

Shrinking Bigfoot in Seattle

by

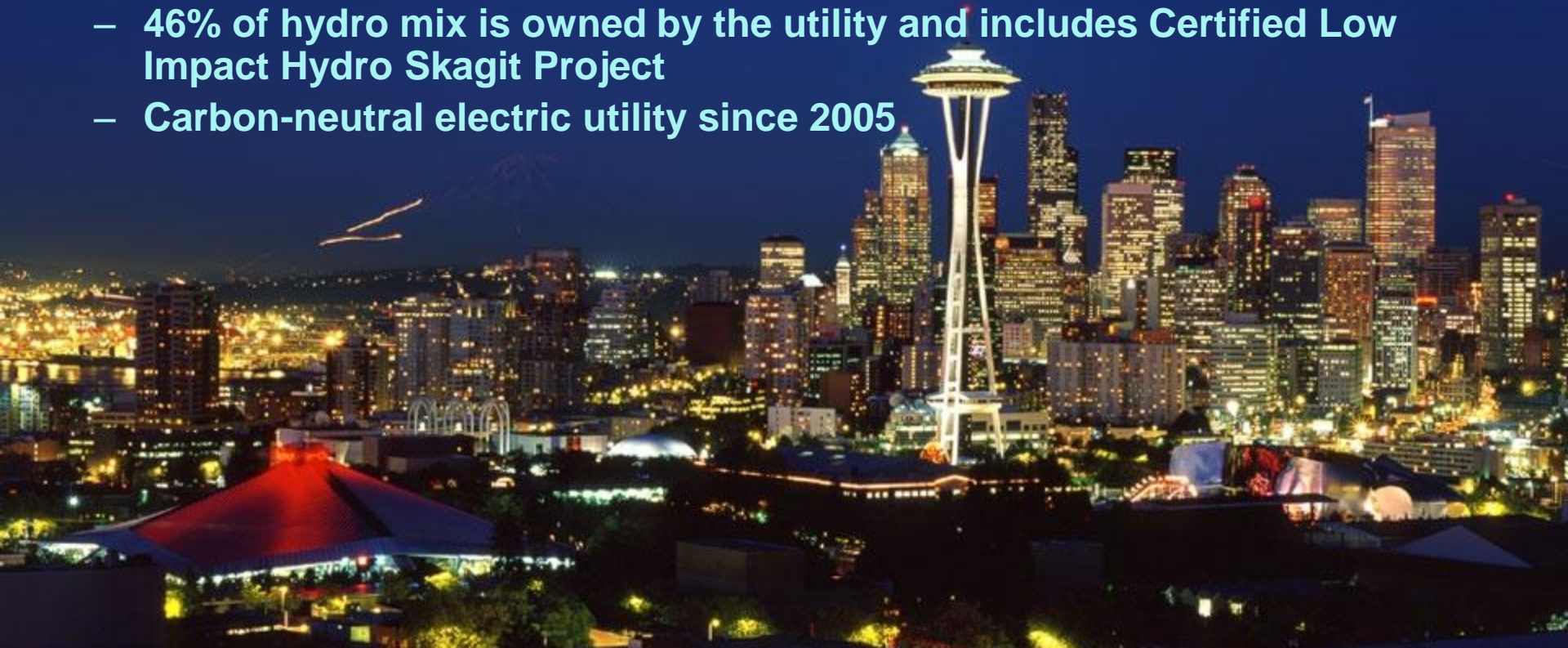
Janice Boman



Seattle City Light

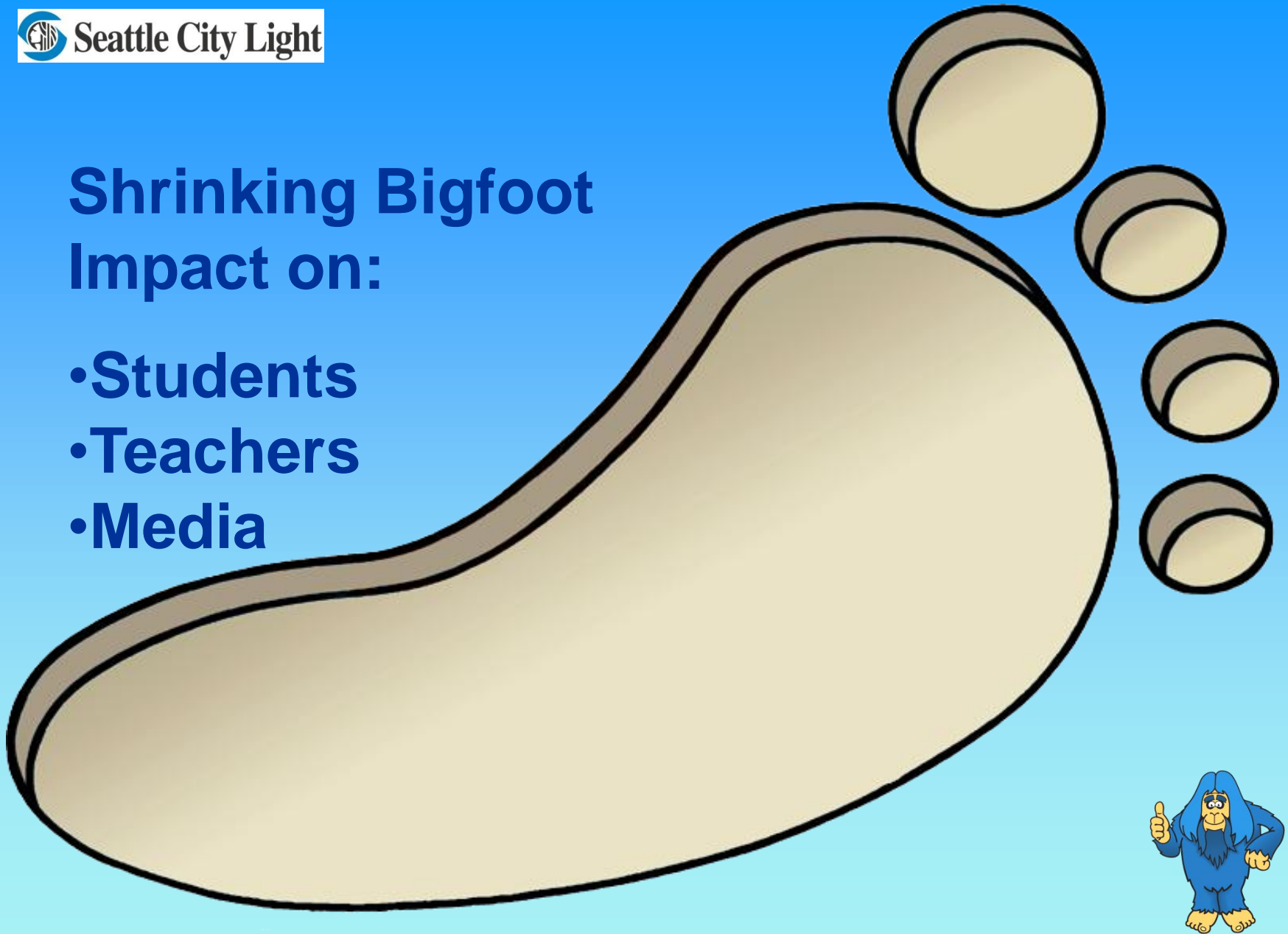
Seattle City Light

- A City of Seattle public power utility – serving more than one million customers in the Northwest
- 100 year history of clean, green energy production
 - Fuel mix is 90% hydro and 4% wind
 - 46% of hydro mix is owned by the utility and includes Certified Low Impact Hydro Skagit Project
 - Carbon-neutral electric utility since 2005



Shrinking Bigfoot Impact on:

- Students
- Teachers
- Media



Program Goals

- Teach 3rd to 5th grade students about climate change, energy conservation, and transportation choices.
- Provide teachers with tools to continue classroom discussion in these areas.
- Provide opportunities for teachers to learn more about the impacts of climate change as it relates to Northwest hydropower production.
- Gather pre and post survey information to determine effectiveness in terms of impact and process measures.





Program Elements

- Assembly performances
- Classroom workshops
- Teacher seminars



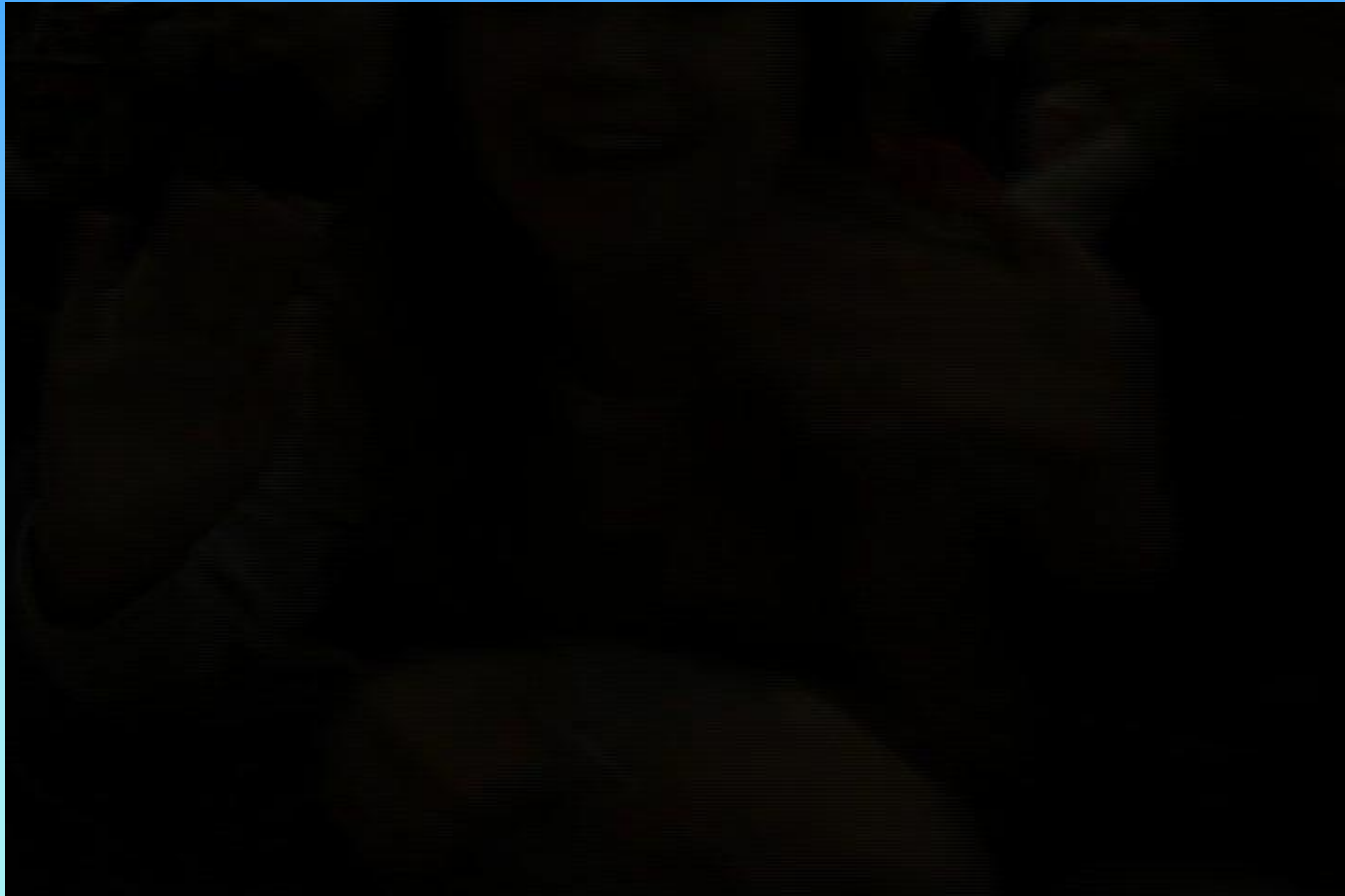
Use live theatre to tell a story



- Explain climate change to our young audience in a fun way
- Empower students to make choices and shrink their carbon footprint
- Utilize audience participation



Enjoy the Show



*“Hey! City of Seattle,
stop brainwashing
our kids!”*





“I got an e-mail from a parent who was not happy about the "survey" his kid was asked to fill out for a school assignment. First, the City of Seattle came into the Shoreline School District to give a "Shrinking Bigfoot" assembly. A way for government agencies and government schools to work together to deliver propaganda to the little kiddies. You can see the assemble discussion guide [here](#).

But what really outraged this dad is the at-home [survey](#) his kid was supposed to fill out.”



**Story ideas? Comments? Cheap shots?
Kudos? E-mail Dori's producer Phil:
phil@710kiro.com**

“Do we really want government agencies asking our kids how many TV's they have in their home. And if the schools are going to present that mindset, shouldn't they counterbalance it by having someone running an assembly telling the kids they never have to answer intrusive personal questions by government agents?”



Comments (52)

**June 4, 2009 12:05 pm “real republican”
wrote...**

**“This is just practice for when the Government agents
do their yearly inspection of your home so they no
(sic) how much carbon tax to charge.”**



June 4, 2009 12:30 pm “Kitsapbass” wrote...

“Personally...I would have no problem having my kids walk to school...lil buggers need to lose some weight anyways!”



June 4, 2009, 12:35 pm “IdRatherBeBoating” wrote...

“Lighten up! (oops, a pun)

Why are we up in arms about getting our kids thinking about energy conservation? ...What about Smokey the bear imploring us to prevent forest fires, or the Indian Chief with the tear in his eye trying to get us to stop littering our highways? Were those actually big brother campaigns that effectively brainwashed me to be more careful about my impact on the world?

Dori, I love your show, but you are starting to become seriously paranoid about the simplest things.”



What did we do?

- Agreed to an on-air interview
- Chose NOT to respond back to email comments
- Had the last word on radio



What did we gain?

Conducted:

- 58 Assembly Performances reaching 8,228 students and 355 teachers for a total of 33% of eligible student population in Seattle
- 164 Student Workshops reaching 3,478 students and 136 teachers in 57 schools
- Three Teacher Seminars for 56 teachers





“This was the best and most informative play I have seen in 15 years - all the kids were engaged.”

- G. Lawrence, 5th Grade teacher



Measuring Success

Evaluations

- Pre and post assembly student testing
- Post assembly teacher evaluation
- Classroom workshop teacher evaluation
- Teacher seminar evaluation



Shrinking Bigfoot Evaluation Impact and Process

- *Impact* measures are derived from student pre tests and post tests in order to assess changes in their understanding of key messages including global warming, how to reduce their own carbon footprint, and other issues related to wise energy use.
- *Process* measures are drawn from teacher surveys to better understand qualitative factors that influence how the program has worked. Process measures allow for changes and modifications to the program to better serve teachers and students.



Shrinking Bigfoot Program Impact Measures of Student Learning

Key Messages:	Pre	Post
Global warming means the average temperature of the earth is getting warmer.	73.0%	84.0%
Your carbon footprint is a measure of how much carbon dioxide is released when you use energy.	43.0%	85.0%
The refrigerator is the appliance in your house that uses the most energy.	31.0%	76.0%
Climate change means less snow and less drinking water for Seattle.	33.0%	69.0%
Climate change affects salmon and polar bear habitats.	80.0%	96.0%
Climate change will have an impact on the Seattle area.	77.0%	92.0%



Shrinking Bigfoot Future?



Live Theatre Makes an Impact

- Shrinking Bigfoot illustrates that storytelling and theatre are effective learning tools for students.
- Teachers provided great feedback for future improvements.
- We got results and a little media attention!



Shrinking Bigfoot

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- www.seattle.gov/light
- Shrinking Bigfoot preview
www2.seattle.gov/exploreenergy/

