any other training/experience that you feel has contributed significantly to the way you do your job.

11. List the professional organizations to which you belong and indicate if you have served as an officer, on committees, etc. (e.g., AZA, National Association for Interpretation)

12. What is your sex? Female Male

13. What is your ethnicity? (Check all that apply.)

- _____ American Indian/Native Alaskan
- _____ African American/Black
- _____ Asian/Asian-American
- _____ Caucasian/White
- _____ Hispanic/Mexican American

14. How long have you been a member of the W.I.N.-W.I.N. staff? _____ Years

15. How long have you been a W.I.N.-W.I.N. instructor? _____ Years



W.I.N.-W.I.N. Partner Questionnaire – Site Description

The following questions relate to the nature of your agency or organization. This information will allow W.I.N.-W.I.N. to build a composite picture of its partners.

1. Name of this site _____
2. Type of Agency/Organization (Circle all that apply.)
 - Local/City Government
 - Regional/County Government
 - State Government
 - Federal Government
 - Nonprofit (501C3 or similar)
 - Private business
 - Other (please specify) _____
3. Which of the following best describes this site's public facilities? (**Circle up to three.**)
 - Arboretum / Botanical garden
 - Aquarium / Zoo
 - Aquatic recreation / Beach / Boating / Swimming / Fishing
 - Farm / Community Garden
 - Hiking/Bike Trails
 - Monument / Historic buildings / Living History
 - Museum
 - Nature / Education Center
 - Park / Natural areas
 - Picnic areas / Play grounds / Shelter houses
 - Other (please specify) _____
- 4a. Does this site have an Education Department or equivalent (i.e., at least one employee whose primary responsibility is to develop and deliver educational programming)? No Yes
If Yes,
 - b. What is the Education Department's annual budget (not including personnel)? \$ _____
 - c. How many full and part time education staff do you have? _____ full time _____ part time
5. Does this site provide educational programming to the public (not including school programs)? No Yes
6. How does your participation in W.I.N.-W.I.N. fit into the overall scope of your yearly educational activities? (Check the most appropriate option.)
 - _____ It is one of many programs that we offer to schools.
 - _____ It is the primary program that we offer to schools.
 - _____ It is the only program that we offer to schools.
- 7a. Does this site utilize volunteers? No Yes
If yes
 - b. How many active volunteers participate in your education programs? _____ volunteers
8. How many years has this site participated in W.I.N.-W.I.N.? _____ years



W.I.N.-W.I.N. Partner Program Description

This form concerns the program(s) you conduct for students when they visit your site as part of W.I.N.-W.I.N. Please complete this form based on your delivery of this program during the 2000-2001 school year.

Please complete one of these forms for each type of program you provide.

1. Program title: _____
2. How many years has this site offered this program to W.I.N.-W.I.N. students? (Circle one) 1 2 3 4 5 6
3. Indicate with which grade levels this program is utilized. (Circle all that apply) ECE K 1 2 3 4 5 6
4. Was this program designed specifically for W.I.N.-W.I.N.? No Yes
5. To what extent is this program . . .

	Not at all	Somewhat	Completely
a. wheelchair accessible?	1	2	3
b. accommodating to individuals with limited physical abilities?	1	2	3
c. accessible to Spanish speaking learners	1	2	3
6. What percent of this program is spent inside a building or facility versus in the out-of-doors?

	_____ % of time indoors
+ _____ % of time outdoors	
= 100 %	

7. On average, what percent of actual program guidance is provided by volunteers? _____ %
8. On average, what percent of the program is self-guided? _____ %

9. Indicate whether each of the following is utilized in this on-site program, and if so, who utilizes it.

	<u>Used by</u>			
	Neither	Instructor	Learner	Both
Animal mounts / Specimens / Biofacts / Artifacts	Neither	Instructor	Learner	Both
Athletic equipment	Neither	Instructor	Learner	Both
Art supplies	Neither	Instructor	Learner	Both
Audio Learning Aids (audio tape, record, CD)	Neither	Instructor	Learner	Both
Challenge course	Neither	Instructor	Learner	Both
Computer Hardware / Software	Neither	Instructor	Learner	Both
Games equipment	Neither	Instructor	Learner	Both
Low tech Learning Aids (handouts, flip charts, chalkboard, maps, books, journals)	Neither	Instructor	Learner	Both
Scientific Instruments / Supplies (high tech)	Neither	Instructor	Learner	Both
Scientific Instruments / Supplies (low tech)	Neither	Instructor	Learner	Both
Visual Learning Aids (overhead projectors, slides, video)	Neither	Instructor	Learner	Both
Other: _____	Neither	Instructor	Learner	Both

10. Indicate whether each of the following teaching/learning methods is utilized as part of your on-site program.

Presentation Strategies

Debates	No	Yes
Demonstrations	No	Yes
Illustrated talks / Lecture with visual aids	No	Yes
Interviews	No	Yes
Interpretive presentation / walk	No	Yes
Lecture	No	Yes
Panel/Symposia	No	Yes
Storytelling	No	Yes

Action Strategies

Drama / Music	No	Yes
Experimenting	No	Yes
Group games	No	Yes
Individual games	No	Yes
Role play / Simulation	No	Yes

Interaction Strategies

Brainstorming	No	Yes
Discussions	No	Yes
Problem-solving groups	No	Yes
Question and answer	No	Yes

Individual Reflection Strategies

Creative writing / Poetry	No	Yes
Drawing / Painting / Other art	No	Yes
Journal	No	Yes
Quiet reflection	No	Yes
Verbal sharing / report to group	No	Yes

Learner Engagement

Individual learners	No	Yes
Learners in pairs	No	Yes
Learner sub groups	No	Yes
Learners as one intact group	No	Yes

Other (please specify)

_____	No	Yes
_____	No	Yes

11a. Of the following topics, indicate which ones comprise a **primary focus** of this on-site program?

b. **For those topics you selected in part a**, what is the context in which this topic is taught; general, specific to Colorado, or both?

Circle up to four. Complete part b only for the topics you circle.

Adaptations, plant and/or animal	General	CO	Both
Air, air quality	General	CO	Both
Agriculture	General	CO	Both
Animals	General	CO	Both
Biological diversity	General	CO	Both
Climate / Weather / Seasons	General	CO	Both
Composting	General	CO	Both
Conservation	General	CO	Both
Cultural diversity	General	CO	Both
Ecology	General	CO	Both
Endangered species	General	CO	Both
Environment	General	CO	Both
Fiber / Fiber production	General	CO	Both
Food / Food production / Nutrition (human)	General	CO	Both
Geography	General	CO	Both
Geology	General	CO	Both
Habitats / Ecosystems	General	CO	Both
Humans and the environment / Lifestyles	General	CO	Both
Land use	General	CO	Both
Natural resources / Natural resource management	General	CO	Both
Nature / Natural Resource related careers	General	CO	Both
Plants	General	CO	Both
Pollution	General	CO	Both
Population growth (human)	General	CO	Both
Recreation	General	CO	Both
Recycling	General	CO	Both
Soil, Soil erosion	General	CO	Both
Stewardship	General	CO	Both
Urban environment	General	CO	Both
Water / Water quality	General	CO	Both

Other (please specify) _____

General

CO

Both

Other (please specify) _____

General

CO

Both

12. Indicate whether this program purposely includes activities that allow learners to learn/exhibit the following skills.

Analyzing / Critical thinking / Problem solving / Synthesizing	No	Yes
Animal / Specimen handling	No	Yes
Classifying / Comparing similarities/differences / Describing / Identifying	No	Yes
Collecting data / Measuring	No	Yes
Communicating findings / Demonstrating	No	Yes
Computing	No	Yes
Creating, interpreting, or reading charts, graphs, maps, or music	No	Yes
Experimenting and testing hypotheses	No	Yes
Fine / Gross motor skills	No	Yes
Listening / Observing	No	Yes

13. Of the following subject areas, indicate which ones comprise a specific focus for at least 25% of this on-site program. **Circle up to four subject areas.**

Biology	Geography	Physical Education	Technology
Chemistry	History	Physics	Visual Arts
Civics	Mathematics	Reading and writing	
Earth Science	Music	Space / Astronomy	

- 14a. Does your program directly address the following topics/issues?

b. For each "yes," please explain briefly the nature of the message that is presented.

Hunting No Yes →

Fishing No Yes →

Management / Use of animals (wild animals, domestic species as pets, domestic species as livestock, zoos and/or aquaria) No Yes →

Appropriate care of the site (minimum impact) No Yes →

Appropriate interaction with wildlife / the environment No Yes →

15. **All ventures beyond the school entail a certain amount of risk to students, teachers, and chaperones. Given this reality,**

- a. Does this program include any activities that in your opinion could cause discomfort or fear for students and/or teachers (e.g., exposure to certain live animals; exposure to an unfamiliar environment or setting; etc.) No Yes

If yes, please explain the activity/event and the steps you take to maximize the comfort of the participants.

- b. Are students and/or teachers exposed to any potential dangers at this site or in site program activities? No Yes

If yes, please explain what the potential danger(s) are and the steps you take to minimize risk to the participants:

- c. Does this site have established, written emergency policies and procedures? No Yes
(Please provide one copy per site.)

If no, please explain:

16. Please provide any additional comments below.

Thank you for your time and input.

Please complete one of these forms for every type of W.I.N.-W.I.N. program that you provide.

Return the program description forms and the agency description form in the postage-paid envelope to:
Education Department - W.I.N.-W.I.N., CO Division of Wildlife, 6060 Broadway, Denver, CO, 80216-9983



W.I.N.-W.I.N. Partner Satisfaction

The following questions concern your organization's satisfaction with its participation in W.I.N.-W.I.N. this past year. Please respond to the questions to the best of your ability.

Please circle the number that best represents your opinion about the following items related to W.I.N.-W.I.N.
For any items that you circle a 1 or 2, please provide suggestions for improvement in the space below that item.

1 = Needs a lot of improvement 2 = Needs a little improvement 3 = Acceptable 4 = Good 5 = Excellent

- | | | | | | |
|--|---|---|---|---|---|
| 1. Background information provided to your site about W.I.N.-W.I.N. | 1 | 2 | 3 | 4 | 5 |
| 2. The written agreement that guides our involvement in W.I.N.-W.I.N. | 1 | 2 | 3 | 4 | 5 |
| 3. Availability of W.I.N.-W.I.N. management and staff. | 1 | 2 | 3 | 4 | 5 |
| 4. Communication with W.I.N.-W.I.N. management and staff. | 1 | 2 | 3 | 4 | 5 |
| 5. Responsiveness of W.I.N.-W.I.N. management and staff to concerns brought to them by our site personnel. | 1 | 2 | 3 | 4 | 5 |
| 6. Frequency of W.I.N.-W.I.N. partner meetings. | 1 | 2 | 3 | 4 | 5 |
| 7. Content of W.I.N.-W.I.N. partner meetings. | 1 | 2 | 3 | 4 | 5 |
| 8. The freedom to express ideas and opinions during W.I.N.-W.I.N. meetings. | 1 | 2 | 3 | 4 | 5 |

Please complete other side

- | | | | | | |
|---|---|---|---|---|---|
| 9. Productivity of W.I.N.-W.I.N. meetings. | 1 | 2 | 3 | 4 | 5 |
| 10. The extent to which our agency's contributions to W.I.N.-W.I.N. are noted and recognized by W.I.N.-W.I.N. management and staff. | 1 | 2 | 3 | 4 | 5 |
| 11. The extent to which W.I.N.-W.I.N. management and staff respects our site's needs and desires. | 1 | 2 | 3 | 4 | 5 |
| 12. The extent to which W.I.N.-W.I.N. management and staff are willing to compromise to best meet the needs of both organizations. | 1 | 2 | 3 | 4 | 5 |
| 13. Our site's interaction / involvement with the W.I.N.-W.I.N. schools. | 1 | 2 | 3 | 4 | 5 |
| 14. Our site's contribution to the success of W.I.N.-W.I.N.. | 1 | 2 | 3 | 4 | 5 |
| 15. Scheduling of site visits | 1 | 2 | 3 | 4 | 5 |
| 16. Transportation of students to/from site visits. | 1 | 2 | 3 | 4 | 5 |
| 17. Please provide any additional comments or concerns below. | | | | | |

Please return in the envelope marked "PS" to: Education Department – W.I.N.-W.I.N.,
Colorado Division of Wildlife, 6060 Broadway, Denver, Colorado, 80216-9983



W.I.N.-W.I.N.2000-2001 School Report

The following questions are related to your school's participation in Wonders In Nature – Wonders In Neighborhoods during the 2000-2001 school year. The information gathered on this form will help program managers build a composite picture of the audience W.I.N.-W.I.N. is serving each year and helps W.I.N.-W.I.N. to better serve your school. Please respond the questions to the best of your ability.

You

1. Number of years you have been principal at this school. _____ Years
2. Number of years you have participated in W.I.N.-W.I.N.. _____ Years

Your School

3. School name: _____
4. Number of years this school has participated in W.I.N.-W.I.N. (including this year): _____ Years

Your Students

5. Number of students per grade in your school.

ECE	K	1	2	3	4	5	6

6. What is the nature of the community where the majority of your students live? (Circle one)

- Urban/city
- Suburban
- Rural, non-farm/non-ranch
- Rural, farm/ranch
- Other, please specify _____

7. What is the ethnic make-up of your students?

- White/Caucasian _____ %
 - Black/African American _____ %
 - Hispanic/Mexican American/Latino _____ %
 - Asian/Asian American/Pacific Islander _____ %
 - American Indian/Native Alaskan _____ %
 - Other (please specify) _____ %
- Total = 100 %

- 8a. What percentage of your students speak English as a second language? _____ %
- b. Of these students, what percentage speak Spanish as their first language? _____

9. What percentage of your students participate in a Free/Reduced Lunch program? _____ %
10. Based on the most recent data, what is the stability rate at your school (what percentage of students do not move away from year to year)? _____ %
11. Based on the most recent data, what is the mobility rate at your school (percentage of students who moved out or moved in to your school in one year)? _____ %

Field Trips at Your School

12. How many field trips per classroom are included in your regular school budget? _____ trips per classroom

13. How much did your school budget this year for the following field trip items on a per classroom average (excluding W.I.N.-W.I.N. field trips)?

Transportation: \$ _____ on average per classroom

Admission: \$ _____ on average per classroom

14. Did your school receive any grant or other outside (non-school) funding for field trips (excluding W.I.N.-W.I.N. field trips)? No Yes

15. Do your students take field trips in addition to those provided by W.I.N.-W.I.N.? No Yes

If No

a. Indicate the primary reasons your school does not take additional field trips. (Circle up to three items.)

Lack of funds for admission

Lack of funds for transportation

Literacy blocks (lack of time within the school day)

Focus on CSAP

W.I.N.-W.I.N. field trips are enough

Time (not enough days during the school year)

Other, please specify _____

If Yes

b. Approximately how many of the non-W.I.N.-W.I.N. field trips are related to science or the environment?

_____ on average per classroom per year

c. How do the non-W.I.N.-W.I.N. field trips compare to W.I.N.-W.I.N. field trips on the following:

	Others are superior		No difference		W.I.N.-W.I.N. is superior	I don't know
Overall quality	1	2	3	4	5	9
Overall ease of logistics/scheduling	1	2	3	4	5	9
Connection to your school curriculum	1	2	3	4	5	9
Support materials (pre/post/other)	1	2	3	4	5	9
Quality of instruction	1	2	3	4	5	9

W.I.N.-W.I.N. in Your School

Please feel free to make write any comments you have under each section.

16. In your opinion, what effect does W.I.N.-W.I.N. have on each of the following?	Very Negative Effect		No Effect		Very Positive Effect
Overall student achievement	1	2	3	4	5
Teacher attitude toward wildlife/nature	1	2	3	4	5
Teacher knowledge about wildlife/nature	1	2	3	4	5
Teacher interest in science	1	2	3	4	5
Teacher comfort teaching science	1	2	3	4	5

17. In your opinion, to what extent does W.I.N.-W.I.N. support your school's philosophy of teaching and learning through each of the following?	Greatly Interferes		No Effect		Greatly Supports
Professional development for teachers	1	2	3	4	5
Interdisciplinary/Cross curricular nature of materials	1	2	3	4	5
Enrichment of the overall school curriculum	1	2	3	4	5
Enhancement of the science curriculum	1	2	3	4	5
Extension of the classroom through field site visits	1	2	3	4	5
Opportunities for students to interact with / in nature	1	2	3	4	5
Student exposure to / interaction with live animals	1	2	3	4	5

18. In your opinion, how reasonable are each of the following expectations for your school/staff?	Very Unreasonable		Neutral		Very Reasonable	I don't know
Teacher preparation time for using pre/post activities	1	2	3	4	5	9
Class time dedicated to pre/post activities	1	2	3	4	5	9
Class time dedicated to in-class lessons	1	2	3	4	5	9
Teacher preparation time for field trips	1	2	3	4	5	9
Class time dedicated to field trips	1	2	3	4	5	9
Staff time for W.I.N.-W.I.N. special committees	1	2	3	4	5	9
Staff time for scheduling/logistics	1	2	3	4	5	9
Teacher attendance at the Teacher Expo	1	2	3	4	5	9
Teacher / staff preparation time for Family Night	1	2	3	4	5	9
Teacher / staff attendance at Family Night	1	2	3	4	5	9

19. In addition to staff, time, space, and other items as outlined in question 17, please describe any additional in-kind contributions that you and/or your staff make to the W.I.N.-W.I.N. program.

20. Over this past year, how satisfied have you been with each of the following?	Very Dissatisfied		Neutral		Very Satisfied
	1	2	3	4	5
Overall quality of curriculum materials	1	2	3	4	5
Content of curriculum	1	2	3	4	5
Quality of in-class instruction by W.I.N.-W.I.N.	1	2	3	4	5
Match between your school and your W.I.N.-W.I.N. instructor	1	2	3	4	5
Quality of field trip sites/experiences	1	2	3	4	5
Amount / quality of support for teachers to participate in / conduct W.I.N.-W.I.N. activities	1	2	3	4	5
Communication and logistics	1	2	3	4	5
Responsiveness of W.I.N.-W.I.N. staff to your school's needs	1	2	3	4	5
Overall W.I.N.-W.I.N. program	1	2	3	4	5

21. What is the number one reason your school continues to participate in W.I.N.-W.I.N.?

22. Please provide any additional comments below.

**You're finished!
Thank you for your time and input.**

Please seal the questionnaire in the provided envelope and return it to your W.I.N.-W.I.N. instructor.

You may mail the questionnaire to W.I.N.-W.I.N. at the Denver Zoo, 2300 Steele Street, Denver, CO, 80205.



W.I.N.-W.I.N. Site Visit Feedback Form

The following questions refer to your recent W.I.N.-W.I.N. field trip. Your input is very important – the information from this form will help W.I.N.-W.I.N. to better serve you and your students.

School Information

Name of Field Site: _____

School name: _____ Date of visit: _____ W.I.N.-W.I.N. Unit: _____

Was this the first time you have brought a class to this site? No Yes
If no, how many times (including this one) have you visited this site with your class? _____ times
How many classrooms of students were present on this visit? _____ classrooms
How many total students were present on this visit? _____ students
How many teacher chaperones were present on this visit? _____ teacher chaperones
How many non-teacher chaperones accompanied you on this visit? _____ non-teacher chaperones

Transportation

Was the bus on time to the school? No Yes
Did the bus leave the school on time? No Yes
Did the bus driver have clear driving/parking directions? No Yes
Was the bus driver accommodating and pleasant? No Yes
If needed, did the bus driver allow students to eat lunch on the bus? No Yes
Was the bus / bus driver ready when it was time to leave? No Yes
What was the travel time between the school and the site? _____ minutes

If you answered "No" for any of the above, please provide a brief explanation:

Your Assessment of the Program

Was a guide provided for your program? No Yes
If yes, was the guide's interaction with the students, teachers, and others appropriate? No Yes
Did you use curriculum materials provided by this site prior to your visit? No Yes
Did you feel your class was adequately prepared for your visit? No Yes
Did the program begin on time? No Yes

Please complete other side.

Was the program . . .

age appropriate?	No	Yes
appropriate for your students' physical abilities?	No	Yes
appropriate for the chaperones' physical abilities?	No	Yes
interesting and informative?	No	Yes
inquiry-based?	No	Yes
hands-on?	No	Yes
enjoyable?	No	Yes
an appropriate length?	No	Yes

Did the program . . .

contain an appropriate amount of content/teaching given the time allotted?	No	Yes
match the lesson plan as presented in the W.I.N.-W.I.N. materials?	No	Yes
clearly connect with the W.I.N.-W.I.N. curriculum?	No	Yes
enhance your class curriculum beyond W.I.N.-W.I.N.?	No	Yes
meet the needs of your students?	No	Yes
meet your needs as a teacher?	No	Yes
contribute to your intellectual growth?	No	Yes

Was there enough time allotted for the visit? No Yes

Are you satisfied with the program/site overall? No Yes

Would you recommend this program/site to a colleague? No Yes

If you answered "No" for any of the above, please provide a brief explanation:

What is one change you would recommend to improve this site's program(s)?

Please comment on the strengths and weaknesses of this program or any additional issues:

If you would like a W.I.N.-W.I.N. staff person to contact you this site visit, please provide your name and phone number: Name _____ Phone _____

Thank you. Please return this form to W.I.N.-W.I.N., Denver Zoo, 2300 Steele Street, Denver, CO, 80205

Hi!

This past year you and your class participated in
W.I.N-W.I.N.

You probably went on a field trip and had classes
with W.I.N-W.I.N teachers.

We would like to know what you thought of your
experience. This way, we can make W.I.N-W.I.N
better and better!

Please answer these questions very carefully. There
are no right or wrong answers. It is your honest
opinion that counts!

This is not a test, and your teacher won't see what
you wrote here.

Your help is very important!

Thanks!



Part 1 - Things You Do!

1 Tell us three favorite things you do when you are not at school.

2 Tell us three favorite things you do with your family.

3 Circle Yes or No for each one of the sentences.

- a. I brought someone in my family to a W.I.N.-W.I.N. Family Night. No Yes
- b. I tell my family what I learn on W.I.N.-W.I.N. field trips. No Yes
- c. I tell my family when we see or touch animals in W.I.N.-W.I.N. No Yes
- d. I tell my family about the activities we do in W.I.N.-W.I.N. No Yes
- e. I would like to go back to the places we went on our W.I.N.-W.I.N. field trips. No Yes
- f. I asked my family to go back to the places we went on our W.I.N.-W.I.N. field trips. No Yes
- g. Since I went on a W.I.N.-W.I.N. field trip, my family and I have gone back to some of those places. No Yes



4 Tell us three things you learned from your W.I.N.-W.I.N. teacher this year.



5 We would like to know how often you do certain things.

Circle the number that best tells how often you do each of the following activities, outside of your schoolwork.

NEVER	ONCE IN MY LIFE	ONCE A YEAR, EVERY YEAR	ALMOST EVERY MONTH	ALMOST EVERY WEEK
1	2	3	4	5

	Never				Almost Every Week
a. Watch TV programs about animals	1	2	3	4	5
b. Search for information about animals in the library / on the Internet	1	2	3	4	5
c. Read books or magazines about animals	1	2	3	4	5
d. Feed birds / Go birdwatching	1	2	3	4	5
e. Go camping	1	2	3	4	5
f. Go fishing	1	2	3	4	5
g. Go hiking	1	2	3	4	5
h. Go hunting	1	2	3	4	5
i. Go to museums	1	2	3	4	5
j. Go to a park	1	2	3	4	5
k. Go to the zoo / aquarium	1	2	3	4	5



	Never				Almost Every Week
l. Go to the place we visited with W.I.N.-W.I.N. .	1	2	3	4	5
m. Take care of a pet (dog, cat, etc.)	1	2	3	4	5
n. Play outside	1	2	3	4	5

6 From the list of activities in number 5, circle three that you do because you really like to. Circle up to three activities, no more. Choose only the ones that you REALLY like to do!



Part 2 - What About WIN-WIN?

7 Fill in the face that best tells how much you like the following things about W.I.N.-W.I.N. Fill in the box if you have never done the activity.

HATE IT!	DON'T LIKE IT	DON'T CARE	LIKE IT	LOVE IT!	I'VE NEVER DONE IT
					<input type="checkbox"/>

	Hate it!				Love It!	I've never done it
a. Doing W.I.N.-W.I.N. activities with my own teacher						<input type="checkbox"/>
b. Going on W.I.N.-W.I.N. field trips						<input type="checkbox"/>
c. Going to W.I.N.-W.I.N. Family Nights						<input type="checkbox"/>
d. Helping my W.I.N.-W.I.N. teacher						<input type="checkbox"/>
e. Watching W.I.N.-W.I.N. puppet shows						<input type="checkbox"/>
f. Helping with W.I.N.-W.I.N. puppet shows						<input type="checkbox"/>
g. Riding W.I.N.-W.I.N. buses						<input type="checkbox"/>
h. Seeing live W.I.N.-W.I.N. animals						<input type="checkbox"/>
i. Touching live W.I.N.-W.I.N. animals						<input type="checkbox"/>
j. Doing activities with my W.I.N.-W.I.N. teacher						<input type="checkbox"/>
k. Working in W.I.N.-W.I.N. teams						<input type="checkbox"/>
l. Writing in my W.I.N.-W.I.N.						<input type="checkbox"/>



I've
never
done
it

Hate
it!

Love
It!

journal. . . .

m. My W.I.N.-W.I.N. teacher . . .

.



8 Circle your THREE favorite things about W.I.N.-W.I.N. from the list in number 10.



9 Circle the number that best shows your opinion.

I think W.I.N.-W.I.N. is...

Bad	1	2	3	4	5	Good
Boring	1	2	3	4	5	Interesting
Not cool	1	2	3	4	5	Cool
Not fun	1	2	3	4	5	Fun
Not important	1	2	3	4	5	Important
Not safe	1	2	3	4	5	Safe
Sad	1	2	3	4	5	Happy
A bad way to learn science	1	2	3	4	5	A good way to learn science

1 Circle the number that best shows how much you agree or disagree with each sentence.

NO WAY! (Strongly Disagree)	NOT REALLY! (Somewhat Disagree)	DON'T KNOW/ DON'T CARE (Neutral)	SORT OF.. (Somewhat Agree)	ABSOLUTELY! (Strongly Agree)
1	2	3	4	5

	No Way!				Absolute ly!
a. I can use things I learn from W.I.N.-W.I.N. in math, reading/writing, or social studies	.	.	.	.
	1	2	3	4	5
b. I learn a lot from W.I.N.-W.I.N.	.	.	.	.	.
	1	2	3	4	5
c. Since I've been in W.I.N.-W.I.N., I care more about animals.	.	.	.	.	.
	1	2	3	4	5
d. W.I.N.-W.I.N. has helped me do better in school.	.	.	.	.	.
	1	2	3	4	5
e. W.I.N.-W.I.N. has taught me how to treat animals.	.	.	.	.	.
	1	2	3	4	5



Absolutely!

No Way!

- | | | | | | |
|---|---|---|---|---|---|
| f. W.I.N.-W.I.N. helps me be a better student. | 1 | 2 | 3 | 4 | 5 |
| g. W.I.N.-W.I.N. helps me do better in science. | 1 | 2 | 3 | 4 | 5 |
| h. W.I.N.-W.I.N. makes me more interested in learning about wildlife. | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |



Part 3 - What About You?

1 Are you a ... Boy Girl

1

1 How old are you?

2

1 What grade are you in?

3

1 What school do you go to?

4

1 What language(s) do you speak at home?

5

1 What do you want to be when you grow up?

6

1 What is your favorite animal and what are two things you like about it?

7

Animal: 2 things you like about it: 1) _____
2) _____

1 What is your least favorite animal and what are two things you do not like about it?

8

Animal: 2 things you don't like about it: 1) _____
2) _____

1 Did you know that the Denver Zoo and the Colorado Division of Wildlife sponsor W.I.N. -W.I.N.?

9

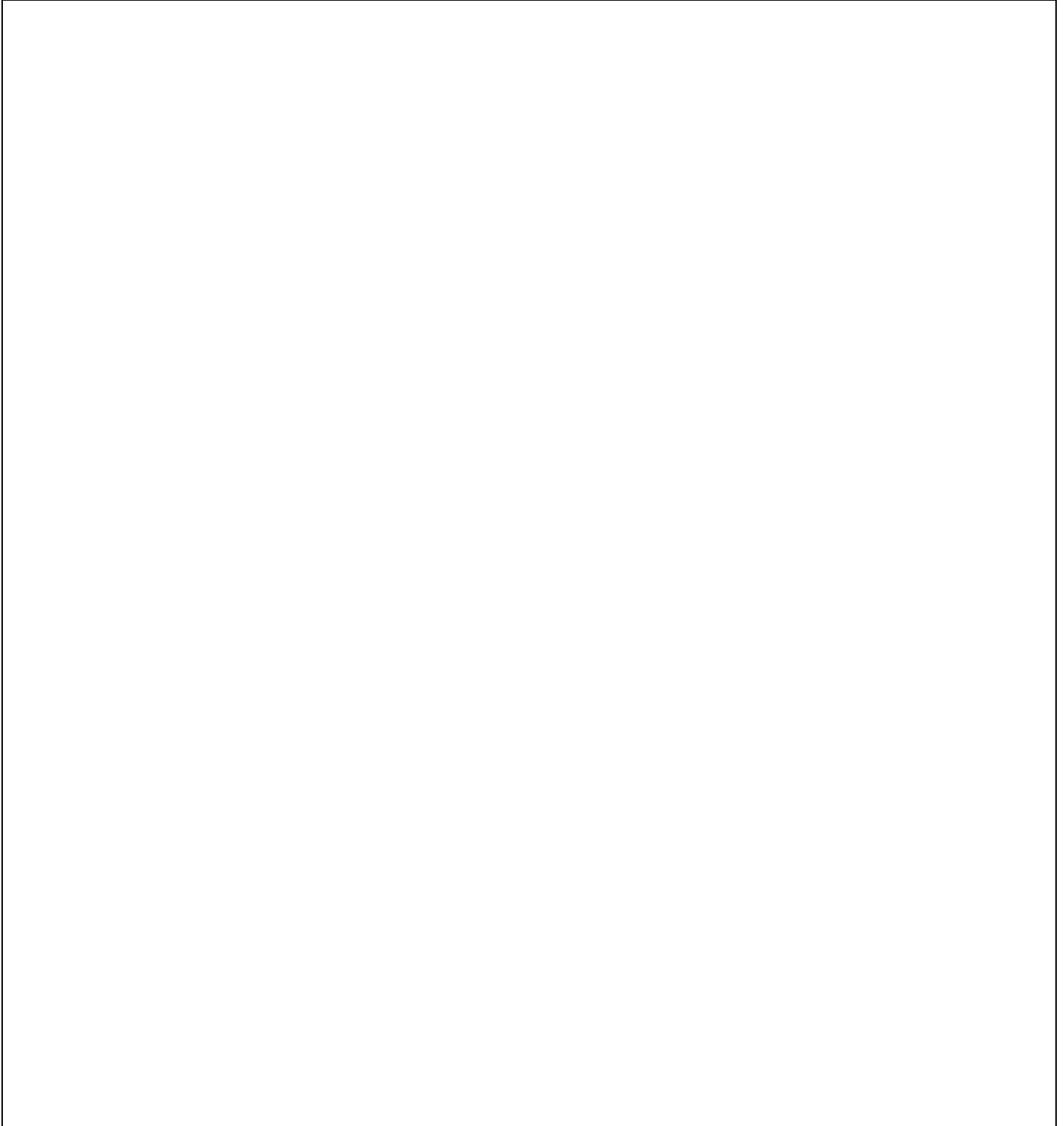
No Yes



2 Is there anything else you would like to tell us about W.I.N.-W.I.N.?
0

Fun Page!

Draw a picture of yourself doing your favorite W.I.N.-W.I.N. activity.



Thank You!!!

¡Hola!

Este año tú y tu clase participaron en el programa W.I.N-W.I.N.

Quizá fuiste a algún paseo y a las clases con los maestros de W.I.N-W.I.N.

Nos gustaría saber qué te pareció el programa. ¡Así podremos hacer que W.I.N-W.I.N sea cada vez mejor!

Lee bien las preguntas y tómate todo el tiempo que necesites para contestarlas. Cualquier respuesta está bien. ¡Lo más importante es que contestes con sinceridad!

Esto no es una prueba, y tu maestro o maestra no va a leer tus respuestas.

¡Tu ayuda es muy importante!

¡Muchas gracias!



1^a Parte - ¡Las Cosas Que Haces Tú!

1 Dinos tres de las cosas que más te gusta hacer cuando no estás en la escuela.

2 Dinos tres de las cosas que más te gusta hacer con tu familia.

3 Haz un círculo alrededor de Sí o No para contestar estas oraciones.

h. Traje a un familiar a la noche de W.I.N.- W.I.N. para la familia. No Sí

i. Le digo a mi familia las cosas que aprendo en los paseos de W.I.N.-W.I.N. No Sí

j. Le digo a mi familia cuando vemos o tocamos animales en W.I.N.-W.I.N. No Sí

k. Le digo a mi familia las actividades que hacemos en W.I.N.-W.I.N. No Sí

l. Me gustaría regresar a los lugares que visitamos en los paseos de W.I.N.-W.I.N. No Sí

m. Le pedí a mi familia para regresar a los lugares que visitamos en los paseos de W.I.N.-W.I.N. No Sí



n. Después que fui con la escuela, he ido con mi familia a algunos de los lugares que visitamos en los paseos de W.I.N.-W.I.N. . . . No Sí

4 Dinos tres cosas que te enseñó este año tu maestro o maestra de W.I.N.-W.I.N.



5 Nos gustaría saber qué tan seguido haces ciertas cosas.

Haz un círculo alrededor del número que mejor indica qué tan seguido haces las siguientes cosas, aparte de cuando es una tarea para la escuela.

NUNCA	UNA SOLA VEZ EN MI VIDA	UNA VEZ AL AÑO, TODOS LOS AÑOS	CASI TODOS LOS MESES	CASI TODAS LAS SEMANAS
1	2	3	4	5

	Nunca				Casi todas las semanas
o. Mirar programas de televisión sobre animales.	1	2	3	4	5
p. Buscar información sobre animales en la biblioteca o en Internet.	1	2	3	4	5
q. Leer libros o revistas sobre animales.	1	2	3	4	5
r. Dar de comer a los pájaros o ir a observar a los pájaros.	1	2	3	4	5
s. Ir de campamento.	1	2	3	4	5
t. Ir de pesca.	1	2	3	4	5
u. Hacer una caminata.	1	2	3	4	5
v. Ir de caza.	1	2	3	4	5
w. Ir a los museos.	1	2	3	4	5
x. Ir al parque.	1	2	3	4	5



	Nunca				Casi todas las semanas
y. Ir al zoológico o al acuario.	1	2	3	4	5
z. Ir a un lugar que visitamos en un paseo de W.I.N.-W.I.N.	1	2	3	4	5
aa. Cuidar a una mascota (perro, gato, etc.)	1	2	3	4	5
bb. Jugar afuera.	1	2	3	4	5

6 En la lista número 5, haz un círculo alrededor de tres actividades que haces porque de veras te gustan. Sólo puedes hacer un círculo alrededor de tres actividades, y no más. ¡Elige sólo las tres cosas que DE VERAS te gusta hacer!



2ª Parte - ¿Qué Piensas De WIN-WIN?

7 Colorea la carita que mejor indica cuánto te gustan estas cosas de W.I.N.-W.I.N. Colorea donde dice "Nunca lo hice" si nunca hiciste esa actividad.

¡LO OUDIO! NO ME GUSTA ME DA IGUAL ME GUSTA ¡ME ENCANTA! NUNCA LO HICE

	¡Lo odio!			¡Me encanta!	Nunca lo hice
n. Hacer las actividades de W.I.N.-W.I.N. con mi maestro o maestra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
o. Ir a los paseos de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
p. Ir a las noches de W.I.N.-W.I.N. para la familia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
q. Ayudar a mi maestro o maestra de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
r. Mirar los títeres de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
s. Ayudar con los títeres de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
t. Ir en los camiones o autobuses de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
u. Ver los animales vivos de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
v. Tocar los animales vivos de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
w. Hacer las actividades con mi maestro o maestra de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
x. Trabajar en equipos en W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
y. Escribir en mi diario de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>



z. Mi maestro o maestra de W.I.N.-
W.I.N.

¡Lo
odio!

¡Me
encanta
!

¿Nun
lo
hice



8 Haz un círculo alrededor de las TRES cosas de la lista número 7 que más te gustan de W.I.N.-W.I.N.



9 Haz un círculo alrededor del número que mejor indica lo que tú piensas.

Creo que W.I.N.-W.I.N....

Es mal	1	2	3	4	5	Es buen
Es aburrido	1	2	3	4	5	Es interesante
No está nada suave	1	2	3	4	5	Está suave
No es divertido	1	2	3	4	5	Es divertido
No es importante	1	2	3	4	5	Es importante
No es seguro	1	2	3	4	5	Es seguro
Es triste	1	2	3	4	5	Es feliz
No es una buena manera de aprender ciencias	1	2	3	4	5	Es una buena manera de aprender ciencias

1 Haz un círculo alrededor del número que mejor indica en qué medida estás de acuerdo o en desacuerdo con estas oraciones.

¡DE NINGUNA MANERA! (Estoy totalmente en desacuerdo.)	LA VERDAD QUE NO... (Estoy en desacuerdo.)	NO SÉ/ ME DA IGUAL (Neutral)	BUENO, SÍ... (Estoy de acuerdo.)	¡CLARO QUE SÍ! (Estoy totalmente de acuerdo.)
1	2	3	4	5

	1	2	3	4	5
i. Puedo usar las cosas que aprendo en W.I.N.-W.I.N. en matemáticas, lectura y escritura o estudios sociales.				¡De ninguna manera!	¡Claro que sí!
j. En W.I.N.-W.I.N. aprendo muchas cosas.					
k. Me importan más los animales desde que estoy en W.I.N.-W.I.N.					
l. W.I.N.-W.I.N. me ha ayudado a mejorar en la escuela.					
m. En W.I.N.-W.I.N. he aprendido cómo tratar a los animales.					
n. W.I.N.-W.I.N. me ayuda a ser un mejor					



¡De
ninguna
manera!

¡Claro
que sí!

estudiante.

- | | | | | | |
|---|---|---|---|---|---|
| o. W.I.N.-W.I.N. me ayuda con ciencias. | 1 | 2 | 3 | 4 | 5 |
| p. W.I.N.-W.I.N. hace que me interese más aprender sobre los animales silvestres. | 1 | 2 | 3 | 4 | 5 |



3^a Parte - Dinos Sobre Ti Mismo

1 Eres ... Niño Niña

1

1 ¿Cuántos años tienes?

2

1 ¿En qué grado estás?

3

1 ¿A qué escuela vas?

4

1 ¿Qué idioma o idiomas hablas en casa?

5

1 ¿Qué quieres ser cuando seas grande?

6

1 ¿Cuál es tu animal preferido? Di dos cosas que te gustan de ese animal.

7

Animal: 2 cosas que te gustan de ese animal: 1) _____
_____ animal: 2) _____

1 ¿Cuál es el animal que te gusta menos? Di dos cosas que no te gustan de ese animal.

8

Animal: 2 cosas que no te gustan de ese animal: 1) _____
_____ ese animal: 2) _____

1 ¿Sabías que W.I.N.-W.I.N. es un programa patrocinado por el
9 Zoológico de Denver y la División para la fauna y la flora silvestres de



Colorado (*Colorado Division of Wildlife*)?

No

Sí

2 ¿Te gustaría decirnos algo más sobre W.I.N.-W.I.N.?

1

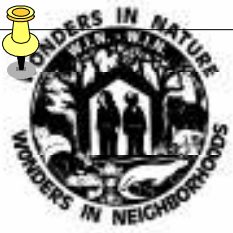


¡La Página Más Divertida!

Haz un dibujo de ti mismo en la actividad de W.I.N.-W.I.N. que más te gustó.

A large, empty rectangular box with a black border, intended for a drawing of the user.

¡¡¡Gracias Por Tu Ayuda!!!



W.I.N.-W.I.N. Family Feedback

Dear parent or guardian,

For at least the past year, your child participated in the Wonders In Nature - Wonders In Neighborhoods program. You may also have participated in W.I.N.-W.I.N.

We're giving you this questionnaire because we'd like know what you think about our program. With your input, we'll be able to improve W.I.N.-W.I.N. for you and your child.

Please take some time to fill out the questionnaire. Use the enclosed envelope to mail it back to us. You don't need a stamp.

Thank you!!!

Your Child and W.I.N.-W.I.N.

1 How important for your child's education is each of the following:

NOT AT ALL IMPORTANT IMPORTANT VERY IMPORTANT

1 2 3 4 5

Example 1: Watching TV	1	2	3	4	5
This person thinks watching TV is VERY IMPORTANT.					
Example 2: Watching TV	1	2	3	4	5
This person thinks watching TV is SOMEWHAT IMPORTANT					
Example 3: Watching TV	1	2	3	4	5
This person thinks watching TV is NOT AT ALL IMPORTANT					

	Not At All Important		Neutral		Very Important
a. Having hands on science experiences.	1	2	3	4	5
b. Seeing live animals.	1	2	3	4	5
c. Seeing wildlife in a natural or semi-natural state.	1	2	3	4	5
d. Learning about the natural environment.	1	2	3	4	5
e. Seeing or experiencing natural areas.	1	2	3	4	5
f. Learning about Colorado wildlife.	1	2	3	4	5
g. Learning about humans and the environment.	1	2	3	4	5
h. Visiting places outside of their neighborhood.	1	2	3	4	5
i. Participating in W.I.N.-W.I.N.	1	2	3	4	5
j. Participating in W.I.N.-W.I.N. activities with their family.	1	2	3	4	5

2 Of the items above, circle the two that you think are most important for your child's education.



3 How much do you agree or disagree with the following:

STRONGLY DISAGREE UNSURE STRONGLY AGREE I DON'T KNOW
 1 2 3 4 5

	Strongly Disagree	1	2	3	4	5	Strongly Agree	I don't know
a. W.I.N.-W.I.N. activities are important for my child's academic development.	1	2	3	4	5			<input type="checkbox"/>
b. I see great value in W.I.N.-W.I.N.	1	2	3	4	5			<input type="checkbox"/>
c. W.I.N.-W.I.N. provides unique opportunities for my child.	1	2	3	4	5			<input type="checkbox"/>
d. I am pleased with the experiences my child has in W.I.N.-W.I.N.	1	2	3	4	5			<input type="checkbox"/>
e. W.I.N.-W.I.N. teaches information related to my child's life.	1	2	3	4	5			<input type="checkbox"/>
f. In W.I.N.-W.I.N., my child learns information that is useful in many classes.	1	2	3	4	5			<input type="checkbox"/>
g. W.I.N.-W.I.N. has affected my child's grades in a positive way.	1	2	3	4	5			<input type="checkbox"/>
h. W.I.N.-W.I.N. has taught my child a lot of science skills.	1	2	3	4	5			<input type="checkbox"/>

4 We would like to know if W.I.N.-W.I.N. has motivated your child and your family to participate in the following activities.

W.I.N.-W.I.N. motivated ...

Neither my child nor my family	Only my child	Both, my child and my family	... to want to ...
1	2	3	a. watch TV programs about animals.
1	2	3	b. search for information about animals in the library / on the Internet.
1	2	3	c. read books or magazines about animals.
1	2	3	d. feed birds / Go birdwatching.
1	2	3	e. go camping.
1	2	3	f. go fishing.
1	2	3	g. go hiking.
1	2	3	h. go hunting.
1	2	3	i. go to museums.
1	2	3	j. go to a park.
1	2	3	k. go to the zoo/ aquarium.
1	2	3	l. go back to a place first visited with W.I.N.-W.I.N.
1	2	3	m. take care of a pet (dog, cat, etc).
1	2	3	n. donate time or money to a nature site.
1	2	3	o. do other activities outside (horseback riding, boating, etc).



5 During this past year, did you do any of the following activities?

- a. Go on a W.I.N.-W.I.N. field trip No Yes
- b. Go to W.I.N.-W.I.N. Family Night No Yes
- c. Observe W.I.N.-W.I.N. in the classroom No Yes
- d. Read about W.I.N.-W.I.N. on the Denver Zoo's website No Yes
- e. Read about W.I.N.-W.I.N. on the Colorado Division of Wildlife's website No Yes
- f. Read about W.I.N.-W.I.N. on the school's newsletter / website No Yes
- g. See projects your child has done in W.I.N.-W.I.N. No Yes
- h. Talk to someone at school about W.I.N.-W.I.N. No Yes
- i. Talk to my child about W.I.N.-W.I.N. No Yes
- j. Other. Please specify: _____ No Yes

6 In your opinion, does W.I.N.-W.I.N. provide the right amount of information to parents about each of the following?

	Not Enough	Just Right	Too Much
a. Location of the W.I.N.-W.I.N. field sites	1	2	3
b. Characteristics of the W.I.N.-W.I.N. field sites	1	2	3
c. Who can be contacted for information about W.I.N.-W.I.N.	1	2	3
d. Activities that children do during in-class W.I.N.-W.I.N. lessons	1	2	3
e. Activities that children do on W.I.N.-W.I.N. field trips	1	2	3
f. Things that children learn in W.I.N.-W.I.N.	1	2	3
g. People who teach the children	1	2	3
h. The relation of W.I.N.-W.I.N. to the school curriculum	1	2	3
i. What W.I.N.-W.I.N. is	1	2	3
j. The organizations that are involved in W.I.N.-W.I.N.	1	2	3
k. The ways parents can be involved in W.I.N.-W.I.N.	1	2	3
l. Student safety	1	2	3
m. Other. Please specify: _____	1	2	3



7 How many children do you have currently participating in W.I.N.-W.I.N.? _____

What are their grades? ECE K 1 2 3 4 5

What is the school they attend? _____

8 Which of the following applies to you?

a. I work in the same school that my child attends No Yes

b. I work for the school district where my child attends school No Yes

9 What are some ways that W.I.N.-W.I.N. could involve parents?

10 What is your ethnic background? Check all that apply.

- African American
- American Indian
- Asian American
- Caucasian/Non-Hispanic
- Hispanic
- Other (Please specify: _____)

11 Please add any other comments you may have.

Thank YOU for Completing this Questionnaire!!!!

Please, return it in the prepaid, addressed envelope to:



Colorado Division of Wildlife
Education, W.I.N.-W.I.N.
6060 North Broadway
Denver, CO 80216-9983

If you have any questions, contact us at:
Matt Herbert (W.I.N.-W.I.N. Program Coordinator)
Phone: (303) 376-4835
E-mail: winprograms@denverzoo.org



3 ¿En qué medida está de acuerdo o en desacuerdo con las siguientes oraciones?

COMPLETAMENTE EN
DESACUERDO

NO ESTOY
SEGURO/A

COMPLETAMENTE
DE ACUERDO

NO SÉ

1

2

3

4

5

	Comple- tamente en desacuerdo	No estoy seguro/a	Completa- mente de acuerdo	No sé		
i. Las actividades de W.I.N.-W.I.N. son importantes para el desarrollo académico de mi hijo o hija.	1	2	3	4	5	<input type="checkbox"/>
j. Me parece que W.I.N.-W.I.N. es un programa muy valioso.	1	2	3	4	5	<input type="checkbox"/>
k. W.I.N.-W.I.N. le brinda a mi hijo o hija oportunidades que de otro modo no tendría.	1	2	3	4	5	<input type="checkbox"/>
l. Estoy satisfecho/a con las experiencias que mi hijo o hija tiene en W.I.N.-W.I.N.	1	2	3	4	5	<input type="checkbox"/>
m. En W.I.N.-W.I.N. enseñan cosas que están relacionadas con la vida de mi hijo o hija.	1	2	3	4	5	<input type="checkbox"/>
n. En W.I.N.-W.I.N. mi hijo o hija aprende cosas que le resultan útiles en otras materias.	1	2	3	4	5	<input type="checkbox"/>
o. W.I.N.-W.I.N. ha tenido una influencia positiva en las calificaciones de mi hijo o hija.	1	2	3	4	5	<input type="checkbox"/>
p. Mi hijo o hija ha adquirido muchos conocimientos científicos en W.I.N.-W.I.N..	1	2	3	4	5	<input type="checkbox"/>

4 Nos gustaría saber si el programa W.I.N.-W.I.N. ha motivado a su hijo o hija y a su familia a participar en las siguientes actividades.

W.I.N.-W.I.N. nos ha motivado a ...

Ni a mi hijo/a ni a mi familia	Sólo a mi hijo/a	Tanto a mi hijo/a como a mi familia	... a querer ...
1	2	3	p. mirar programas de televisión sobre animales.
1	2	3	q. buscar información sobre animales en la biblioteca o en Internet.
1	2	3	r. leer libros o revistas sobre animales.
1	2	3	s. dar de comer a los pájaros o ir a observar a los pájaros.
1	2	3	t. ir de campamento.
1	2	3	u. ir de pesca.
1	2	3	v. hacer caminatas.
1	2	3	w. ir de caza.
1	2	3	x. ir a los museos.
1	2	3	y. ir al parque.
1	2	3	z. ir al zoológico o al acuario.
1	2	3	aa. regresar a un lugar que visitaron por primera vez con W.I.N.-W.I.N.
1	2	3	bb. cuidar de una mascota (perro, gato, etc).
1	2	3	cc. donar tiempo o dinero a un lugar donde se protege la naturaleza.
1	2	3	dd. hacer otras actividades al aire libre (montar a caballo, navegar, etc.)



5 ¿Hizo alguna de las siguientes cosas durante el pasado año escolar?

k. Ir a un paseo de W.I.N.-W.I.N.	No	Sí
l. Ir a la noche de W.I.N.-W.I.N. para la familia	No	Sí
m. Observar W.I.N.-W.I.N. en el salón de clase	No	Sí
n. Leer sobre W.I.N.-W.I.N. en el sitio web del Zoológico de Denver	No	Sí
o. Leer sobre W.I.N.-W.I.N. en el sitio web de la División para la fauna y la flora silvestres de Colorado (<i>Colorado Division of Wildlife</i>)	No	Sí
p. Leer sobre W.I.N.-W.I.N. en el sitio web o el boletín de la escuela	No	Sí
q. Ver los proyectos que su hijo/a hizo en W.I.N.-W.I.N.	No	Sí
r. Hablar con alguien en la escuela sobre W.I.N.-W.I.N.	No	Sí
s. Hablar con mi hijo/a sobre W.I.N.-W.I.N.	No	Sí
t. Otra actividad. Especifique: _____	No	Sí

6 ¿Le parece que W.I.N.-W.I.N. brinda suficiente información a los padres sobre los siguientes temas?

	No	Sí	Demasiada
n. Dónde se encuentran los lugares a donde van los niños con los paseos de W.I.N.-W.I.N.	1	2	3
o. Las características de los lugares donde los niños van con los paseos de W.I.N.-W.I.N.	1	2	3
p. Con quién hablar para obtener más información sobre W.I.N.-W.I.N.	1	2	3
q. Las actividades que los niños hacen en las clases de W.I.N.-W.I.N.	1	2	3
r. Las actividades que los niños hacen en los paseos de W.I.N.-W.I.N.	1	2	3
s. Las cosas que los niños aprenden en W.I.N.-W.I.N.	1	2	3
t. Las personas de W.I.N.-W.I.N. que enseñan a los niños	1	2	3
u. El papel que cumple W.I.N.-W.I.N. en el programa de estudios de la escuela	1	2	3
v. Qué es W.I.N.-W.I.N.	1	2	3
w. Las organizaciones que trabajan con W.I.N.-W.I.N.	1	2	3
x. Las maneras en que los padres pueden participar en W.I.N.-W.I.N.	1	2	3
y. La seguridad de los estudiantes	1	2	3
z. Otro tema. Especifique: _____	1	2	3



7 ¿Cuántos niños tiene que participaron en W.I.N.-W.I.N. este año?

¿En qué grados están?

Educación temprana

K

1

2

3

4

5

¿A qué escuela van? _____

8 ¿Es éste su caso?

c. Trabajo en la escuela donde va mi hijo o hija.

No

Sí

d. Trabajo para el distrito escolar de la escuela donde va mi hijo o hija.

No

Sí

9 ¿Qué podría hacer W.I.N.-W.I.N. para que los padres participaran en el programa?

10 ¿Cuál es su origen étnico? Marque todas las opciones que correspondan.

Afroamericano

Indígena norteamericano

Asiático americano

Blanco/No hispano

Hispano

Otro (especifique: _____)

11 Escriba aquí cualquier comentario que tenga.

iiii MUCHAS GRACIAS por llenar este cuestionario!!!!

Envíelo a la siguiente dirección o utilice el sobre adjunto con el franqueo ya pago:



Colorado Division of Wildlife Education W.I.N.-W.I.N.
6060 North Broadway
Denver, CO 80216-9983

Comuníquese con nosotros si tiene alguna pregunta:

Matt Herbert (Coordinador bilingüe del programa W.I.N.-W.I.N.)

Teléfono: (303) 376-4835

Correo electrónico: winprograms@denverzoo.org



Part 1 - Things You Do!

1 Tell us three favorite things you do when you are not at school.

2 Tell us three favorite things you do with your family.

3 Circle Yes or No for each one of the sentences.

o. I brought someone in my family to a W.I.N.-W.I.N. Family Night. No Yes

p. I tell my family what I learn on W.I.N.-W.I.N. field trips. No Yes

q. I tell my family when we see or touch animals in W.I.N.-W.I.N. No Yes

r. I tell my family about the activities we do in W.I.N.-W.I.N. No Yes

s. I would like to go back to the places we went on our W.I.N.-W.I.N. field trips. No Yes

t. I asked my family to go back to the places we went on our W.I.N.-W.I.N. field trips. No Yes

u. Since I went on a W.I.N.-W.I.N. field trip, my family and I have gone back to some of those places. No Yes



4 Tell us three things you learned from your W.I.N.-W.I.N. teacher this year.



5 We would like to know how often you do certain things.

Circle the number that best tells how often you do each of the following activities, outside of your schoolwork.

NEVER	ONCE IN MY LIFE	ONCE A YEAR, EVERY YEAR	ALMOST EVERY MONTH	ALMOST EVERY WEEK
1	2	3	4	5

	Never				Almost Every Week
cc. Watch TV programs about animals	1	2	3	4	5
dd. Search for information about animals in the library / on the Internet	1	2	3	4	5
ee. Read books or magazines about animals	1	2	3	4	5
ff. Feed birds / Go birdwatching	1	2	3	4	5
gg. Go camping	1	2	3	4	5
hh. Go fishing	1	2	3	4	5
ii. Go hiking	1	2	3	4	5
jj. Go hunting	1	2	3	4	5
kk. Go to museums	1	2	3	4	5
ll. Go to a park	1	2	3	4	5
mm. Go to the zoo / aquarium	1	2	3	4	5



	Never				Almost Every Week
nn. Go to the place we visited with W.I.N.-W.I.N. .	1	2	3	4	5
oo. Take care of a pet (dog, cat, etc.)	1	2	3	4	5
pp. Play outside	1	2	3	4	5

6 From the list of activities in number 5, circle three that you do because you really like to. Circle up to three activities, no more. Choose only the ones that you REALLY like to do!



Part 2 - What's Your Opinion?

7 What is your favorite animal and what are two things you like about it?

Animal:	2 things	1)	_____
	you like	2)	_____
	about it:		

8 What is your least favorite animal and what are two things you do not like about it?

Animal:	2 things you	1)	_____
	don't like	2)	_____
	about it:		

9 Now, think about the types of animals that live in Colorado like elk, beaver, hognose snakes, prairie dogs, magpies, robins, insects, butterflies, turtles, frogs, and more. Think about these animals while you answer the questions below.

Circle the number that best shows how much you agree or disagree with each sentence.

NO WAY! (Strongly Disagree)	NOT REALLY! (Somewhat Disagree)	DON'T KNOW/ DON'T CARE (Neutral)	SORT OF.. (Somewhat Agree)	ABSOLUTELY! (Strongly Agree)
1	2	3	4	5

No Way! Absolutely!

1. We should try to protect all endangered plants and animals, even if it costs a lot of money. 1 2 3 4 5
2. We should get rid of poisonous snakes and insects that could hurt people. 1 2 3 4 5
3. Most wild animals are dangerous to people. 1 2 3 4 5
4. Wild animals are fascinating. 1 2 3 4 5



- 5. I like to watch birds just for fun. 1 2 3 4 5
- 6. I like to hear birds singing. 1 2 3 4 5
- 7. I would like more kinds of wildlife to live around my home and school. 1 2 3 4 5
- 8. Helping wildlife is one of the most important things people can do. 1 2 3 4 5
- 9. Animals are important. 1 2 3 4 5
- 10. I think it is important to protect places where wildlife can live. 1 2 3 4 5
- 11. I would like to learn more about animals. 1 2 3 4 5
- 12. It makes me nervous when most animals get close to me. 1 2 3 4 5
- 13. I get upset when people throw stones at animals. 1 2 3 4 5
- 14. I usually ignore birds or other animals living near my house. 1 2 3 4 5
- 15. I like to share information about wildlife with other people. 1 2 3 4 5
- 16. I think other people should know more about wildlife. 1 2 3 4 5
- 17. I like animals. 1 2 3 4 5
- 18. I would volunteer for an organization that helps wild animals. 1 2 3 4 5
- 19. I like reading books about wild animals. 1 2 3 4 5
- 20. I have always enjoyed studying about animals in school. 1 2 3 4 5



No Way!

Absolutely!

- 21. It scares me to touch animals. 1 2 3 4 5
- 22. I enjoy looking at animals in their natural habitats. 1 2 3 4 5
- 23. I would like to know the kinds of plants and animals that live near my home. 1 2 3 4 5
- 24. I would give some of my own money to help protect wild animals. 1 2 3 4 5
- 25. It makes me sad to see people destroying places where animals used to live. 1 2 3 4 5
- 26. It's okay for people to have wild animals as pets. 1 2 3 4 5
- 27. I like to pretend that I am a wild animal. 1 2 3 4 5
- 28. When I grow up, I would like a job working with animals. 1 2 3 4 5
- 29. We should be able to do whatever we want with wildlife. 1 2 3 4 5



Part 3 - What About WIN-WIN?

1 Fill in the face that best tells how much you like the following things
0 about W.I.N.-W.I.N. Fill in the box if you have never done the activity.

HATE IT!	DON'T LIKE IT	DON'T CARE	LIKE IT	LOVE IT!	I'VE NEVER DONE IT
					<input type="checkbox"/>

	Hate it!			Love It!	I've never done it
aa. Doing W.I.N.-W.I.N. activities with my own teacher					<input type="checkbox"/>
bb. Going on W.I.N.-W.I.N. field trips					<input type="checkbox"/>
cc. Going to W.I.N.-W.I.N. Family Nights					<input type="checkbox"/>
dd. Helping my W.I.N.-W.I.N. teacher					<input type="checkbox"/>
ee. Watching W.I.N.-W.I.N. puppet shows					<input type="checkbox"/>
ff. Helping with W.I.N.-W.I.N. puppet shows					<input type="checkbox"/>
gg. Riding W.I.N.-W.I.N. buses					<input type="checkbox"/>
hh. Seeing live W.I.N.-W.I.N. animals					<input type="checkbox"/>
ii. Touching live W.I.N.-W.I.N. animals					<input type="checkbox"/>
jj. Doing activities with my W.I.N.-W.I.N. teacher					<input type="checkbox"/>
kk. Working in W.I.N.-W.I.N. teams					<input type="checkbox"/>
ll. Writing in my W.I.N.-W.I.N. journal					<input type="checkbox"/>



I'
never
done
it

Hate
it!

Love
It!

mm. My W.I.N.-W.I.N. teacher .
.



**1 Circle your THREE favorite things about W.I.N.-W.I.N. from the list
1 in number 10.**



1 Circle the number that best shows your opinion.

2

I think W.I.N.-W.I.N. is...

Bad	1	2	3	4	5	Good
Boring	1	2	3	4	5	Interesting
Not cool	1	2	3	4	5	Cool
Not fun	1	2	3	4	5	Fun
Not important	1	2	3	4	5	Important
Not safe	1	2	3	4	5	Safe
Sad	1	2	3	4	5	Happy
A bad way to learn science	1	2	3	4	5	A good way to learn science

1 Circle the number that best shows how much you agree or disagree with each sentence.

3

NO WAY! (Strongly Disagree)	NOT REALLY! (Somewhat Disagree)	DON'T KNOW/ DON'T CARE (Neutral)	SORT OF... (Somewhat Agree)	ABSOLUTELY! (Strongly Agree)
1	2	3	4	5

No Way!

Absolutely!

q. I can use things I learn from W.I.N.-W.I.N. in math, reading/writing, or social studies	1	2	3	4	5
r. I learn a lot from W.I.N.-W.I.N. .	1	2	3	4	5
s. Since I've been in W.I.N.-W.I.N., I care more about animals. . . .	1	2	3	4	5
t. W.I.N.-W.I.N. has helped me do better in school. .	1	2	3	4	5
u. W.I.N.-W.I.N. has taught me how to treat animals.	1	2	3	4	5



No Way!

Absolutely!

- | | | | | | |
|---|---|---|---|---|---|
| v. W.I.N.-W.I.N. helps me be a better student. | 1 | 2 | 3 | 4 | 5 |
| w. W.I.N.-W.I.N. helps me do better in science. | 1 | 2 | 3 | 4 | 5 |
| x. W.I.N.-W.I.N. makes me more interested in learning about wildlife. | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |



Part 4 - What About You?

1 Are you a ...

4

Boy

Girl

1 How old are you?

5

1 What grade are you in?

6

1 What school do you go to?

7

1 What language(s) do you speak at home?

8

1 What do you want to be when you grow up?

9

2 Did you know that the Denver Zoo and the Colorado Division of Wildlife
0 sponsor W.I.N. -W.I.N.?

No

Yes

2 Is there anything else you would like to tell us about W.I.N. -W.I.N.?

1



Fun Page!

Draw a picture of yourself doing your favorite W.I.N.-W.I.N. activity.

A large, empty rectangular box with a black border, intended for the student to draw a picture of themselves doing their favorite W.I.N.-W.I.N. activity.

Thank You!!!



1ª Parte - ¡Las Cosas Que Haces Tú!

1 Dinos tres de las cosas que más te gusta hacer cuando no estás en la escuela.

2 Dinos tres de las cosas que más te gusta hacer con tu familia.

3 Haz un círculo alrededor de Sí o No para contestar estas oraciones.

- v. Traje a un familiar a la noche de W.I.N.-
W.I.N. para la familia. No Sí
- w. Le digo a mi familia las cosas que aprendo en
los paseos de W.I.N.-W.I.N.
. No Sí
- x. Le digo a mi familia cuando vemos o tocamos
animales en W.I.N.-W.I.N.
. No Sí
- y. Le digo a mi familia las actividades que
hacemos en W.I.N.-W.I.N. No Sí
- z. Me gustaría regresar a los lugares que
visitamos en los paseos de W.I.N.-W.I.N.
. No Sí
- aa. Le pedí a mi familia para regresar a los
lugares que visitamos en los paseos de W.I.N.-
W.I.N. No Sí



bb. Después que fui con la escuela, he ido con mi familia a algunos de los lugares que visitamos en los paseos de W.I.N.-W.I.N. .

No Sí

4 Dinos tres cosas que te enseñó este año tu maestro o maestra de W.I.N.-W.I.N.



5 Nos gustaría saber qué tan seguido haces ciertas cosas.

Haz un círculo alrededor del número que mejor indica qué tan seguido haces las siguientes cosas, aparte de cuando es una tarea para la escuela.

NUNCA	UNA SOLA VEZ EN MI VIDA	UNA VEZ AL AÑO, TODOS LOS AÑOS	CASI TODOS LOS MESES	CASI TODAS LAS SEMANAS
1	2	3	4	5

	Nunca					Casi todas las semanas
	1	2	3	4	5	
qq. Mirar programas de televisión sobre animales.	1	2	3	4	5	
rr. Buscar información sobre animales en la biblioteca o en Internet.	1	2	3	4	5	
ss. Leer libros o revistas sobre animales.	1	2	3	4	5	
tt. Dar de comer a los pájaros o ir a observar a los pájaros.	1	2	3	4	5	
uu. Ir de campamento.	1	2	3	4	5	
vv. Ir de pesca.	1	2	3	4	5	
ww. Hacer una caminata.	1	2	3	4	5	
xx. Ir de caza.	1	2	3	4	5	
yy. Ir a los museos.	1	2	3	4	5	



	Nunca				Casi todas las semanas
zz. Ir al parque.	1	2	3	4	5
.					
aaa. Ir al zoológico o al acuario. .	1	2	3	4	5
.					
bbb. Ir a un lugar que visitamos en un paseo de W.I.N.-W.I.N.	1	2	3	4	5
ccc. Cuidar a una mascota (perro, gato, etc.)	1	2	3	4	5
ddd. Jugar afuera.	1	2	3	4	5
.					
.					

6 En la lista número 5, haz un círculo alrededor de tres actividades que haces porque de veras te gustan. Sólo puedes hacer un círculo alrededor de tres actividades, y no más. ¡Elige sólo las tres cosas que DE VERAS te gusta hacer!



2ª Parte - ¿Qué Piensas Tú?

7 ¿Cuál es tu animal preferido? Di dos cosas que te gustan de ese animal.

Animal:	2 cosas que te gustan de ese animal:	1) _____
_____		2) _____

8 ¿Cuál es el animal que te gusta menos? Di dos cosas que no te gustan de ese animal.

Animal:	2 cosas que no te gustan de ese animal:	1) _____
_____		2) _____

9 Piensa ahora en los tipos de animales que viven en Colorado, como los wapitís, los castores, las serpientes heterodones, las marmotas de las praderas, las urracas, los petirrojos, los insectos, las mariposas, las tortugas, las ranas y otros animales. Piensa en estos animales cuando contestes las próximas preguntas.

Haz un círculo alrededor del número que mejor indica si estás de acuerdo o no con la oración.

¡DE NINGUNA MANERA! (Estoy totalmente en desacuerdo.)	LA VERDAD QUE NO... (Estoy en desacuerdo.)	NO SÉ/ ME DA IGUAL (Neutral)	BUENO, SÍ... (Estoy de acuerdo.)	¡CLARO QUE SÍ! (Estoy totalmente de acuerdo.)
1	2	3	4	5

¡De ninguna manera!	¡Claro que sí!
---------------------	----------------

30. Tenemos que tratar de proteger a todas las especies de plantas y animales en peligro de extinción, aunque cueste mucha plata. 1 2 3 4 5

31. Tenemos que matar a las víboras y los insectos venenosos que pueden lastimar a las personas. 1 2 3 4 5

32. La mayoría de los animales silvestres son peligrosos para las personas. 1 2 3 4 5

33. Me encantan los animales silvestres. 1 2 3 4 5



	¡De ninguna manera!				ro que sí!
34. Me gusta mirar los pájaros sólo para divertirme.	1	2	3	4	5
35. Me gusta escuchar el canto de los pájaros.	1	2	3	4	5
36. Me gustaría que hubiera más animales silvestres cerca de mi casa y de la escuela.	1	2	3	4	5
37. Una de las cosas más importantes que las personas podemos hacer es ayudar a los animales silvestres.	1	2	3	4	5
38. Los animales son importantes.	1	2	3	4	5
39. Creo que es importante proteger los lugares donde pueden vivir los animales silvestres.	1	2	3	4	5
40. Me gustaría aprender más sobre los animales.	1	2	3	4	5
41. Me pone nervioso o nerviosa cuando la mayoría de los animales se me acercan.	1	2	3	4	5
42. Me fastidia cuando las personas tiran piedras a los animales.	1	2	3	4	5
43. Por lo general no les presto atención a los pájaros o a otros animales que viven cerca de mi casa.	1	2	3	4	5
44. Me gusta hablar con otras personas sobre los animales silvestres.	1	2	3	4	5
45. Creo que los demás deberían aprender más sobre los animales silvestres.	1	2	3	4	5
46. Me gustan los animales.	1	2	3	4	5
47. Me gustaría trabajar como voluntario para una	1	2	3	4	5



¡De
ninguna
manera!

ro
que
sí!

organización que ayuda a los animales silvestres.

.
.

48. Me gusta leer libros sobre los animales silvestres. 1 2 3 4 5

49. Siempre me ha gustado estudiar sobre los animales en la escuela. 1 2 3 4 5

50. Me da miedo tocar los animales. 1 2 3 4 5

51. Me gusta mirar a los animales en sus hábitats naturales. 1 2 3 4 5

52. Me gustaría saber qué tipos de plantas y de animales viven cerca de mi casa.
. 1 2 3 4 5

53. Yo daría parte de mi propia plata para ayudar a proteger a los animales silvestres.
. 1 2 3 4 5

54. Me da pena que las personas destruyan los lugares donde antes vivían animales.
. 1 2 3 4 5

55. Está bien tener animales silvestres como mascotas. 1 2 3 4 5

56. Me gusta jugar a que soy un animal silvestre. 1 2 3 4 5

57. Cuando sea grande, quiero trabajar con animales. 1 2 3 4 5

58. Deberíamos poder hacer lo que se nos dé la gana con los animales silvestres.
. 1 2 3 4 5



3ª Parte - ¿Qué Piensas De WIN-WIN?

- 1 Colorea la carita que mejor indica cuánto te gustan estas cosas de W.I.N.-W.I.N. Colorea donde dice "Nunca lo hice" si nunca hiciste esa actividad.**

¡LO ODIÓ! NO ME GUSTA ME DA IGUAL ME GUSTA ¡ME ENCANTA! NUNCA LO HICE

	¡Lo odio!			¡Me encanta!	Nunca lo hice
nn. Hacer las actividades de W.I.N.-W.I.N. con mi maestro o maestra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
oo. Ir a los paseos de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
pp. Ir a las noches de W.I.N.-W.I.N. para la familia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
qq. Ayudar a mi maestro o maestra de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
rr. Mirar los títeres de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
ss. Ayudar con los títeres de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
tt. Ir en los camiones o autobuses de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
uu. Ver los animales vivos de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
vv. Tocar los animales vivos de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
ww. Hacer las actividades con mi maestro o maestra de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
xx. Trabajar en equipos en W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
yy. Escribir en mi diario de W.I.N.-W.I.N.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>



zz. Mi maestro o maestra de W.I.N.-
W.I.N.

¡Lo
odio!

¡Me
encanta
!

¿Nun
lo
hice



- 1 Haz un círculo alrededor de las TRES cosas de la lista número 10 que**
- 1 más te gustan de W.I.N.-W.I.N.**



1 Haz un círculo alrededor del número que mejor indica lo que tú piensas.

2

Creo que W.I.N.-W.I.N....

Es mal	1	2	3	4	5	Es buen
Es aburrido	1	2	3	4	5	Es interesante
No está nada suave	1	2	3	4	5	Está suave
No es divertido	1	2	3	4	5	Es divertido
No es importante	1	2	3	4	5	Es importante
No es seguro	1	2	3	4	5	Es seguro
Es triste	1	2	3	4	5	Es feliz
No es una buena manera de aprender ciencias	1	2	3	4	5	Es una buena manera de aprender ciencias

1 Haz un círculo alrededor del número que mejor indica en qué medida estás de acuerdo o en desacuerdo con estas oraciones.

¡DE NINGUNA MANERA! (Estoy totalmente en desacuerdo.)	LA VERDAD QUE NO... (Estoy en desacuerdo.)	NO SÉ/ ME DA IGUAL (Neutral)	BUENO, SÍ... (Estoy de acuerdo.)	¡CLARO QUE SÍ! (Estoy totalmente de acuerdo.)			
1	2	3	4	5			
			¡De ninguna manera!	¡Claro que sí!			
y. Puedo usar las cosas que aprendo en W.I.N.- W.I.N. en matemáticas, lectura y escritura o estudios sociales.			1	2	3	4	5
z. En W.I.N.-W.I.N. aprendo muchas cosas.			1	2	3	4	5
aa. Me importan más los animales desde que estoy en W.I.N-W.I.N			1	2	3	4	5
bb. W.I.N.-W.I.N. me ha ayudado a mejorar en la escuela.			1	2	3	4	5
cc. En W.I.N.-W.I.N. he aprendido cómo tratar a los animales.			1	2	3	4	5



¡De
ninguna
manera!

¡Claro
que sí!

dd. W.I.N.-W.I.N. me ayuda a ser un mejor
estudiante.

1 2 3 4 5

ee. W.I.N.-W.I.N. me ayuda con ciencias.

1 2 3 4 5

ff. W.I.N.-W.I.N. hace que me interese más
aprender sobre los animales silvestres.

1 2 3 4 5



4^a Parte - Dinos Sobre Ti Mismo

1 Eres ...

4

Niño

Niña

1 ¿Cuántos años tienes?

5

1 ¿En qué grado estás?

6

1 ¿A qué escuela vas?

7

1 ¿Qué idioma o idiomas hablas en casa?

8

1 ¿Qué quieres ser cuando seas grande?

9

2 ¿Sabías que W.I.N.-W.I.N. es un programa patrocinado por el
0 Zoológico de Denver y la División para la fauna y la flora silvestres de
Colorado (*Colorado Division of Wildlife*)?

No

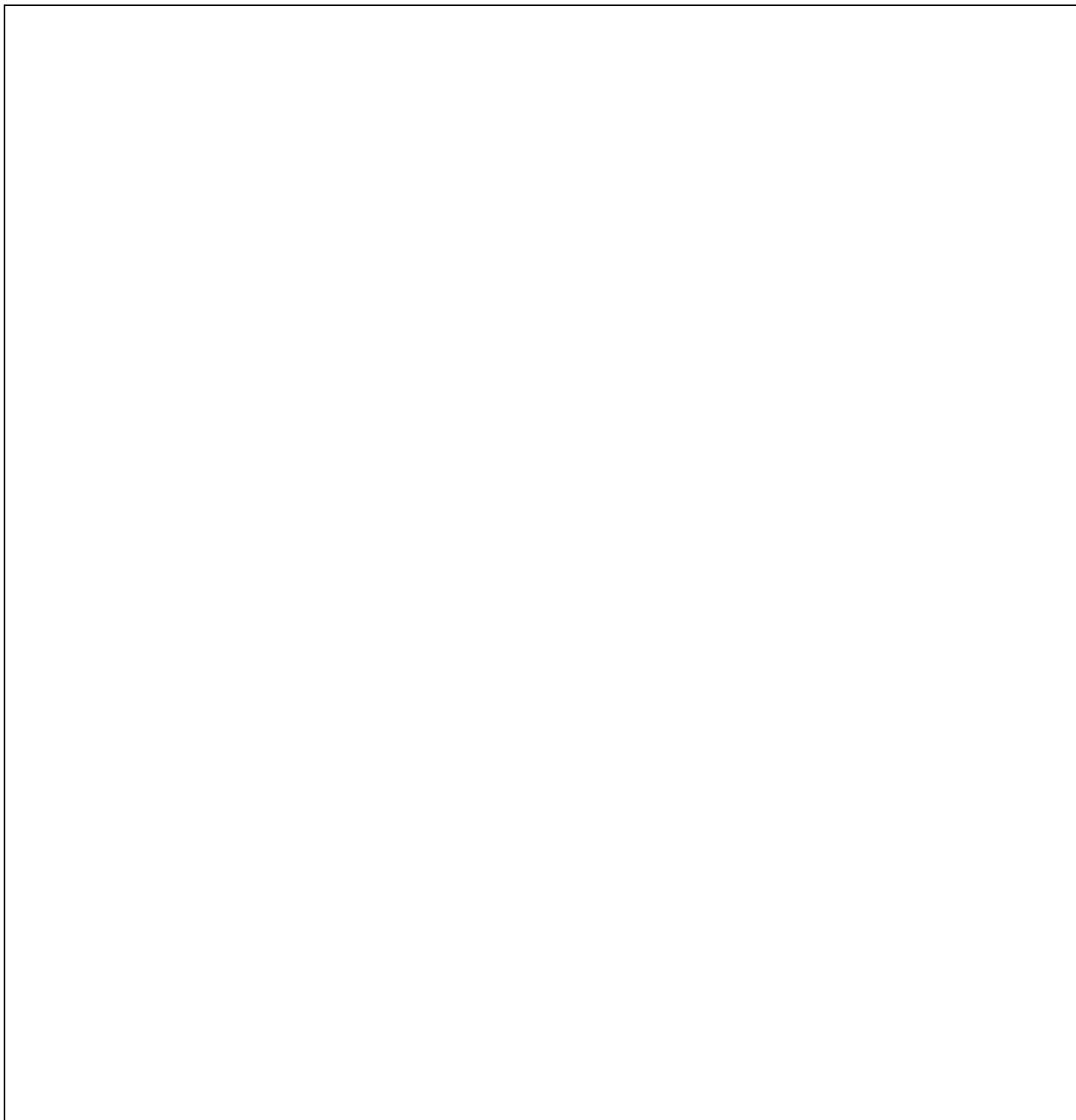
Sí

2 ¿Te gustaría decirnos algo más sobre W.I.N.-W.I.N.?

1

¡La Página Más Divertida!

Haz un dibujo de ti mismo en la actividad de W.I.N.-W.I.N. que más te gustó.



¡¡¡Gracias Por Tu Ayuda!!!