Get WILD

"I want WILD!"

Project WILD

Project WILD

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

fyccn! | Florida Youth Conservation Centers Network

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FLORIDA FISH AND WILDLIFE CONSERVATION COMMISSION

Sponsors

National: Association of Fish and Wildlife Agencies (AWFA)

State: Florida Fish and Wildlife Conservation Commission (FWC)

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History of Project WILD

1970
1983
1987
1991
1999
2004
2009
2013
2018

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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

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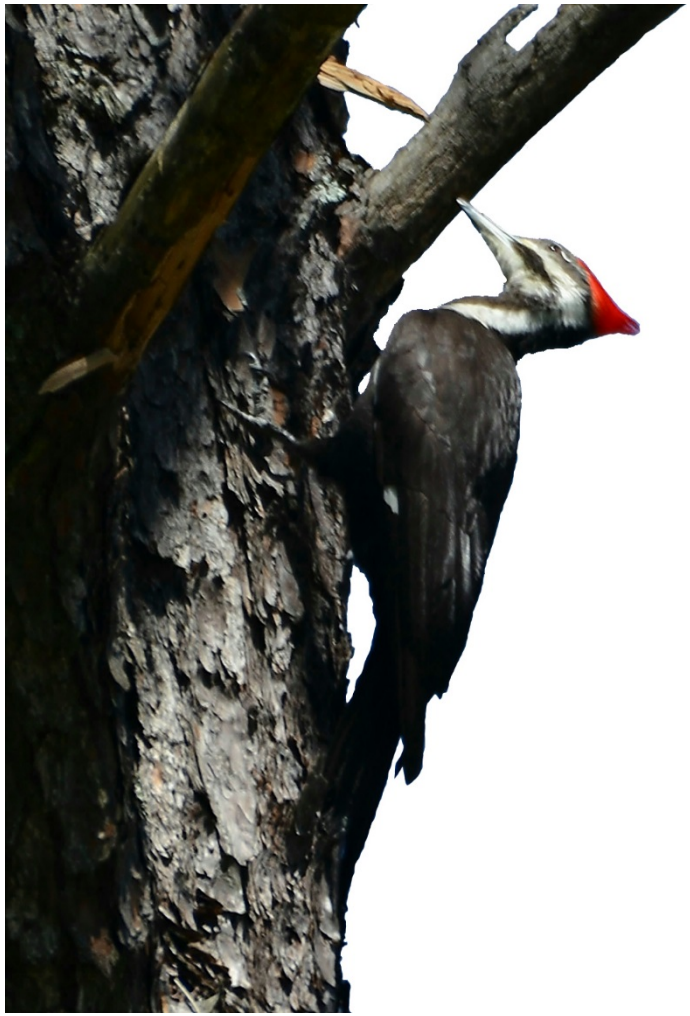

- PreK-12
- Formal and non-formal educators
- Based on Science
- Fun

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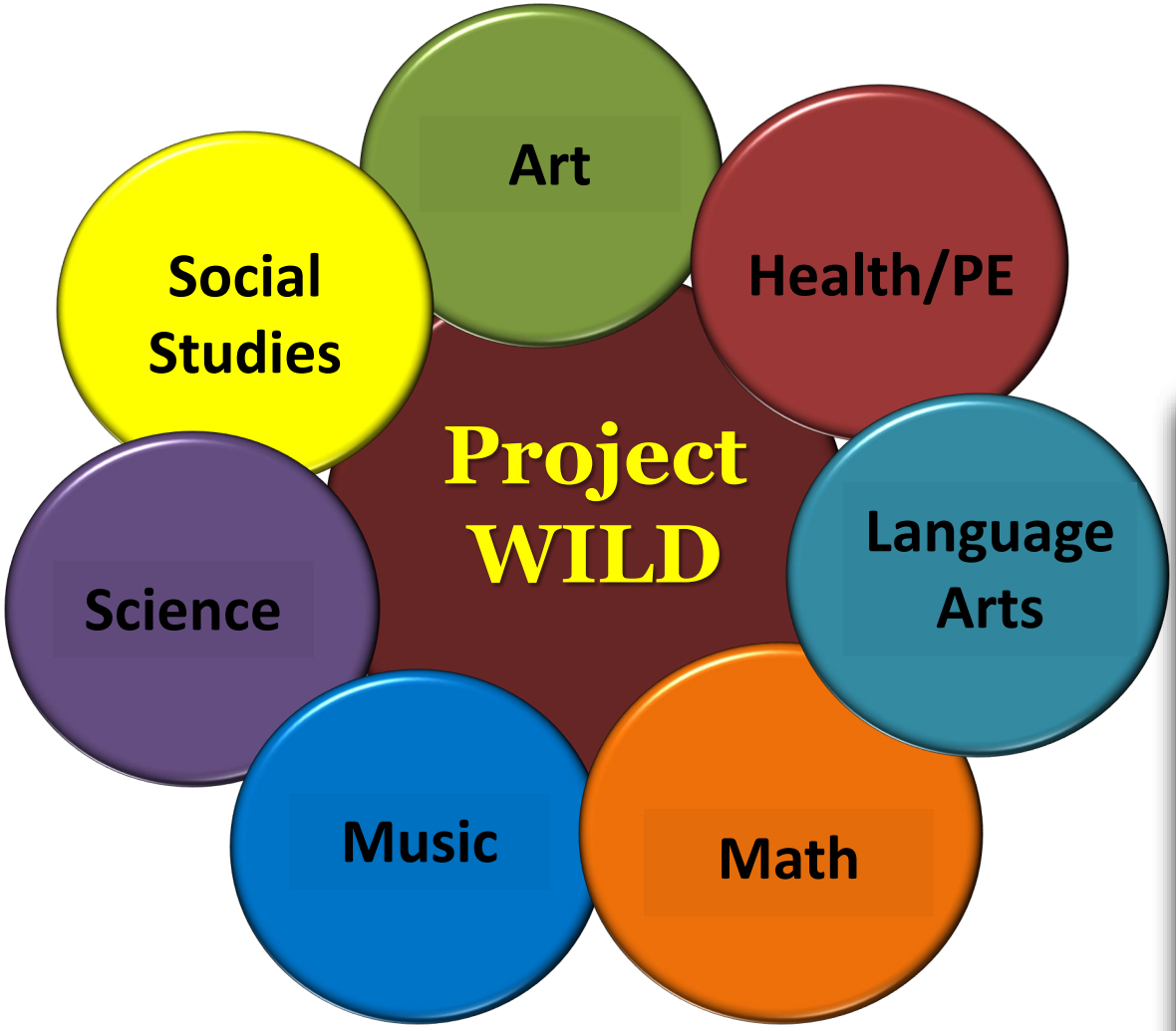
Interdisciplinary and Supplemental



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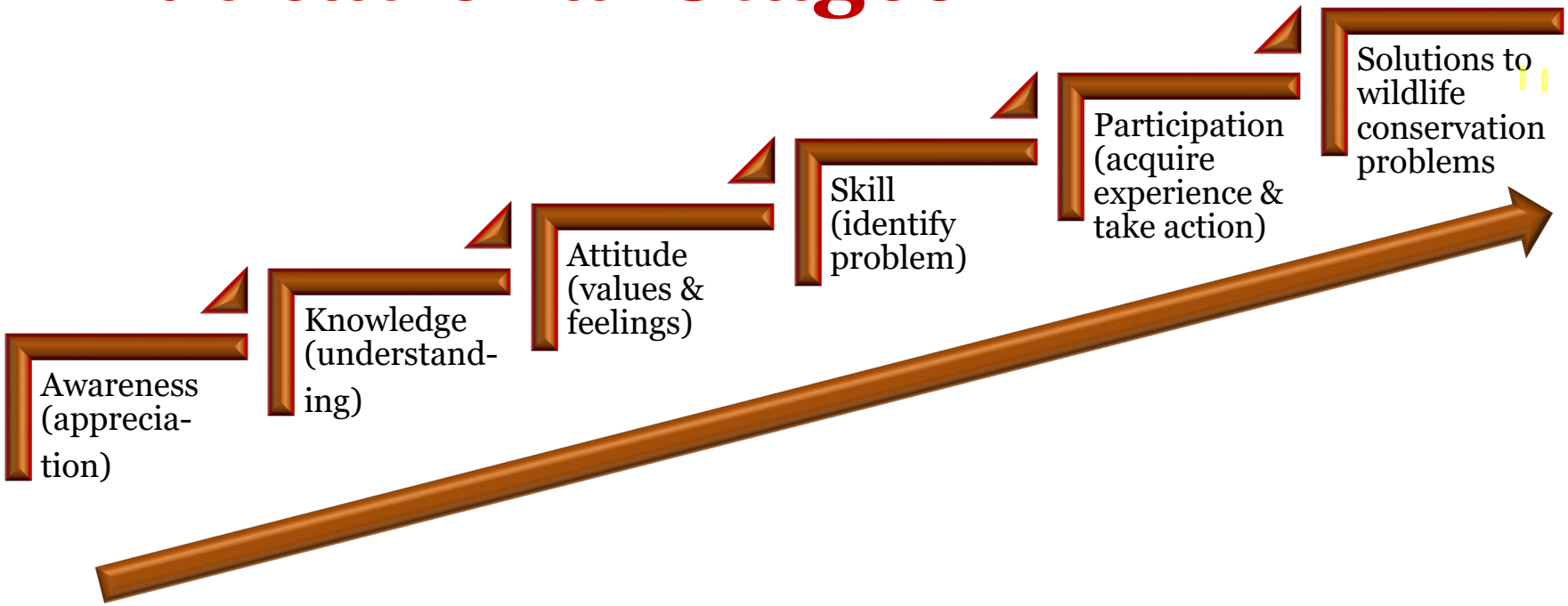
Educational Stages



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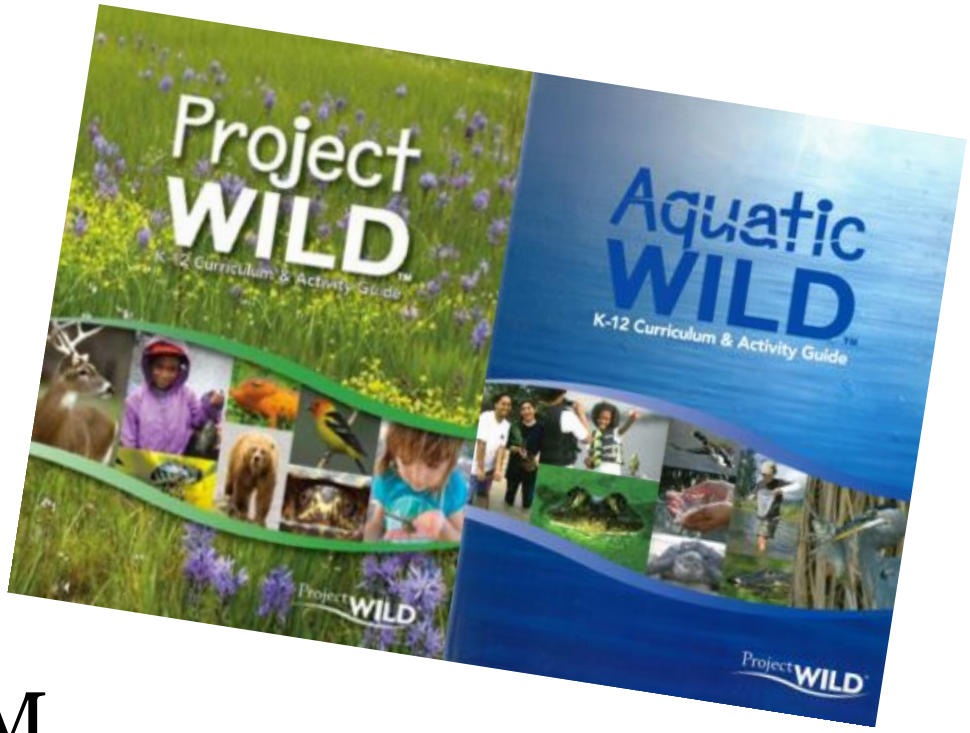
Each Activity Contains:

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



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

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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

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Flying WILD

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

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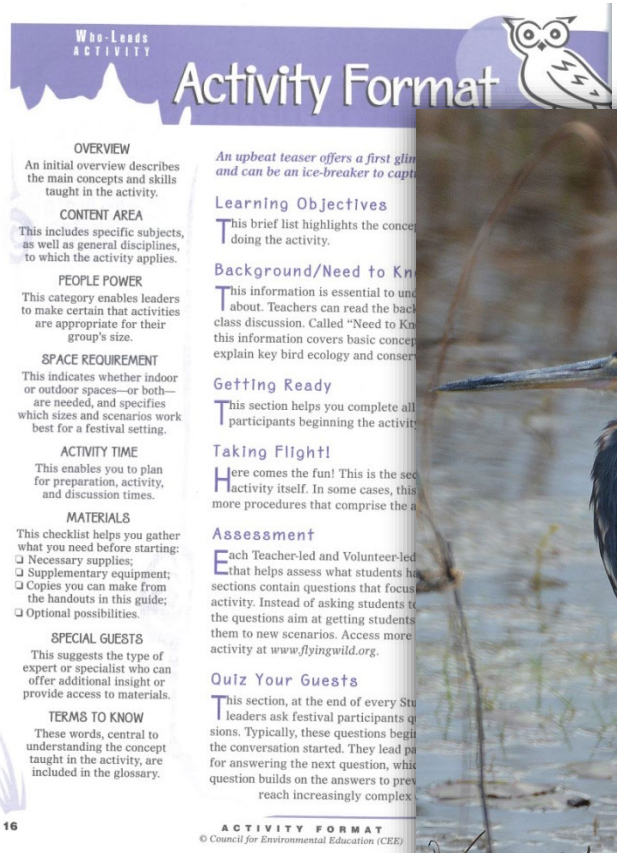
Each Activity contains

- 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 glim... and can be an ice-breaker to capti...

Learning Objectives
This brief list highlights the concep... doing the activity.

Background/Need to Kn...
This information is essential to unc... about. Teachers can read the back... class discussion. Called "Need to Kn... this information covers basic concep... explain key bird ecology and conser...

Getting Ready
This section helps you complete all... participants beginning the activity...

Taking Flight!
Here comes the fun! This is the sec... activity itself. In some cases, this... more procedures that comprise the a...

Assessment
Each Teacher-led and Volunteer-led... that helps assess what students ha... sections contain questions that focus... activity. Instead of asking students t... the questions aim at getting students... them to new scenarios. Access more... activity at *www.flyingwild.org*.

Quiz Your Guests
This section, at the end of every Stu... leaders ask festival participants q... sions. Typically, these questions begi... the conversation started. They lead pa... for answering the next question, whic... question builds on the answers to prev... reach increasingly complex...

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ACTIVITY FORMAT

Designed to:

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

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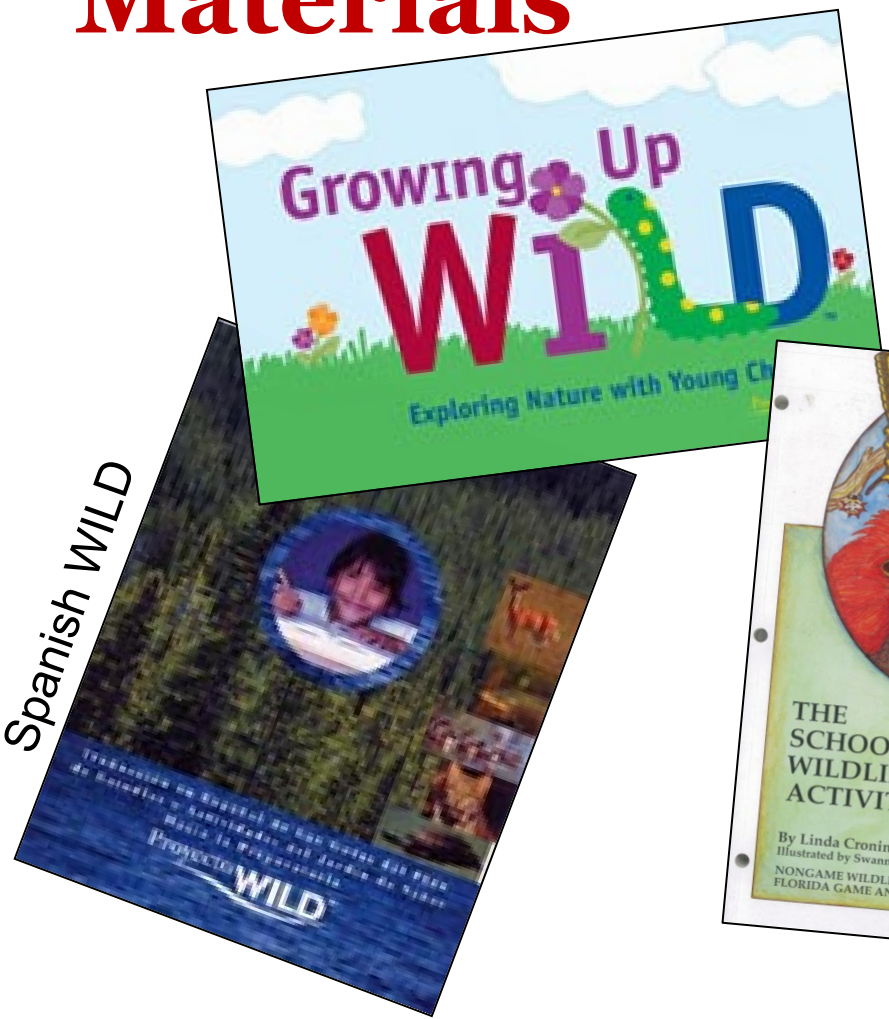
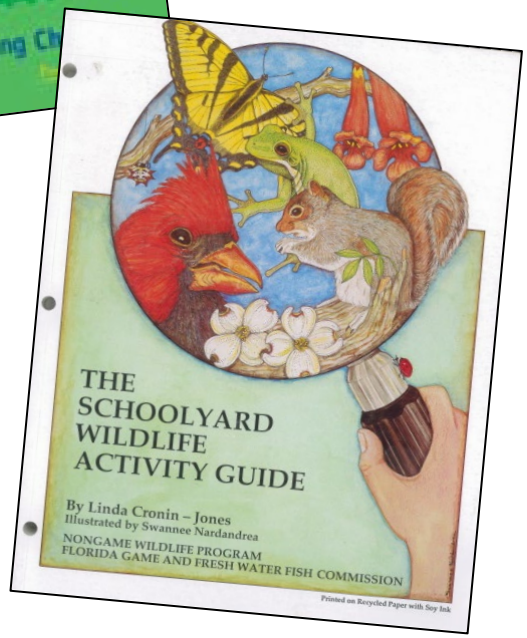
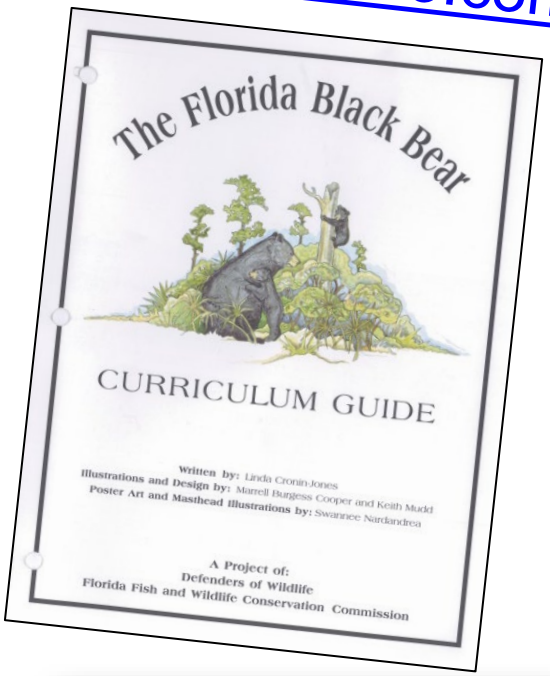
Additional Materials





www.blackbearinfo.com



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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

More Correlations

- Florida Next Generation Sunshine State Science Standards (NGSSS) and core subjects for *Schoolyard Wildlife are a*vailable here!
  https://myfwc.com/media/20201/syw-ngssscorrelations.pdf
- NAAEE Guidelines for Learning
- Project WILD 4th edition and Aquatic WILD alignments to Florida NGSSS and Core subjects- link coming soon! (September 2019)

Florida Project WILD Contact:

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Project WILD Workshop Calendar

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

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