

Get WILD

Project WILD®

"I want WILD!"



# Project WILD

The Association for Fish and Wildlife Agencies (AWFA) and The Florida Fish and Wildlife Commission (FWC)



ASSOCIATION of  
FISH & WILDLIFE  
AGENCIES



Florida Youth Conservation  
Centers Network

Project WILD®  
FLORIDA



Get WILD

Project WILD®



"I want WILD!"



# Sponsors

**National:** Association of Fish and Wildlife Agencies (AWFA)

**State:** Florida Fish and Wildlife Conservation Commission (FWC)



Florida Youth Conservation  
Centers Network

Project WILD®  
FLORIDA



Get WILD

Project WILD®



"I want WILD!"



# Project WILD

**W**ildlife

**I**n

**L**earning

**D**esign



Project WILD®  
FLORIDA



Get WILD

Project WILD®



"I want WILD!"



## History of Project WILD

1970

1983

1987

1991

1999

2004

2009

2013

2018

# Get WILD

Project **WILD**



"I want WILD!"



## Project WILD

- Wildlife focused
- Vital interest in learning about natural world
- Fosters responsible action
- **How** to think, not **what** to think
- Take from awareness to action



Project **WILD**  
FLORIDA



# Get WILD

Project **WILD**



"I want WILD!"

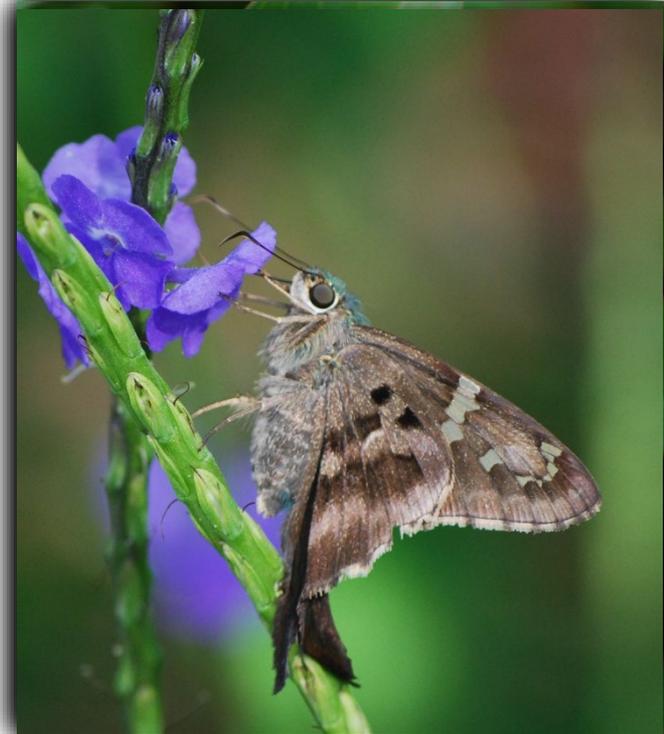


- PreK-12
- Formal and non-formal educators
- Based on Science
- Fun

Project **WILD**  
FLORIDA



# Interdisciplinary and Supplemental



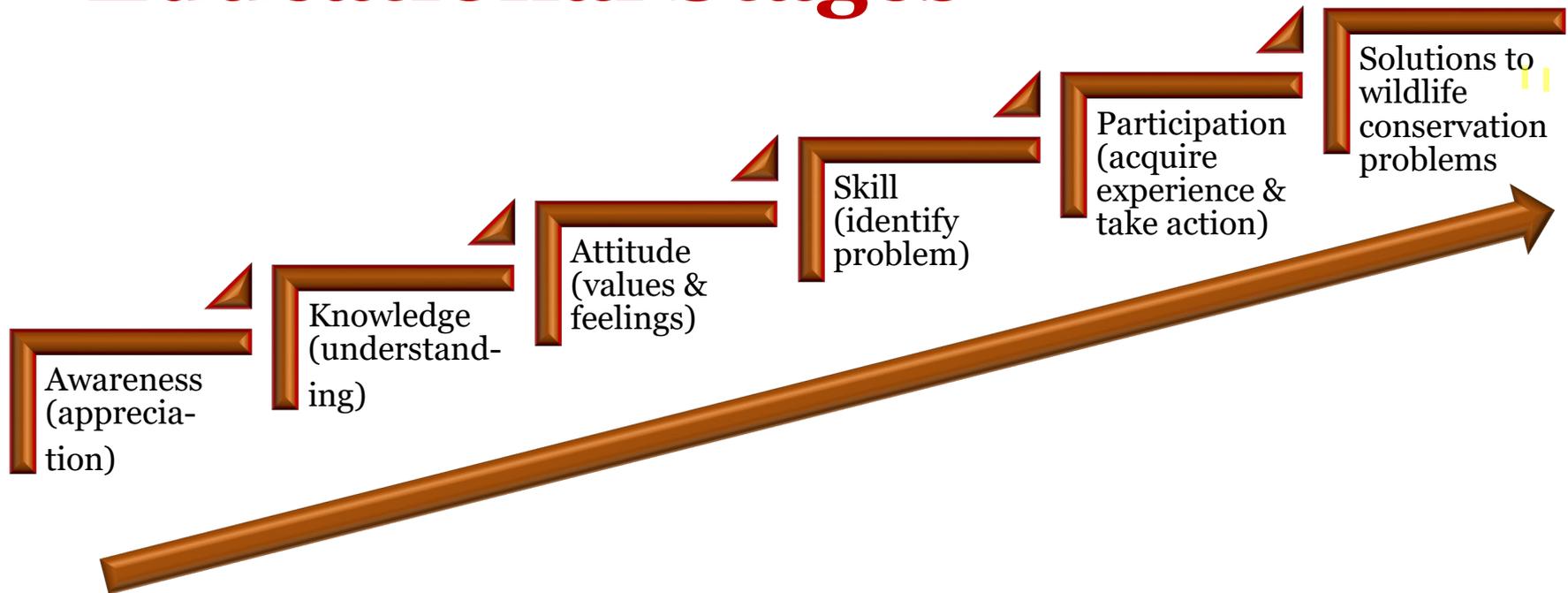
Get WILD

Project WILD®



"I want WILD!"

# Educational Stages



Project WILD®  
FLORIDA



# Get WILD

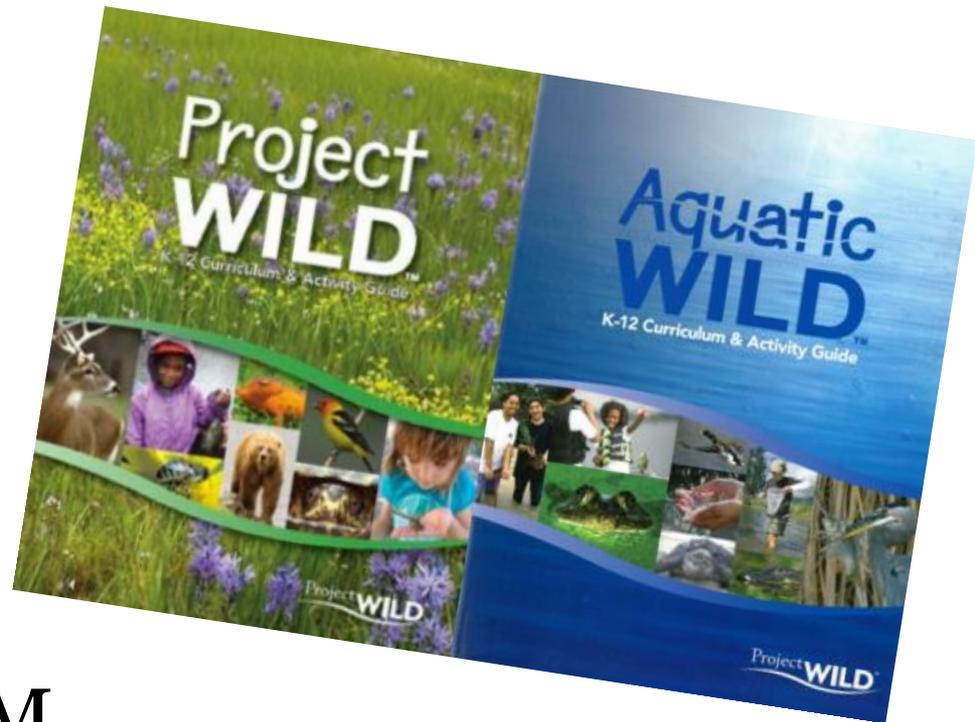
Project **WILD**<sup>®</sup>



"I want WILD!"

## Each Activity Contains:

- Objectives
- Background
- Procedures
- Extensions
- Evaluations
- WILD Work
- In Step with STEM
- Copy pages



Project **WILD**<sup>®</sup>  
FLORIDA



# Get WILD

Project WILD®



"I want WILD!"



- Recommended Grade Levels
- Subject/Content Areas
- Method
- Materials
- Duration, Group Size, Setting, etc
- Key Terms

Shape	Shape	Shape	Shape	Shape
Vertical Disc (Butterfish)	Horizontal Disc (Halibut)	Torpedo Shape (Walleye)	Flat Disk (Catfish)	
Mouth-Feeding				

**Fashion a Fish**

Thousands of years of adaptations can be used to design the perfect fish.

**Objective**  
Lower Elementary  
Students will classify fish according to body shape and coloration.

**Upper Elementary**  
Students will (1) describe adaptations of fish to their environments, (2) describe how adaptations can help fish survive in their habitats, and (3) interpret the importance of adaptation in animals.

**Background**  
Aquatic animals are the products of countless adaptations over long periods of time. Those adaptations, for the most part, are features that increase the animals' likelihood of surviving in their habitat.

When a habitat changes, either slowly or catastrophically, the species of animals that have adaptations that provide for fluctuations in their environment are the ones most likely to survive. Some species have adapted to such a narrow range of habitat conditions they are extremely vulnerable to change. These species are usually more susceptible than other animals to death or extinction.

In this activity, students design a fish. Students choose the adaptations that their fish will have; each choice would actually take countless years to develop. As these adaptations become part of the fish's design, the fish becomes better suited to the habitat in which it lives. Because of the variety of conditions within each habitat, many different fish can live together and flourish. Some adaptations of fish are shown on pages 101-102.

**Grade Level:** Lower Elementary, Upper Elementary  
**Content Area:** Science, Expressive Arts, Environmental Education  
**Method:** Students design a fish adapted for various aquatic habitats.  
**Materials:** Lower Elementary: Body shape and coloration are the only fish adaptations needed (masters provided at the end of this activity). The first and second steps are optional. Steps 4-7 can include adaptation cards for body shape and coloration; reproduction and mouth parts are optional. Upper Elementary: An materials paper, Fish Adaptivity Cards, reproduction.  
**Activity:** These are two 20-minute sessions for younger students, two 30- to 45-minute sessions for older students.  
**People Power:** any, groups of four  
**Setting:** indoors or outdoors  
**Conceptual Framework:** CAIAT, CAIB, CAIAT, CAIB  
**Terms to Know:** adaptation, camouflage, habitat  
**Appendix:** Let's Go Fishing!

Project WILD®  
FLORIDA





## Appendices

- Field Investigations
- Glossary
- Conceptual Framework
- Climate Change Education
- Field Ethics
- Evaluations/Assessments
- Inventory Methods
- *Index by Grade Level, Skills, and Topic*
- Service Learning and More



# Get WILD

Project **WILD**



"I want WILD!"

## Flying WILD

- Released in 2004
- Primary focus is birds
- 16 Teacher-led activities
- 8 Volunteer-led activities
- 19 Student-led activities



Project **WILD**  
FLORIDA





## Each Activity contains

- Overview
- Content Area
- People Power
- Space Requirements
- Time and Materials
- Special Guests
- Terms



Who-Leads ACTIVITY

### Activity Format



**OVERVIEW**  
An initial overview describes the main concepts and skills taught in the activity.

**CONTENT AREA**  
This includes specific subjects, as well as general disciplines, to which the activity applies.

**PEOPLE POWER**  
This category enables leaders to make certain that activities are appropriate for their group's size.

**SPACE REQUIREMENT**  
This indicates whether indoor or outdoor spaces—or both—are needed, and specifies which sizes and scenarios work best for a festival setting.

**ACTIVITY TIME**  
This enables you to plan for preparation, activity, and discussion times.

**MATERIALS**  
This checklist helps you gather what you need before starting:  
 Necessary supplies;  
 Supplementary equipment;  
 Copies you can make from the handouts in this guide;  
 Optional possibilities.

**SPECIAL GUESTS**  
This suggests the type of expert or specialist who can offer additional insight or provide access to materials.

**TERMS TO KNOW**  
These words, central to understanding the concept taught in the activity, are included in the glossary.

*An upbeat teaser offers a first glimpse and can be an ice-breaker to capture interest.*

**Learning Objectives**  
This brief list highlights the concepts you will be doing the activity.

**Background/Need to Know**  
This information is essential to understand the activity. Teachers can read the background information before class discussion. Called "Need to Know," this information covers basic concepts and explains key bird ecology and conservation.

**Getting Ready**  
This section helps you complete all the tasks before participants begin the activity.

**Taking Flight!**  
Here comes the fun! This is the section where you do the activity itself. In some cases, this section includes more procedures that comprise the activity.

**Assessment**  
Each Teacher-led and Volunteer-led activity includes an assessment that helps assess what students have learned. Each section contains questions that focus on the activity. Instead of asking students to answer questions, the questions aim at getting students to think about new scenarios. Access more information at [www.flyingwild.org](http://www.flyingwild.org).

**Quiz Your Guests**  
This section, at the end of every Student-led activity, asks festival participants questions. Typically, these questions begin with a question that leads to the next question, which builds on the answers to previous questions and reaches increasingly complex levels.

**ACTIVITY FORMAT**  
© Council for Environmental Education (CEE)



# Get WILD

Project **WILD**



## Designed to:

- Set up Birding Festival
- Be supplemental
- Provide basis for service project



Project **WILD**  
FLORIDA



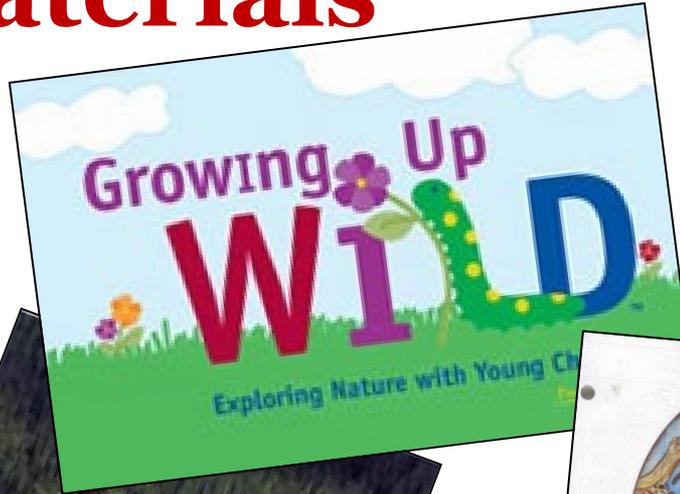
# Get WILD

Project **WILD**

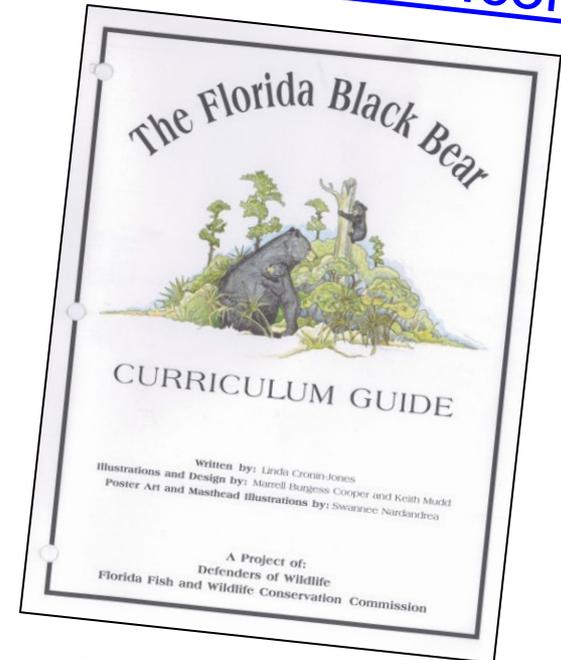
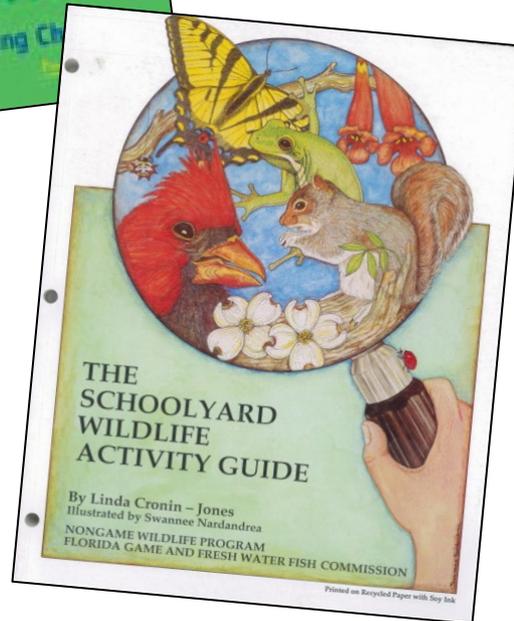
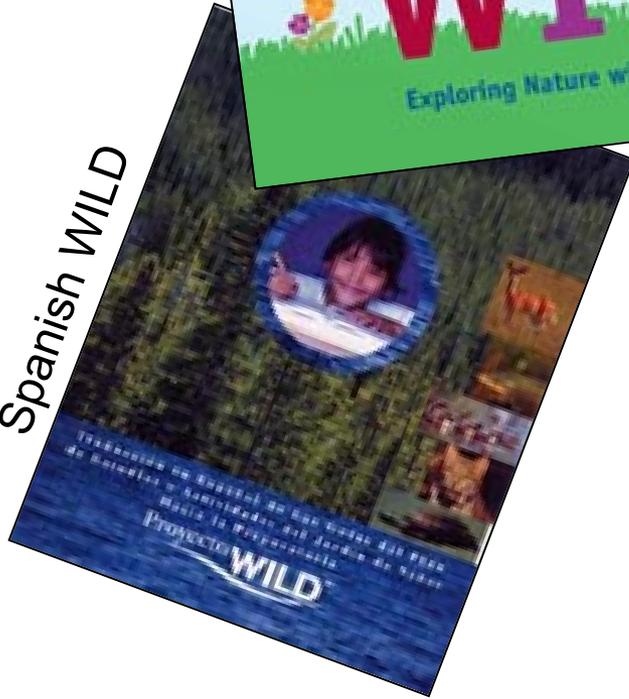


## Additional Materials

[www.blackbearinfo.com](http://www.blackbearinfo.com)



Spanish **WILD**



# Get WILD

Project WILD®



"I want WILD!"



## **NATIONAL CORRELATIONS**

### **Correlations to Next Generation Science Standards (NGSS)**

*NGSS Student Performance Expectations (PEs).*

- [Project WILD Correlations to NGSS PEs](#) (third edition correlations; fourth edition correlations forthcoming.)
- [Aquatic WILD Correlations to NGSS PEs](#)
- [Growing Up WILD Correlations to NGSS PEs](#)

### **Correlations to AFWA's K-12 Conservation Education Scope and Sequence**

- [Project WILD and Project WILD Aquatic \(Third Editions\) Correlations](#)

### **Correlations to Common Core State Standards (CCSS): English / Language Arts (ELA)**

- [Aquatic WILD Correlations to CCSS: ELA](#)

### **Correlations to Common Core State Standards (CCSS): Mathematics**

- [Aquatic WILD Correlations to CCSS: MATH](#)

# Get WILD

Project **WILD**



## More Correlations

- Florida Next Generation Sunshine State Science Standards (NGSSS) and core subjects for *Schoolyard Wildlife* are available here!

<https://myfwc.com/media/20201/syw-ngssscorrelations.pdf>

- [NAAEE Guidelines for Learning](#)
- Project WILD 4<sup>th</sup> edition and Aquatic WILD alignments to Florida NGSSS and Core subjects- link coming soon!  
(September 2019)

Project **WILD**  
FLORIDA



Get WILD

Project WILD®

"I want WILD!"



## Florida Project WILD Contact:

**Anita Forester**

Project WILD Coordinator

850-404-6089

*anita.forester@myfwc.com*

[Project WILD Workshop Calendar](#)

<http://myfwc.com/education/educators/project-wild/>



Florida Youth Conservation  
Centers Network

Project WILD®  
FLORIDA

