

Facilitator Handbook



This Binder Belongs to:

|
FLORID



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Acknowledgments

The Florida Facilitator Handbook for Projects Learning Tree (PLT), Project Water Education for Teachers (WET) and Project Wildlife in Learning Design (WILD) is a culmination of efforts from many individuals.

The materials in this book have been obtained from past editions of the Facilitator Handbooks for Florida PLT, Florida Project WET, Florida Project WILD, National PLT, National Project WET and National Project WILD. In addition, materials in this book also came from similar facilitator training manuals produced in Illinois, Oklahoma and Wyoming.

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**Florida Youth Conservation
Centers Network**



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Part I: Introduction

Welcome to the ranks of Project WILD (WILD) facilitators. You are joining a special group of educators and resource managers who are volunteering to help educators obtain and learn to use WILD materials. In Florida, every WILD workshop should include the following:

- An introduction to WILD. This can be fairly brief. The background you need is presented in Part I of this manual.
- WILD materials. This section is about the actual WILD materials. You should be familiar with the Learning Cycle and Facilitation Skills. Of course, you need to select activities that are appropriate for your group.
- WILD activities. One key to presenting a balanced workshop and presenting participants with a well-rounded look at the various activities in the Project WILD and Aquatic WILD Activity guides is to use activities from the different sections: Ecological Knowledge; Social and Political Knowledge; and Sustaining Fish and Wildlife Resources. The manual includes a list of core activities to help guide you in planning the agenda.

What is Project WILD?

Project WILD is one of the most widely used conservation and environmental education programs among formal and non-formal educators of K-12-aged children in the United States and other countries around the world. Project WILD capitalizes on the natural interest that children have in wildlife by providing hands-on activities that enhance learning in all subject and skill areas. A national network of state wildlife agency sponsors ensures that Project WILD is available nationwide - training educators in the many facets of the program. Emphasizing wildlife because of its intrinsic value, Project WILD addresses the need for human beings to develop as responsible citizens of our planet.

Project WILD links children and wildlife through its mission to provide wildlife-based conservation and environmental education that fosters responsible actions toward wildlife and related natural resources. Through the use of balanced curriculum materials and professional training workshops, Project WILD accomplishes its goal of developing awareness, knowledge, skills and commitment. This results in the making of informed decisions, responsible behavior, and constructive action concerning wildlife and the environment.



Project WILD is...

Wildlife In Learning Design

- A supplementary, interdisciplinary, instructional program for educators of K-12 children.
- Ideal for integration into the teaching of science, social studies, language arts, math, art, physical education, health, music and other curriculum areas.
- Used by classroom teachers, resource specialists, naturalists, rangers, scout and youth leaders, camp counselors and other non-formal educators.
- A source of innovative techniques and methods for teaching basic skills, problem solving and decision-making.
- Helping to meet the national and state objectives through activities that engage all learning styles and interest levels.
- Balanced and fair, neither pro nor con on value-sensitive issues.
- Extensively reviewed, tested and evaluated.
- Praised by professional educators, wildlife biologists, parents and students.
- Captivating education - providing lively, interactive, instructional strategies that make learning fun!

Project WILD Audience

Project WILD's primary audience is educators of kindergarten through high school-aged students. However, this does not limit the usefulness of Project WILD to formal educational settings. Non-formal educators at nature centers; parks and recreation facilities; county, state, and national parks; youth organizations; conservation organizations; pre-school and after-school programs; industry or other community groups who are interested in providing instructional programs for young people or their educators; and personnel involved in preparation of future teachers are all among those who effectively use the instructional resources Project WILD.

Project WILD Network

Project WILD would not exist were it not for the dedication and commitment of formal and non-formal educators, school administrators, wildlife biologists, interested citizens, and other conservation education enthusiasts. Project WILD materials are provided to educators across the United States and in seven other countries through practical, interactive workshops conducted by a network of representatives of sponsoring state wildlife, natural resources, and educational agencies. The dedication and commitment of many volunteers make Project WILD possible at the state and local levels.

Project WILD Mission and Goals

Project WILD's mission is to provide wildlife-based conservation and environmental education that fosters responsible actions toward wildlife and related natural resources. The goal of Project WILD is to assist learners of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment upon which all life depends.

History of Project WILD

Founding Sponsors

Project WILD became available in 1983 through the hard work and dedication of many groups including the Council for Environmental Education (CEE), the Western Association of Fish and Wildlife Agencies and state departments of education. CEE's mission was to support environmental education through the management and development of environmental education programs; to publish and disseminate environmental education materials; and to facilitate the development and maintenance of partnerships for environmental education.

Project WILD is currently directed by The Association of Fish and Wildlife Agencies (AFWA). The Association of Fish and Wildlife Agencies is comprised of the directors of public agencies responsible for management of wildlife in member states.

Project WILD has adopted policies and guidelines that state the program's commitment to neutrality on controversial issues, treating such issues fairly and honestly without advocating any particular point of view and recognizing that people need information from a variety of sources to make informed decisions. Project WILD programs, activities, and materials are not to be used to promote agency or organizational policies or political points of view.



Detailed History of Project WILD

1970	The Western Regional Environmental Education Council, Inc. (WREEC) is founded to create a partnership and network between education and natural resource professionals.
1973	WREEC and the American Forest Institute (now the American Forest Foundation) begin development of Project Learning Tree (PLT).
1976	PLT officially becomes available, starting in 13 western states.
1979	Project WILD (Wildlife in Learning Design) conceived at WREEC annual meeting. WREEC receives Conservation Education Award from NWF.
1980	WREEC contracted by 12 WAFWA states to develop Project WILD. WREEC receives Conservation Education Award from the Wildlife Society.
1981	Development of Project WILD begins. WREEC receives Conservation Education Award through NAAEE.
1982	Development, testing and revision of Project WILD.
1983	Project WILD premieres. Project WILD Elementary Activity Guide is distributed in the fall. 20 states are involved. Project WILD Evaluation: Final Report of Field Test. Annual conference: California.
1984	Project WILD Secondary Activity Guide released in January to 31 states and Canada. Annual conference: Nevada.
1985	35 state sponsors have adopted Project WILD. Annual conference: Washington.
1986	39 state sponsors; development of Project WILD Aquatic Education Activity Guide. Project WILD Survey of Use and Needs completed (Charles). Annual conference: Tennessee.
1987	Project WILD Aquatic Education Activity Guide released. Annual conference: Wisconsin.
1988	5th Anniversary! 41 state sponsors actively conducting Project WILD workshops, and program is initiated in India. Annual conference: Colorado.
1989	Project WILD grows to 47 states actively conducting the program. Annual conference: Massachusetts.
1990	Project WILD now reaching 49 sponsors; Evaluation: User and Non-user Assessment Study of Project WILD Materials (Standage Accureach, Inc.). Annual conference: Oklahoma.

1991	President's Environmental and Conservation Challenge Award received. Renew America recognition for quality in the field of environmental education. Missouri joins Project WILD to now include 50 states actively conducting the program, plus six national and five international sponsors, including Sweden. Project WILD: Report Addendum-Usage and Workshop Length, Aquatic Guide (Standage Accureach, Inc.). WREEC Office established in Houston. Annual conference: Alberta, Canada.
1992	Elementary and Secondary Guides updated and combined into one K-12 volume; Aquatic Guide updated. Renew America recognition for quality in the field of environmental education. Project WILD Action Program launched with funding from NFWF and Phillips Petroleum Company. Project WILD sponsorship expanded to Czech Republic and Iceland. Annual conference: Idaho.
1993	10th Anniversary! WILD School Sites released. Elk Education Project conceived and developed with Rocky Mountain Elk Foundation; Project WILD National Office established in Bethesda, MD; funding from NFWF and Phillips supports Action Grant and WILD in the City programs. Annual conference: Alabama.
1994	Exploring School Nature Areas (video) and WILD About Elk released. WREEC National Survey by McDonald Communications completed. Funding from NFWF and Phillips supports Action Grant and WILD in the City programs. Annual conference: Virginia.
1995	Taking Action guide, poster "Exploring and Experiencing a World of Wildlife" and new 4-color brochure released. A Needs Analysis for Project WILD's WILD in the City Initiative (Young, Thompson and Thompson) completed. WILD in the City launched with funding from NFWF and Phillips Petroleum Company; WREEC and Project WILD selected to be partners in EETAP grant managed by NAAEE; long-range plan developed; web site developed. Joint annual conference in Missouri with PLT and WET.
1996	Summary of Research Findings 1983-1995 completed. WREEC transitions to CEE and a new National Board of Directors is established. Second year of EETAP grant. Funding from NFWF and Phillips supports Action Grant and WILD in the City programs. Annual conference: New Mexico.
1997	CEE receives National Environmental Education Achievement Award (NEETF). Project WILD National Office relocates to Gaithersburg, MD from Bethesda, MD. State grants awarded for WILD in the City program sponsored by Phillips Petroleum Company; third year EETAP grant. Annual conference: West Virginia.

1998	15th Anniversary! The Changing Face of Project WILD released. Project WILD Evaluation Design (Institute for Learning Innovation); Randi Korn & Associates evaluation initiated. Pilot testing of high school service-learning activities; fourth year EETAP grant; Survey of Wildlife Agency Directors: Measuring Effectiveness and Impact of Wildlife-Based Conservation Education Programs proposal to NFWF. Annual conference: California.
1999	Spanish Supplement of Project WILD Activities and Correlations to National Education Standards released. Project WILD poster released. Randi Korn & Associates evaluation continues. Fifth (final) year of EETAP grant. Pilot testing of Science and Civics: Sustaining Wildlife initiated. Project WILD sponsored in Japan, bringing the total to 50 states and six additional countries. Annual conference: Connecticut.
2000	Updates of WILD and Aquatic WILD including 25 new activities and new learning framework released. Project WILD Evaluation Impact Studies I & II: Findings from Questionnaires, Observations, and Interviews (Randi Korn & Associates) released. Pilot testing of Science and Civics: Sustaining Wildlife continues. States order over 59,000 K-12 and Aquatic guides for use in training workshops. Annual conference: Georgia.
2001	Student Learning from Project WILD (OSU) disseminated. Project WILD National Office relocates to Houston, TX. Pilot testing of Science and Civics: Sustaining Wildlife continues. Three year grant from USFWS/Division of Federal Aid awarded for curriculum printing, coordinator training, and state seed grants for Science and Civics program. Annual conference: Wyoming.
2002	Partnership initiated with National Wildlife Federation (NWF) for distribution of Science and Civics: Sustaining Wildlife. Publication/production of Project WILD: Awareness to Action video, Correlations to National Science Standards, and Correlations to the NAAEE Excellence in Environmental Education: Guidelines for Learning. Science and Civics guide printed. New WILD evaluation instrument developed by Ohio State University, piloted in seven states and provided for all states to utilize. Nine seed grants disseminated to states for Science and Civics through Federal Aid grant. Annual conference: Ontario, Canada.
2003	20th Anniversary! Since 1983, over 900,000 educators and 48 million youth have participated in Project WILD programming. Fifty state sponsors plus the District of Columbia and Puerto Rico; additional countries including Canada, Czech Republic, Iceland, India, Japan, and Sweden sponsor the program. Six grants disseminated to states for Science and Civics through second year of Federal Aid grant; eight additional grants to be disseminated for third year of Federal Aid grant. A total of 21 states currently utilize the Science and Civics materials. Annual Conference: Florida.
2004	Project WILD develops and releases Project WILD: Connecting with No Child Left Behind, a booklet illustrating how Project WILD helps teachers to meet NCLB requirements. Project WILD develops and releases WILD About Reading!, an engaging poster that encourages literacy related to wildlife. Project WILD pilots a distance learning course with 10 WILD States from FL to AK. Student pages are now available electronically for WILD Educators. Four grants disseminated to states for Science and Civics through third and final year of Federal Aid grant. Science and Civics is now available in 25 states. Flying WILD: An Educator's Guide to Celebrating Birds is released. Annual Conference: Indiana.

2005	CEE becomes a national partner for the third phase of the Environmental Education and Training Partnership (EETAP). Through EETAP funds, CEE launches the Growing WILD program that provides pass-through funding to strengthen state Project WILD programs. Funds are also provided to states to develop or update correlations between Project WILD activities and state education standards. Through a partnership with the U.S. Fish and Wildlife Service's Junior Duck Stamp program, Project WILD, and Flying WILD sample activities are published as part of the Junior Duck Stamp poster. Annual Conference: Idaho.
2006	The Project WILD program reaches the one million mark for educators trained since 1983. During this time, over 53 million youth participated in Project WILD activities. CEE launches the One Million Educators Gone WILD! campaign, providing a promotional kit for state agencies. Project WILD pilots a distance learning course and publishes a Science and Civics brochure. Through a partnership with Project WILD, The Rocky Mountain Elk Foundation creates a new set of Elk Trunks for purchase by state sponsoring agencies. With input from Project WILD Coordinators and the Program Committee, CEE creates a Project WILD State Self- assessment Tool. The instrument provides an option for state WILD coordinators to measure their output as
2007	CEE, Wet in the City, and Project WILD produce Fishable Waters: An Urban Fishing Activity for Middle School and High School Students which helps students evaluate how healthy fish populations are by exploring the connection between water quality, habitat, and "fishable and swimmable" waters. Annual Conference: New Hampshire.
2008	CEE celebrates its 25th anniversary! CEE's goals include increasing the involvement of urban audiences in Project WILD activities; additional programming to meet the needs of early childhood educators and students; increasing the use of Project WILD in pre-service teacher training; and the development of new partnerships and program opportunities. Annual Conference: Colorado.
2009	The future looks WILD! Growing Up WILD: Exploring Nature with Young Children Ages 3-7, Project WILD's new early childhood guide, becomes available in Summer, 2009. Growing Up WILD also becomes the recipient of the 2009 Family Choice Award! Coordinator Committee is formed to further aid in the advancement of Project WILD programming and development. Annual Conference: Oregon.
2010	Growing UP WILD receives the Colorado Alliance for Environmental Education 2010 Award for Excellence in Environmental Education, Best New Program and the Environmental Education Council of Ohio 2010 Publication Award. Annual Conference: South Carolina.
2011	Growing Up WILD receives an award from the Renewable Natural Resource Foundation, and Flying WILD receives Conservation Education Award from The Wildlife Society. The Council for Environmental Education celebrates 40 years of environmental education. Annual Conference: Michigan.
2012	The newest edition of Growing Up WILD is correlated to the Head Start Early Learning and Child Development Framework, furthering CEE's mission to bring environmental education to under-served children nationwide. The Project WILD Aquatic K-12 Curriculum and Activity Guide gets a makeover that includes new Field Investigation activities, sections exploring STEM skills and wildlife-related occupations, and a new layout. Annual Conference: Texas.

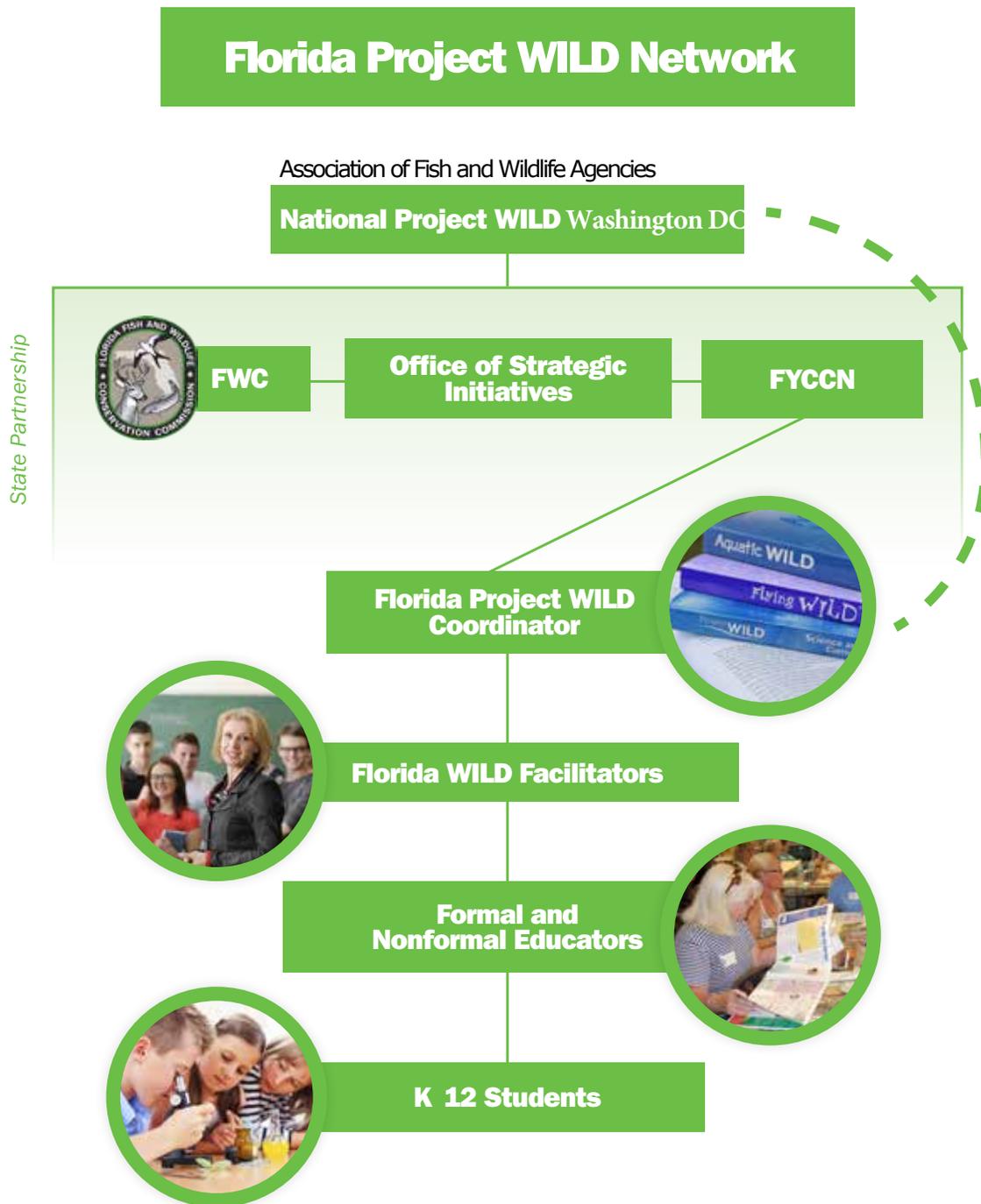
History of Project WILD Continued....

2016-2018: Council for Environmental Education (CEE) dissolves, Project WILD returns to Association of Fish and Wildlife Agencies. The first National Project WILD Coordinator, Elena Takaki, is hired.

2018--New Project WILD Guide released!

State Sponsor – Florida

Project WILD is sponsored throughout the United States and in several other countries around world. Typically, state fish and wildlife agencies play a key role in WILD sponsorship. In Florida, the Florida Fish and Wildlife Conservation Commission (FWC) sponsors the WILD program, including workshops and materials. The Project WILD program is housed in the Florida Youth Conservation Centers Network (FYCCN).



History of Florida Project WILD

1980-81	Dale Crider, wildlife biologist for the Florida Fish and Wildlife Commission (and now WILD musician), brought WILD to Florida
1982	Jim Phillips is the first Florida WILD Coordinator
1989	First Call of the WILD
1990	Handbook to Schoolyard Plants and Animals was developed through a Nongame Wildlife Program grant
1992	Schoolyard Activities and Ecology, companion to the Handbook, was developed through a Nongame Wildlife Program grant. Action Grant Program was started
1995	Schoolyard Ecosystems of Florida developed
1999	Florida Black Bear curriculum was developed in partnership with the Defenders of Wildlife
2004	Project WILD moved to the newly formed Habitat and Species Conservation Division under the Exotic Species Coordination section
2013	Project WILD moved to the Florida Youth Conservation Centers Network

FLORIDA

Associated Programs

Project WILD is a sister program of two other popular national environmental education programs, Project Learning Tree and Project WET. Project Learning Tree uses the forest as a window on the world to increase understanding of our environment, while Project WET promotes stewardship of water resources.



Part II: Project WILD Materials and Programs

Project WILD Materials

The instructional materials are designed to support state and national academic standards appropriate for grades K-12. WILD activities are organized around a conceptual framework, which addresses three sections of wildlife conservation. Each section is divided into topic areas that correspond to the conceptual framework. All Project WILD materials are educationally sound, balanced, and content accurate; pilot tested by classroom teachers.

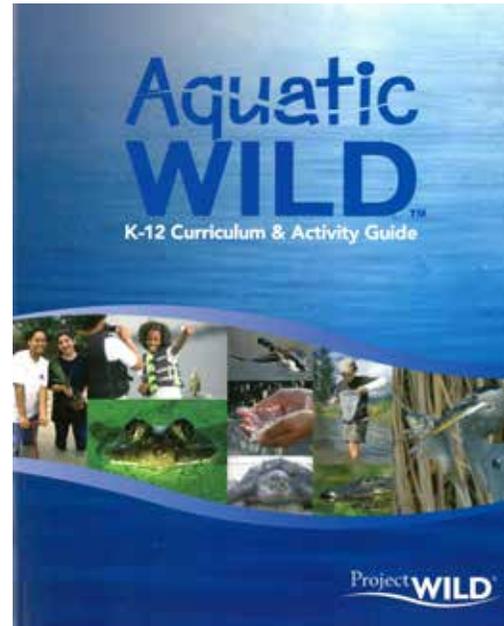
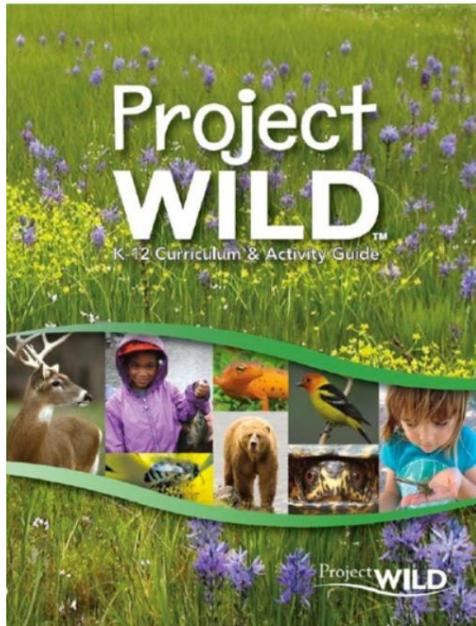
Project WILD educational materials are provided to those who attend instructional workshops offered by certified facilitators and supported by a network of sponsoring state, national, and international agencies. Project WILD's core curricular materials; the Project WILD K-12 Curriculum and Activity Guide, the Project WILD Aquatic K-12 Curriculum and Activity Guide, are not for sale.

Project WILD and Project WILD Aquatic K-12 Curriculum Activity Guides

The Project WILD K-12 Curriculum Activity Guide focuses on wildlife and habitat. The Project WILD Aquatic K-12 Curriculum Activity Guide emphasizes aquatic wildlife and aquatic ecosystems. The curriculum is organized into three sections and each section is divided into topic areas that correspond with the conceptual framework. Activities within each topic are ordered by complexity, moving the students from awareness to action.

Conceptual Framework

The conceptual framework serves as the conceptual basis for activities in the Project WILD and Project WILD Aquatic K-12 Curriculum Activity Guides. The framework is part of an overall learning framework, a matrix that organizes all Project WILD concepts and major subject area learning standards for each activity. The framework provides the structure, direction, and purpose for the activities.



Ecological Knowledge

Wildlife Populations
 Habitats, Ecosystems and
 Niches
 Interdependence
 Changes and Adaptations
 Biodiversity

Social and Political Knowledge

Cultural Perspectives
 Economic, Commercial
 and Recreational
 Considerations
 Historical and Geographic
 Development
 Political and Legislative
 Frameworks

Sustaining Fish and Wildlife Resources

Attitudes and Awareness
 Human Impacts
 Issues and Trends
 Wildlife Management
 Responsible Action and
 Service

Activities and Guides

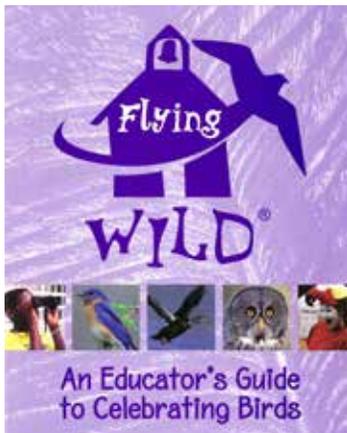
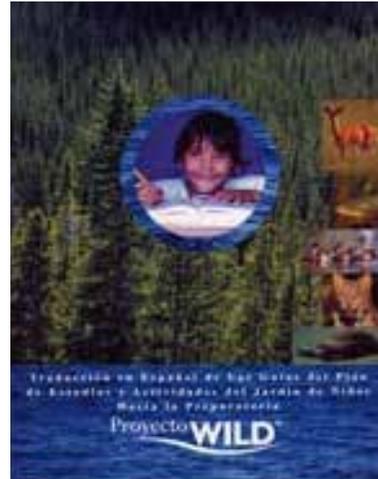
The activities found in Project WILD instructional materials are intended for use in both classroom and informal settings. Activities are interdisciplinary and designed for integration into existing courses of study, or an entire set of activities may serve as the basis for a course of study. Activities can be used singly, sequentially, or in clusters. The activities can easily be adapted to meet the learning requirements for academic disciplines ranging from science and environmental education to social studies, mathematics, and language arts. Educators may choose one or more activities to teach a concept or skill.

Each Project WILD activity contains all the information needed to conduct that activity including objectives, method, background information, a list of materials needed, procedures, evaluation suggestions, recommended grade levels, subject areas, duration, group size, setting, and key terms. Aquatic WILD activities also include Science/Technology/Engineering/Mathematics (STEM) and careers connections. A glossary is provided, as well as a cross-reference by topics and skills.

One key to presenting a balanced workshop and presenting participants with a well-rounded look at the various activities in the Project WILD and Aquatic WILD Activity Guides is to use at least one activity from each section of the guide.

Proyecto WILD

This guide contains 34 translated activities selected from the Project WILD and Project WILD Aquatic K-12 Curriculum and Activity Guides. Proyecto WILD is meant to introduce Project WILD to educators who work primarily in Spanish speaking communities.



Flying WILD

Flying WILD introduces students to bird conservation through standards-based classroom activities and environmental stewardship projects. Flying WILD encourages schools to work closely with conservation organizations, community groups and businesses involved with birds to implement school bird festivals and bird conservation projects.

Growing Up WILD

Growing Up WILD is an early childhood education program that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, Growing Up WILD provides an early foundation for developing positive impressions about the natural world and lifelong social and academic skills.



Project WILD Brochure

What is Project WILD?

Project WILD is... Professional Development

Project WILD materials are provided to Florida's educators through interactive workshops conducted by trained staff and volunteer facilitators of the Florida Fish and Wildlife Conservation Commission. Participants gain valuable experience and develop confidence with Project WILD through hands-on practice with various teaching strategies, curriculum integration approaches and enhanced content knowledge. Educators can receive professional development credit or CEU's from their school district or professional organization.

Project WILD is... Volunteerism

Florida's Project WILD facilitators are volunteers for the Florida Fish and Wildlife Conservation Commission. Many facilitators are professional employees of institutions (nature centers, museums, aquariums, universities, parks, zoos, etc.) that already provide professional development opportunities to educators as a regular part of their job. Other facilitators include enthusiastic classroom teachers, dedicated retired persons and others who conduct workshops in their spare time out of a desire to educate and share their expertise with others.

Project WILD is... Everywhere

Educators utilize Project WILD in classrooms across the nation, including the District of Columbia and Puerto Rico. Teachers in communities with Spanish-speaking students teach about wildlife with Proyecto WILD, a collection of activities translated into Spanish from both Project WILD K-12 Guides. The program is also available internationally.

Project WILD is... Educating Everyone

Project WILD provides educators with the tools, training and resources needed to engage students in active, hands-on learning about wildlife. The program focuses on developing students' critical thinking, problem-solving, and decision-making skills through the use of cross-curricular lessons. Lessons are designed to address diverse teaching and learning styles. Activities can be utilized in a variety of educational settings, including the traditional classroom, outdoor classroom, home school, science or nature center, zoo, museum or scout group.

Join our growing network!

Educators - Take advantage of your students' natural curiosity and interest in wildlife and the environment! To acquire more information about Project WILD workshops or become a volunteer facilitator; connect with Florida's Project WILD Coordinator through our website or contact the office listed below.

Project WILD Office
 1000 Florida Fish and Wildlife
 Conservation Commission
 11100 University Blvd., Ste. 100
 Tallahassee, FL 32310
 Phone: (904) 901-1070
 E-mail: ProjectWILD@MYFWC.com
www.ProjectWILD.com

fyccn!
 Florida Youth Conservation
 Centers Network

Photo: Anne Thibault/Orlando Sentinel

Conserving Wildlife Through Education

Also Available:

Schoolyard Wildlife Brochure, Growing Up WILD Brochure, and Florida Black Bear Curricula Flyer



FLORIDA BLACK BEAR CURRICULUM GUIDE

Channel your student's curiosity about bears into learning! This ten lesson guide employs the Florida black bear as an ambassador to introduce students to ecological concepts, biodiversity, and much more! In addition to the lessons online, Florida teachers can download added information such as student worksheets, in-depth overviews, and lessons not offered online. The downloadable extension even allows students to complete related activities and quizzes on the computer!

Collaborative effort of
 The Florida Fish and Wildlife Conservation Commission
 and Defenders of Wildlife

Designed for Grades 3-8!

Lessons Correlated with the Florida Standards!

Features Fun Hands-On Activities!

Lessons Cover Reading, History, Language Arts, Geography, Math, Social Studies, Art, and Science.

Free and Easy to Use!

LESSONS AVAILABLE ONLINE AT:
BLACKBEARINFO.COM

Workshops

National Project WILD suggests that educators attend a six-hour (minimum) workshop to receive the Project WILD and Aquatic WILD K-12 Curriculum and Activity Guides. This allows the facilitator to model activities from each theme. It is recommended that educators attend a four-hour (minimum) workshop to receive the Growing Up WILD and Flying WILD Curriculum Activity Guides.



FWC K-12 Programs

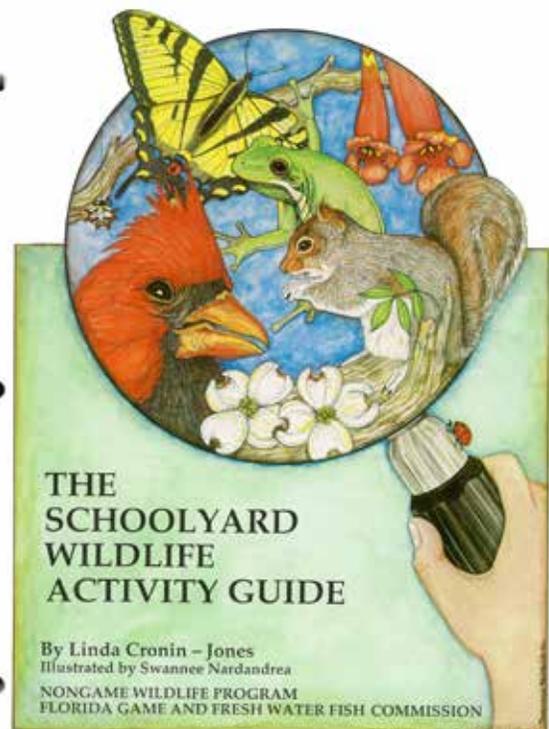
FWC provides other K-12 conservation and environmental education materials in addition to Project WILD. These materials were developed by FWC and are Florida specific. As a Florida Project WILD Facilitator, you may also provide these trainings in addition to your required annual Project WILD workshop(s).

The Schoolyard Wildlife Project

The Schoolyard Wildlife Project is an environmental education program that teaches educators how to turn school grounds or other sites into effective outdoor learning environments. The program builds environmental awareness, problem-solving skills, and basic biology and ecological principles. The Schoolyard Wildlife Project offers two types of hands-on, interactive, one-day workshops:

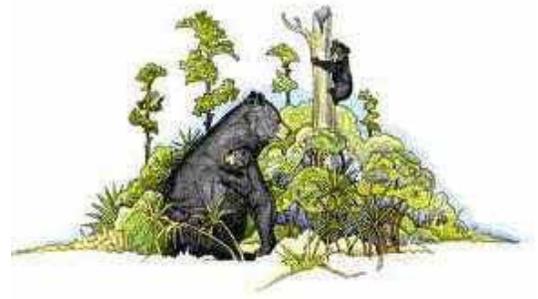
Schoolyard Wildlife Activities and Ecology workshops provide educators with high quality, Florida-specific natural history and ecology lessons, and natural science explorations. Participants of this four- to six-hour workshop receive the Handbook to Schoolyard Plants & Animals and the Schoolyard Wildlife Activity Guide.

Schoolyard Ecosystems workshops teach educators about local ecosystems and how to involve their students in the creation, restoration or enhancement of native wildlife habitats on school grounds or other sites.



Florida Black Bear

The Florida Black Bear Curriculum is a comprehensive series of lessons on the natural history and conservation needs of Florida's black bear. The lessons are designed to educate and stimulate teachers and students in grades three through eight and address many subject areas. Each lesson is correlated to the Sunshine State Standards. Four to six-hour educator workshops are offered on the same basis as the other K-12 programs. The curriculum can also now be downloaded at <http://blackbearinfo.com/florida-black-bear-education/>.



Other Activities and Volunteer Opportunities

There are several other activities you can do to help the WILD program grow. In addition to conducting workshops, a facilitator can become involved in WILD in other areas such as promotion, networking, and recognition. For example:

- Mentor a new facilitator
- Assist with Facilitator Training or Call of the WILD
- Encourage the use of WILD and the development of additional WILD workshops in your region
- Give a presentation to educators at conferences or other professional development gatherings.

To volunteer your time to support WILD in other ways besides facilitating a workshop, fill out the OTHER ACTIVITIES: HATCHLING REPORTING FORM found in Appendix A. These additional activities are reported in the annual report sent to the National Project WILD office.

Part III: Project WILD and Learning Standards

Correlations to the NAAEE Guidelines

In order to meet the needs of educators nationwide, correlations of Project WILD K-12 materials have been developed for the North American Association for Environmental Education (NAAEE) Excellence in Environmental Education: Guidelines for Learning. These guidelines identify knowledge and skills for essential literacy and articulate how environmental education fits into formal classroom settings. To view NAAEE Guidelines correlations go to www.projectwild.org/CorrelationstotheNationalScienceStandards.htm



Correlations to the AFWA Scope and Sequence

The standards and core concepts in the Association of Fish and Wildlife Agencies (AFWA) K-12 Conservation Education Scope and Sequence provides a foundation that unifies and strengthens the conservation education efforts nationally. Like the AFWA Scope and Sequence, WILD curricula are founded on a conceptual framework. Specific lessons directly address each concept statement. To view the AFWA Scope and Sequence correlations go to www.projectwild.org/CorrelationstotheNationalScienceStandards.htm



Correlations to the National Science Standards

Project WILD developed a correlation of the Project WILD K-12 Curriculum and Activity Guide and the Project WILD Aquatic Curriculum and Activity Guide to the National Science Education Standards. National Project WILD is also in the process of correlating the new Project WILD Aquatic Curriculum and Activity Guide to the Next Generation Science Standards. To view the National Science Standards correlations go to www.projectwild.org/CorrelationstotheNationalScienceStandards.htm

Correlations to Scout Badge Requirements

Boy Scouts and Girls Scouts have long promoted environmental and conservation education. Many state Project WILD programs have correlated the Project WILD K-12 Curriculum and Activity Guide and the Project WILD Aquatic Curriculum and Activity Guide to badge requirements. To view completed Scout correlations go to www.projectwild.org/CorrelationstotheNationalScienceStandards.htm



Florida's Education Standards

C-Palms, located at www.cpalms.org/Standards/FLStandardSearch.aspx, facilitate correlations to the Next Generation Sunshine State Standards and the Common Core Standards. Project WILD correlations to the Next Generation Sunshine State Standards can be located on the Florida Project WILD website located at <http://myfwc.com/education/educators/project-wild/correlations/>



Part IV: The Workshop

The only way to receive the Project WILD K-12 Curriculum Activity Guide and the Project WILD Aquatic Curriculum Activity Guide is through a professional development workshop. The activity guides cannot be purchased by organizations or individuals. During workshops, participants become familiar with the Project WILD's missions and goals and the guide's layout and contents. A good workshop provides participants with the confidence, experience and inspiration to use the materials they receive.

Workshop Goals

Workshops vary widely, depending on the presenter's style and the audience's needs and backgrounds. However, the main goals of any WILD or FWC curricula workshop are always the same:

- To learn how to use the activity guide and become familiar with it
- To encourage educators to approach learning and teaching from an environmental/conservation and multidisciplinary perspective
- To prepare educators to use project materials by providing a sampling of teaching strategies and activities that will help educators and students become aware of the environment, their impact upon it, and their responsibilities for it
- To create a setting in which educators, resource personnel, and others can share information and to encourage ongoing communication and support for environmental/conservation education
- To prepare educators and students to make informed and educated decisions
- To provide a fun and motivating forum that encourages educators to embrace using Florida's natural resources and outside venues to support their learning and program objectives.

Educators will use WILD materials if they are shown how these resources enhance their existing curriculum and/or programs. In the workshop setting, educators should experience several activities that model various teaching and learning styles. During the course of the workshop, participants could even select activities to present, thereby demonstrating to themselves how activities can be adapted to fit their own curricula and teaching strategies. During activity wrap-ups, where attendees are encouraged to share ideas, learning takes place in the exchange between participants, as well as with workshop leaders.

Workshop Design

The workshop format should show educators how to use WILD materials to teach in all subject areas: science, math, reading, language arts, social sciences, art, health, and even physical education. Non-formal educators — such as naturalists, outdoor educators/instructors, resource professionals, interpreters, docents/volunteers, home school instructors, and youth organization leaders — should be shown how WILD can be used as a resource of activities to enhance or complement their youth programs.

Wherever possible, plan to use hands-on instructional methods and demonstrate to participants how to use these activity-based teaching methods with their students.

The entire workshop structure should follow a “learning cycle” model. There are many different learning cycles, some with two steps and some with five. All have two elements in common: 1) information, insights, or concepts are introduced, and 2) learners reflect on that information and apply it to their own world. An experiential learning cycle introduces information through orchestrated experiences or activities. Many of the WILD's activities follow an experiential learning cycle. Your workshop can demonstrate the cycle at the activity level and also reflect

the cycle in the entire agenda. Detailed information about *THE 5 E'S LEARNING CYCLE* is in Appendix C.

Phases of an experiential learning cycle include:

- **Experiencing.** The learning process usually starts with an experience. The learner becomes involved in an activity by doing, observing or saying something.
- **Processing.** The processing phase involves learners in thinking about and sharing what happened. Learners first share their reactions, and then discuss and evaluate their reactions with others. Questions to help processing include the following: What was ___ like for you? What were your reactions to ___? How did others react to ___? What happened?
- **Generalizing.** In this phase, learners explore what they learned from the experience. They may also try to abstract generalizations from it. Questions to help generalizing include the following: What did you learn from this? How does this relate to other experiences? What was the most enlightening part? What would you do if you could do it again? What do you think the consequences of ___ were?
- **Applying.** Building on the knowledge they have gained, learners in this phase confer personal meaning into the abstracted learning. Questions to help them apply the concept include the following: How could you apply or transfer that? How could you repeat this again? How will you use this activity when you get back to the classroom? How should this activity be structured for younger students?

Registration Fees

Project WILD and FWC educational manuals, and other supporting materials are funded by FWC and are provided at no cost to educators. Workshops are typically conducted at either no charge or a nominal fee to participants. Because it is sometimes easy for workshop participants to sign up for a “free” workshop and then not attend, you may wish to pursue the idea of charging a workshop fee that can be refunded (in full or in part) if an enrollee actually attends the workshop.

Income from workshop fees is intended to be used to cover the costs of snacks, special materials, meeting room fees, and any other direct costs that you or the sponsoring organization incur while conducting the workshop. If you provide college or university credit or continuing education credits for teachers, additional fees may be required by the specific college or university.



Facilitator Training and Certification

Facilitators are the lifeblood of Project WILD educational programs. They are trained and certified to conduct workshops for educators. Facilitators guide workshop participants through the process of learning how to use the materials. Many facilitators enjoy interacting with other facilitators and benefit from sharing their experiences.

A facilitator serves as a guide, helping workshop participants gain a better understanding about the program, its use, and potential impacts on a learner's environmental awareness and understanding.

As a facilitator, you set the stage for learning and encourage participants to explore and develop as professionals. See Appendix C for a checklist of facilitator skills.

Facilitator Responsibilities

- Planning and conducting a minimum of one WILD workshop each year with a minimum of 15 participants
- Setting up the workshop, completing and returning forms, and preparing materials
- Structuring a positive, hands-on experience that allows each member of the group to participate in activities, and as much as possible, achieve his or her objective for being at the workshop
- Modeling the philosophy of “awareness” to “action” (participants make plans for use of the activities, then return home and use it)
- Motivating (through an enthusiastic presentation) and assisting the participants in developing applications of program for their own settings

A Place for Opinions

It is the facilitator's role to ensure that the integrity of the program remains intact as educators learn how to use the materials. By no means should a Project WILD or any of FWC's educational programs be used to promote political agendas by the facilitators or educators who use this program. As a facilitator you are representing the Florida Fish and Wildlife Conservation Commission (FWC). Each Florida Project WILD Facilitator is an FWC Regular Service Volunteer (RSV). This doesn't mean that facilitators and workshop participants can't have their own political views, but as an FWC volunteer, opinions should be kept to yourself.

In fact, FWC promotes tolerance for diverse viewpoints and all viewpoints should be discussed. Some activities encourage lively debate about controversial issues which is crucial to the educational process. If confronted with disagreement or conflict in a workshop, encourage others to express their views: “Are there other ways to think about this question?” And ask the group how a teacher should handle a situation like this in the classroom. Let your participants answer the hard questions!

Part V: Planning a Workshop

Workshops consist of planning and preparation, execution, and evaluation. In this section, you will learn about preliminary actions to arrange a workshop, and how to create the workshop format (Refer to the Workshop Checklist in Appendix C).

Preliminary Work

Arranging a Professional Development Workshop

Workshops may happen in a variety of ways. Sometimes the WILD Coordinator identifies a need and then arranges with a facilitator to plan and present the workshop. More often, a facilitator decides to do a workshop where he or she sees a need, and arranges the workshop with the WILD Coordinator.

To arrange a workshop, begin by checking with your local school, your school district, a nature center, teaching colleges or universities, resource agency, county extension office, or other such organizations to find out if they would be interested in sponsoring a workshop. Other possibilities could include contacting museums, county or state parks or forests, or conservation-oriented organizations (such as an Audubon Chapter, Girl Scouts, or 4-H) to gain their interest in sponsoring a workshop. Sponsoring a workshop can involve donating “freebies” to give away, providing snacks and/or lunch for all participants, or providing a room for the workshop. Many state parks are willing to offer a fee waiver for educational purposes. Contact or write a letter to the manager of the park requesting a fee waiver.

Co-facilitating

It is highly recommended, although it is not a requirement, to have at least two facilitators leading a workshop. Team facilitation brings people with different backgrounds and areas of expertise together. In addition to a broader range of experience and expertise, it often exposes participants to different teaching styles. It also gives each facilitator time to prepare for the next activity or take a break while the co-facilitator is presenting. You might consider co-facilitating with a resource or education specialist. Resource professionals include individuals with expertise in such areas as fish or wildlife biology, forestry, hydrology, soil science, or water. A resource professional can work with an educator leading activities, help with specific content information, or provide technical assistance in hands-on lessons. The resource specialist may also be able to supply workshop materials and equipment, supplemental handouts, and other resources, and may be able to provide follow-up to teachers as a classroom speaker.

Educators include people who are curriculum coordinators, classroom teachers, interpreters, extension agents, naturalists, and program directors. They often have a good ability to speak to groups and should be up-to-date on Florida’s education initiatives.

You may find it useful for co-facilitators to complete the *CO-FACILITATING WORKSHEET* questions in Appendix C and discuss your responses. This cooperative planning early on will allow for smooth transitions and will also enhance your working relationship.

In-service or University Credit

Offering some kind of credit can be a big selling point to potential workshop participants. While FWC is not a certified agency, many school systems offer in-service credit for educators that attend Project WILD professional development trainings. Contact your local school district for information on how to arrange for credit. If you are affiliated with a college or university, you may be able to work this material into a course that offers graduate or undergraduate credit. If credit is provided, use this when you market your workshop, but do not promise credit if it may not be available.

In-service credit sometimes requires copies of agendas and certificates, as well as follow-up work. Contact the Project WILD Coordinator, a seasoned WILD Facilitator, or credit-giving organization for suggestions and examples of possible assignments.



Combined Curriculum Workshops

The opportunity to offer a multi-project/curricula workshop such as Project WILD/WET/PLT, Project WILD/Aquatic WILD, or WILD/Schoolyard/Black Bear has many benefits to you and to the participant. Participants walk away with multiple guides and training on how to combine activities from the guides to their youth programs and lesson plans. It may even be more of an incentive for an educator to attend. Facilitators will have opportunities during the workshop to prepare for their next activity, learn something about the other program, and see new ways for the activities to be integrated with other programs/curricula.

It is important to remember that each project/curricula requires a minimum of 5 to 7 activities. When planning the workshop, you may want to consider offering a two-day training to allow enough time to meet the project requirements. Contact the WILD Coordinator or a seasoned WILD Facilitator for assistance in creating a combined agenda.

Combined Project (WILD/WET/PLT) Workshop Tips

- Contact all project coordinators (PLT, WET and WILD) about your interest to do a combined workshop
- Allow enough time during the workshop to meet all the requirements.

Workshop Site

Successful workshops have been conducted in a variety of settings, from school sites to city parks, from museum classrooms to wooded retreats. Before selecting a site for the workshop, think about its advantages and disadvantages and compare these to the workshop goals. For example, a workshop at an environmental education center, a museum, or a municipal park can acquaint educators with resources available to them in their area, while one held at the school site might help teachers see how the activities can be used in their own classrooms and will show them that the environment is wherever we are!

Think about ways you might overcome any disadvantages or constraints the space presents. For example, a retreat location may be wonderful for the spirit, but consider ways to include activities and discussion that help teachers relate to the day-to-day classroom setting. A meeting room can help participants focus on the day's task, but can be stifling for nature lovers; plan a way to get participants outside for at least some of the day.

Wherever you plan to conduct the workshop, be sure to reserve the facility well in advance. Some facilities book up quickly. Confirm your reservation in writing or through email. Question the manager of the site about the facilities and the available audio visual equipment. It is also a good idea to provide the facilities with a copy of the workshop flyer in case they receive any questions about your workshop. Also, call a few days in advance of the workshop to be sure your reservation is not lost and to find out if there have been any site changes. If you are not able to visit the site prior to the workshop to check the room size, layout, etc., arrive at the site early enough to allow time to walk around.



Time

Although a typical Project WILD or Aquatic WILD workshop will be at least six hours long, you have a lot of flexibility about how this time is distributed.

- You may wish to conduct one day-long workshop. This type of workshop enables participants to become exposed to the materials through hands-on involvement with the project's activities.
- There are also advantages to shorter sessions spaced over a one- to four-day or week period. For example, shorter sessions could be offered after-school in three two-hour hour sessions and concentrate on activities that fit teachers' curricula.
- Another example is rotating after-work sessions between various outdoor settings that show how to use these resources to expand and enhance programming. A good selling point for participants is to show how the project's activities easily complement what they do without more work on their part.

Between sessions, ask participants to conduct the activities (or other activities they select) in their classrooms or at their non-formal education settings. At the next workshop session, they can share what happened and discuss adaptations or extensions they developed.

This multi-session format provides a wonderful opportunity for participants to try out activities while they are curious and excited about the project. If you decide to use this format, be sure that participants have an incentive and are accountable for attending all sessions. The drawback is that educators may not return for sequential sessions if you distribute the guide at the first one.

Publicity and Promotion

Effective publicity gives potential participants information in advance, including:

- A brief summary statement about the Project WILD or FWC curriculum being presented
- Goals of the workshop and key concepts to be covered
- Contact person, including address, phone number, and email address for further information
- Workshop materials — activity guides and other resources that may be available
- Attendance requirement for multiple sessions if the workshop is conducted on two or more days
- Date, time, and location (including a map and directions, if necessary)
- How the training addresses educational standards and professional development requirements
- College or continuing education credit if available
- Sponsors
- What to wear
- Registration deadline
- Registration fee, if any
- Inclement weather guidelines
- Bag lunch, if needed

Use your imagination to create a flyer, a poster, or an announcement that conveys the above information (see Hints for Making Flyers in Appendix C). Use whatever format works well in your setting. Show a draft flyer to a few potential participants and ask if they have ideas for improving it. Find out ahead of time whether the sponsoring organization will create flyers for you to distribute. The more specific you can be, the more likely you are to attract the audience you want.

Whenever possible, make use of existing communication channels within your organization or your school district. Make sure you contact the Project WILD Coordinator and/or Administrative Assistant to make sure your workshop is promoted on FWC's calendar. Flyers may be sent by mail, e-mail, or fax to local schools, addressed to the principal or the in-service or curriculum coordinator, or the local parks and recreation administrator. You may also want to include the workshop on your county or district calendar.

Another possibility is to announce your workshop through the newsletters, websites, e-blasts or listserves of local educational associations, environmental education or outdoor education organizations, youth organizations. A press release that features a spotlight or regular section on education may also be sent to local daily or weekly newspapers. Please remember to send a copy of your flyers, press releases, e-blast announcements to the Project WILD Coordinator.

In order to make the workshop experience as positive as possible for those attending, it is recommended that you set a minimum and maximum number of participants for your workshop. Announcing limited registration - "Enrollment is limited — Registration will be accepted on a first-come, first-served basis" - creates a sense of urgency and stimulates participants to register early. Including a registration form at the bottom of your flyer and an e-mail address or fax number facilitates ease of registration and promotes full workshops. Besides letting you know how many people to expect, a pre-registration form can also help you structure the workshop to accommodate participants' specific needs and interests.

Make sure you have a way to contact participants before the workshop to let them know they are registered or to inform them if the workshop is canceled. Include a map on the flyer if you are not sending a confirmation letter or an email.

Considering the Audience

Before you plan the specifics of your workshop, it is helpful if you know some of the needs and interests of your participants. If you have enough lead time, you might prepare a pre-workshop questionnaire to find out their expectations for the workshop or their individual professional development focus areas. If you know beforehand that the group you will be working with has a special area of interest, you can tailor the entire workshop to suit their needs. For instance, you might announce the workshop as "Science and Civics: Sustaining Wildlife for High School Science Teachers," "Project WILD and Literacy," or "Schoolyard Wildlife for Parks and Recreation Centers." You then plan a workshop agenda to fit the special interests of the audience.

The state department of education has a teacher professional development protocol by which all public school teachers must follow to maintain their teaching credentials. The protocol outlines requirements teachers must meet at workshops where in-service points are given. For the projects this means that our workshops need to be modified to meet the teachers' needs. As facilitators, it is important to know how our resources meet the need and understand the terminology used in the protocol. Please check the Project WILD Facilitator Corner for the most recent edition of the Florida Department of Education Professional Development Evaluation Protocol.

Even if you do not know the specific needs of your audience before you begin planning, try to imagine what the audience would want from the workshop. Is their attendance mandatory or voluntary? If it is mandatory, ask yourself who is making them attend, and why, and be prepared to show what they can gain from using the project's activities with their students.

You might also consider whether there are any local issues or current movements in education or natural resources that the participants might be concerned about or interested in discussing. If you identify possible issues or trends, think about how you could address these during the workshop so that each person has an opportunity to participate.

Educational Techniques

A variety of teaching techniques and strategies that could help your workshop format are located in Appendix B. These techniques cover topics that range from the types of learning styles of people and how to engage them to what to consider before leading outside activities. Modeling of these strategies helps to meet professional development requirements.

Adults as Learners

Adults as learners are somewhat different than children as learners. The following characteristics of adult learners may help you plan and present your workshops.

Orientation to Learning

- Adults will commit to learning something when they consider the goals and objectives of the workshop to be important to them — job-related and perceived as being immediately useful.
- Adults want to initiate on their own and be involved in selecting objectives, content, and assessment
- **What you can do:** State workshop goals early in the schedule. Be prepared to help participants see the need for learning something new. Assume that each person wants to understand or learn. To facilitate “buy-in” from each participant, ask them to tell you one thing they expect to get out of the workshop. List them as workshop goals and then be sure to make sure that all workshop goals have been met at during the workshop wrap up.

The Learner’s Self-Concept

- Adult learning is ego-involved. Learning a new skill, technique, or concept may promote a positive or negative view of self. Adults may fear that others will judge them, which produces anxiety during new learning situations.
- Adults reject prescriptions by others for their learning, especially when what is prescribed is viewed as an attack on what they are presently doing.
- **What you can do:** Provide an environment in which the participants feel safe to try something new or to consider new ideas. Never criticize participants, but be positive and affirm each person in some way.

The Role of the Learner’s Experience

- Adults come to any learning experience with a wide range of previous experiences, knowledge, skills, self-direction, interests, and competencies. This means that the richest resource for learning is often the group of adult learners themselves.
- Adults will resist learning situations they believe are an attack on their competence, thus they may resist imposed workshop topics and activities.
- **What you can do:** Accept and value participants as individuals with their own experiences, knowledge, and skills. Provide ways for participants to contribute to each other’s learning through techniques like group discussion, problem-solving and peer-helping activities.

Motivation

- Motivation is produced by the adult learner: all one can do is encourage and create conditions that will nurture what already exists in the adult.
- Adult learning is enhanced by behaviors that demonstrate respect, trust, and concern for the learner.
- **What you can do:** Show participants that you respect them and are concerned for them. Do not blame participants who do not pay attention or are reluctant to participate; instead, look for ways to adjust the workshop to increase interest. Consider questions like, “How would you do this in your setting? What would you see as some of the challenges of this activity?” Questions that acknowledge that each person comes with their own set of experiences and expertise help to value every workshop participant.

Resources for Adults as Learners

Knowles, M. 1984. *The Adult Learner: A Neglected Species*. 3rd ed. Houston, TX: Gulf Publishing Co.

Sergiovanni, T. J. 1975. *Human Resources Supervision. Professional Supervision for Professional Teachers*. Washington, DC: Association for Supervision and Curriculum Development.

Withail, J. and F. H. Wood. 1979. Taking the Threat Out of Classroom Observation and Feedback. *Journal of Teacher Education* 30:55–58.

Workshop Format

Selecting Activities

After you have considered your audience, you are ready to select activities. Do this while you are planning the agenda so that you get an idea of how much time you will have for modeling activities. Keep in mind, however, that a six-hour workshop typically includes participants’ experiencing about five activities (this may vary, based on which curriculum is being offered) in order to get a good sense of the nature of those activities.

The activities you choose for the workshop should depend on the goals of your workshop, the interest areas of the participants, the time and space available, the site, and your own personal preference. For a diverse group of educators, select activities that demonstrate the interdisciplinary nature of the materials, their usefulness in many subject areas, and applicability to several grade levels. If you know that your audience has a special interest or age group, select activities to meet their needs. If the workshop focuses on a particular theme, choose activities connected with that theme.

Select activities that involve a variety of learning strategies such as, creative writing, simulation game, drawing, outdoor investigation, and role play. You might also want to select activities that demonstrate the project’s ability to help students move from awareness of ecosystem and environmental issues to action skills.

Give participants an opportunity to participate in action-oriented activities as well as a chance to sit periodically during quiet activities. By providing this variety, you give participants a nice sampling of the activities in the guides and create a more enjoyable and well-rounded workshop. Also allow for a mix of indoor and outdoor settings, weather permitting. Educators can see first-hand how flexible the activities are, and they get a chance to enjoy the outdoors too. In general, plan to include activities you find exciting — your enthusiasm and excitement will be

contagious. Many facilitators are more comfortable using the activities they have experienced themselves or have done with students. Trying out an activity before the workshop will help you in several ways: you will know first-hand how the activity works; you may develop interesting extensions or variations or locate valuable resource materials you can share; and you may be able to bring in student work to demonstrate the activity's effectiveness.

Feel free to modify any of the activities with your own ideas and adaptations to fit local issues or interests, the time and space available for the workshop, and your own facilitation style. Through your variations, you will be emphasizing an important idea: the activities are usable as written, and they can also serve as points of departure for new explorations. It is also helpful to point out that the activities use materials that can easily be found in the home or school. Clearly convey this flexibility during your presentations.

To demonstrate current practices of teaching conceptual learning, you may want to plan your workshops in a way that will show how the project does this. For example, use a storyline to connect the activities you choose to demonstrate. These activities can be built around a theme or can focus on a special interest in your community.

Planning the Agenda

After you have considered your audience and have begun selecting activities to present, you are ready to plan the workshop agenda. The following sections will give you some ideas. Workshops should follow these steps to lead the participant from:

- Awareness of Project WILD to
- Knowledge of the specifics of the particular WILD curriculum being offered to
- Opportunities to learn about environmental concepts presented in activities to
- Action incorporating Project WILD curricular materials into lesson or program plans.

See Project WILD Facilitator Corner for sample agendas. An agenda planning sheet is available in Appendix B.

The most important workshop elements to include in an agenda are:

- Welcome, agenda overview, and goals
- Getting acquainted/icebreakers
- Project information/history
- Activities experienced by participants
- Hike through the guide
- Other resources
- Individual classroom planning
- Workshop wrap-up and evaluation
- Certificates and feedback

Welcome, Agenda Overview, and Workshop Goals

Plan how you will welcome the participants, introduce yourself and other presenters, and give a brief overview of the agenda. This is also a good time to mention any housekeeping items, such as where the bathrooms are located. Allow 15–20 minutes to do this. Gather supplies for name tags, such as markers, stamps, and stickers.

If offering in-service points, plan on having educators take the pre-assessment during this section or as they arrive. Make enough copies, plus a few extra. Check with the credit-giving organization for any rules they have on the pre-assessment test. They may have a particular type of pre-assessment test they want used, like multiple choice versus matching. Visit the Project WILD Facilitator Corner for examples.

Getting Acquainted/Icebreakers

Plan how you will have participants introduce themselves. They are coming together for the workshop as learners and, especially if they do not know each other beforehand, creating a friendly and informal atmosphere at the beginning of the workshop can enhance the learning environment. Even if participants know each other, this is an opportunity for you to learn something about them, for their friends to learn something new about them, and to build and strengthen the Florida Project WILD Facilitator network.

An icebreaker can be used to begin teaching your environmental topic and might even include an activity from Project WILD. Although icebreakers can go on for 30 minutes, you may want to cut it short to allow time for other activities (see Appendix B for examples).

Project WILD Information/History

- Plan to present the following information—five to ten minutes is usually sufficient.
- Background history of how Project WILD was conceptualized
- A brief explanation of National Project WILD, FWC, and FYCCN
- What materials are offered
- How the project materials were developed, tested, and evaluated

A sample interactive history ice breaker can be found on the Project WILD Facilitator Corner.

Activities Experienced by Participants

Present activities in a way that engages the participants as learners first and then allows them to reflect on the activities from their perspective as educators (see “Adults as Learners”).

Depending on your audience, you could have them share in small groups or in the group as a whole. Many of the discussion questions in the activities are excellent and demonstrate how the activities teach higher order thinking skills.

Be prepared to do outside activities inside, or have an alternate activity prepared in case of rain. If your workshop runs fast, you may want another activity planned and ready. You can never guess what might happen. But if you have prepared carefully and stay flexible during the workshop, you can deal with whatever comes up.

Hike/Swim/Fly through the Guide

Plan how you will help participants become familiar with the contents of the activity guide. You may choose to conduct a “walk-through,” pointing out important elements along the way. Or you might prefer to use questions in a competition between small groups. Another option is to create a hike that has participants thinking how to incorporate activities into their lesson plans or educational programs. An example of a hike/swim for each Project WILD guide can be found on the [Project WILD Facilitator Corner](#).

Other Resources

Consider how you will introduce participants to books, materials, or local resources that can supplement the project’s activities. For example, you could display books and materials throughout the day. For resources such as parks, arboretums, nature centers, museums, and local conservation groups, you might make a “resource chart” that participants add to throughout the day — then copy and send the ideas to participants afterwards. If your workshop is held at a park or a nature center, consider having a staff member welcome the group and take a few minutes to discuss the setting, what offerings may be available to school groups, and other resources they may have available for educators.

Individual Classroom or Program Planning

One of the initial questions participants are most likely to ask when they attend the workshop is “How can I use the projects in my classroom, nature center, park, or recreation facility?” Individual classroom or program planning is an important component to include. Once your workshop participants have become familiar with the Project WILD and some of the activities, they need time to directly connect these new materials to the needs of their audience and to their own teaching or program goals.

Plan adequate time for this component, even if you have to shorten something else. You might lead a brainstorming session and ask everyone to share their ideas. You could have participants form groups and devise plans for implementing the project in their classrooms, nature centers, parks, or recreation facilities, and then come together for discussion with the whole group at the end. Clustering participants by grades, subject areas, or setting is often helpful here. You might also consider asking them to select lessons that they might use in the next week, month, or year. This helps to emphasize that the projects are not “something extra” for them to do, but actually can help participants meet education or program goals.

If offering in-service credit or CEUs, often the participant must turn in an assignment documenting how they will incorporate what they learned into their teaching or programming. Set aside extra planning time for participants to start this process at the workshop. Participants might also work independently to prepare specific plans for using Project WILD activities in their everyday settings. If you want to include this individual planning, you might ask participants to bring lesson or program plans to the workshop. This works particularly well in a school or in-service setting. Also, make a copy of the Curriculum Planning Worksheet handout in Appendix B for each participant.

Workshop Wrap-up and Evaluation

Workshop endings are just as important as workshop beginnings. Plan 15 minutes to have a good ending. Plan time for each participant to complete a Participant Evaluation form at the end of the workshop. Have enough copies for all participants, plus a few extra.

If this is an in-service workshop, now is the time to hand out the post-test. Gather all the information you need to provide additional instructions for how they will receive their in-service points, if needed.

Certificates and Feedback

If you know the names of the participants ahead of time, you can enter the names and the date on the certificates. Or you can wait until the day of the workshop and have participants print their names on the sign-in sheet as they would like them to appear on their certificate. If you cannot do this ahead of time, distribute them in a ceremony where each person states something they gained from the workshop.

Arranging the Agenda Items

Once you have thought about how you will present the different workshop elements, you will need to decide how much time to allow and the order of each element. An *AGENDA PLANNING SHEET* may be helpful to you and can be found in Appendix B.

It may be helpful to you to create two agendas. The one for facilitators should indicate the time period for each activity. The one for participants will not have times. Give them break, lunch, and stop times only. You can post their agenda on the wall if you do not want to make copies. For in-service credit, teachers will need a copy of the agenda to submit with their paperwork.

When planning the agenda, remember that the pacing of workshop activities is important. Offering a variety of activities will help participants stay interested in the materials and ideas you present. Keep in mind that certain modes work better at certain times of the day. For example, after lunch — when many of us tend to get sleepy — physical movement activities can be more stimulating than watching a video. Activities work best if you alternate between indoor and outdoor or active and passive.

It is important also to think about ways to make the activities you plan to use accessible to all of your workshop participants. To allow participants to reflect on what they have learned, try to include some “alone time,” when individuals can reflect on the ideas or events of the workshop, as well as small group time, when they can share ideas with each other.

Be sure to include time for breaks. Short, frequent breaks can do wonders for reviving everyone’s energy levels. Plan on at least a 10 to 15-minute break every two hours. You may want to consider offering door prizes to keep participants on task and entice them back from breaks.

Planning for Food and Beverages

Snacks and beverages will help participants feel comfortable and welcome. Find out ahead of time whether the sponsoring organization will provide snacks and beverages or whether you will be responsible. Also, find out whether the workshop site has equipment for serving food and beverages, such as a hot water pot, cups, and spoons. If not, you will need to make arrangements for these items. Remember to provide a choice of beverages and food to accommodate different dietary preferences.

If the workshop will be an all-day session, you should also consider how much time to allow for the lunch break. Be sure to allow the time needed. In addition, remember that participants will need to know what to expect ahead of time. Consider the following options:

Have participants bring a brown bag lunch; allow 30-45 minutes for eating.

Order lunch to be delivered or provide a simple catered lunch (make sure it arrives 30 minutes before you want to eat).

Prepare a sandwich, cookie, and fruit smorgasbord. This requires someone to set it up and 15 minutes for everyone to collect their food.

Go somewhere nearby — include one hour for transportation and seating.

Schedule a working lunch: participants work on a project while eating.

Gathering Equipment and Materials

Well before the workshop date, carefully plan what materials and equipment you will need for your workshop. Decide what you will need to present each agenda item and what participants will need. Find out what equipment is available at the workshop site and how you can reserve the equipment you need. You can also ask participants to bring some items for the workshop — anything from food for a group snack to scrap paper (see Facilitator Resource Trunk).

If you plan to use AV equipment, check it before the workshop. Check to see that someone is available on-site to help with set-up of their equipment or make sure that you can set it up. Consider the group size when you choose audio-visual equipment. A video player and monitor work well in small groups, but an LCD projector is better suited for large groups (see Visual Aids Compared in Appendix B).

Materials from the Project WILD Office

At least four to six weeks before your workshop, send a completed workshop proposal form to the Project WILD Coordinator. The coordinator or assistant will send you the following materials:

- Activity guides for the Project WILD/FWC educational curricula that you are presenting
- Sign-in form. The sign-in form verifies each participant's presence at the workshop and is often required for in-service points or CEUs.
- Participant evaluations. During the workshop wrap-up, participants must complete the evaluation. Evaluation responses are used to measure progress toward the statewide implementation goal. Return the evaluations to the Administrative Assistant as soon after the workshop as possible.
- Facilitator Reporting Form. The Facilitator Reporting Form collects crucial data necessary for the annual report to National Project WILD.
- Certificates
- Other supplementary materials

Use of the Project's Exhibit

Florida Project WILD has portable exhibits which are effective at promoting the program. Requests for the exhibit should be made four weeks in advance, and the exhibit can only be kept for two weeks. The exhibit can be mailed if the requester pays shipping charges.

Facilitator Resource Trunk

In addition to the materials the project coordinator will send, you may want to bring the following supplies as well as any other props for specific activities you are planning. If you conduct workshops often, you may wish to keep a “resource trunk” full of miscellaneous items such as the following:

- Masking tape, glue, or scissors
 - Non-permanent and permanent marking pens, different sizes and colors
 - Pens or pencils
 - Name tags
 - Paper clips or rubber bands
 - Thumbtacks or push pins
 - String or yarn
 - Rulers
 - Ziploc bags
 - Blank paper, index cards, or crayons
 - Supplies and props needed for specific activities, and instructions
 - Resource materials that supplement activities and related environmental education curricula and guides
 - Flip chart, easel, and markers, or white board and dry erase markers
 - Receipt book for workshop payments, if needed
 - Poker chips or some kind of counting chip
 - Post-it notes
-
- Extra bulb for projector(s)
 - Extension cord and power strip
 - Flag tape
-
- Door Prize Box
 - Pipe Cleaners
 - World globe, or Earth Ball
 - Handout masters

Part VI: Day of and During the Workshop

Workshop Tasks

When you have finished planning and preparing for the workshop, you can focus your attention on setting up and conducting the workshop. When the workshop is over, do not forget a few essential post-workshop tasks that will need to be completed. These tasks are described in the next section.

Setting Up

Consider location, travel time, and co-facilitators on day of the workshop. Allow yourself at least 60 to 90 minutes to set up the workshop space. Be sure someone is available to let you in early. If possible, you may want to set up the night before. Setting things up in advance means one less thing to worry about on the day of the workshop.

If you are not already familiar with the workshop site, locate restrooms, and emergency exits, the quickest or easiest way outside to the area where you are holding the outdoor activities, and light switches and plugs for audio-visual presentations. If you will be using any AV equipment, set it up and test it in advance.

The arrangement of tables and chairs is important. Arrange the room in a way you feel will best accommodate your workshop goals. For example, if you will be presenting both small group and large group activities, arrange tables and chairs to promote small group activities and still enable participants to get up and move around in larger groups. When possible, try to avoid the traditional “row of desks” arrangement.

Set up the materials you will be using so that they will be easily accessible when you need them. You might want to establish one table as your “home base” and place on it the items you will need during the workshop, such as handouts and materials for the activities. It is a good idea to mark your resource materials “For Display Only,” or participants may assume they are for the taking!

Consider setting up a separate table for resources, which can be taken by participants. Or consider developing workshop packets/folders with materials already placed in them. This lessens the time needed to distribute materials, but takes more preparation. If you have lots of stuff for the participants, include something to carry the items away in, such as a bag or a large envelope. If you don’t want participants taking materials until the end of the workshop, you may want to cover them with a table cloth.

Set up a table near the entrance with a sign-in sheet, name tags, and pens. If you like, make a sign that asks participants to make their name tags and to print their names on the sign-in sheet as they would like them to appear on their certificates. Also ask them to print or double-check their contact information (mailing address, email, etc). If this is a teacher in-service workshop, have them pick up a pre-assessment test and complete at this time.

Post the workshop agenda where everyone can see it, or have copies available for each participant on the sign-in table. In-service credit teachers will need a copy of the agenda to submit with their paperwork. If beverages or snacks will be provided, set up a convenient, but separate, snack area.

Conducting the Workshop

Welcome, Agenda Overview, and Workshop Goals

No matter how clearly you have stated the workshop purposes and time frame in your pre-workshop publicity, it is a good idea to restate them when you begin the workshop. People feel more comfortable if they know what to expect — and when to expect it. It is a good idea to post the workshop agenda on the wall, along with the workshop objectives. Provide name tags, tell them where the restrooms and drinking fountain are located, and give them other important information.

If offering teacher in-service points, college credit, or CEUs, this is a good time to ask them to take the pre-test or pre-assessment. You may want to state the objectives of the workshop, and then ask participants to suggest additional individual and professional reasons for being there. Write down the responses and post them in a visible area. Periodically throughout the workshop, take a moment to see if the individual or group reasons are being met. If you plan not to address an issue (reason), let people know so that they won't expect it. If possible, suggest another workshop that will meet their need.

Getting Acquainted

All facilitators should participate in the icebreaker. This will allow you to get to know your participants and for them to become more comfortable with you.

Activities Experienced by Participants

To help participants reflect on an activity, you should have a quick debriefing after each activity. Debriefing is often the most important part of leading an activity. This is where you model the types of questions that educators can use with youth to help them process, generalize, and apply the information learned from experience. These will probably also be questions that engage higher-order thinking skills. For debriefing, you might invite participants to share:

- (process)* What they observed or realized through the experience; what surprised them
- (generalize)* What science, social studies or math concepts are stressed; how learners are likely to experience and understand these ideas
- (apply)* What they would like their students or audience to learn
- (apply)* How they might adapt the activity to fit the needs of their students (for example, to fit a particular grade level or to accommodate students with special needs), curriculum, or program
- (apply)* Ways that the activity could be enriched or extended
- (apply)* Any classroom management ideas or other suggestions they might have, especially for outdoor settings
- (apply)* How they see it addressing educational standards

Hike/Swim/Fly through the Guide

If you allow participants to work alone or in groups to complete a Hike/Swim/Fly worksheet, walk around to check on everyone to see if they have questions on locating an item or need clarification about a question. Consider handing out the activity guides and doing the hike after lunch or at the end of the workshop to keep participants in attendance. Otherwise, if guides are given out before lunch you may lose some of the participants during lunch. Remember, participants must take the full 6- or 4-hour workshop in order to receive an activity guide.

Other Resources

Introduce additional resources that you, your co-facilitators, or speakers have brought. Encourage participants to take handouts. If you run out of resources, keep a list of names and addresses of those to send copies to. This is a good time to point out how the additional resources complement project activities.

Individual Classroom or Program Planning

Providing planning time is one of the most important things we can do in a workshop. Research has proven that educators trained through workshops have consistently used the activities they participated in while attending the workshop. This speaks highly of those facilitating the workshops, but also creates potential repetition for students if teachers representing different grade levels from the same school attend the same workshop. Students might repeat the same activities every year.

The opportunity to partner with a team of teachers from a school or district across grade levels provides unique advantages to “integrating” project activities as part of the adopted curriculum. By using activities as part of an overall plan for integration of the environment into all subject areas, students have access to a more coherent learning experience (see School or District Curriculum Integration in Appendix B).

Workshop Wrap-up and Evaluation

The emphasis here is less on fun and more on developing a renewed spirit of responsibility toward teaching about the environment. You might also allow time for verbal feedback and suggestions for improving future workshops. Some suggestions for “wrap-ups” include: Memory circle. Have participants share something they learned or experienced at the workshop.

Complete the sentence “I plan to use this guide to....”

(Optional idea) Have participants address postcards to themselves and then write a goal on the back on how they plan to use the guide. Facilitators then send these postcards to participants approximately six months later as a reminder of the goal they set!

It is very important that the surveys are completed and turned in since this is how the participants are added to the national project databases and how project coordinators keep track of book distribution. If this is an in-service workshop for credit, now is the time to hand out the post-test. Provide additional instructions for receiving their in-service points, if needed. For example, if an assignment is due in order to get their points, inform teachers when the assignment is due and where to turn it in.

Certificates and Feedback

Once participants have turned in their evaluation/survey, you may want to give them their certificate of completion, or send a letter with the certificate later.

Workshop Tips

- Make time before the workshop to greet individuals as they enter the room. This will help participants feel welcome and will also help you feel more at ease with the group as a whole.
- Begin and end the workshop on time to be fair to those who come on time.
- Keep an eye on the pacing of activities and be aware of when participants need a break or a change of pace.
- Follow the agenda. Stay on task as much as possible.
- Provide contact information for all facilitators and guest presenters in case participants have questions later.
- Review the Workshop Checklist and the Facilitator Skills Checklist.
- Have enough copies of all handouts for all

Part VII: After the Workshop

When the workshop is over, pat yourself on the back! Then take time to do the following tasks.

Participant Feedback

Read the participant evaluations/surveys to find out what went well and what did not go well from their perspective. This information provides a way to gauge the program's strengths and weaknesses and start the process of making improvements. Do not take adverse comments personally, but consider why something happened and what you could have done differently.

Evaluating the Workshop

Spend some time evaluating the workshop for yourself. What went well, and what things would you like to improve for the next workshop? Jot down your thoughts, or use the Facilitator Skills Checklist for a guide. You will find these personal notes helpful when planning future workshops. Meet with your co-facilitators to discuss the workshop. It is helpful to allow a few days to pass before completing your workshop assessment.

Send Forms to Project Coordinator

As soon after the workshop as possible (within 2 weeks), complete the Facilitator Survey/Evaluation/Summary Report and mail it to the project coordinator, along with the completed participant surveys/evaluations. Without these forms, the Project WILD Coordinator cannot place participants on the mailing list to receive future mailings, confirm their participation in workshops, provide needed participant data to the national office, or give credit to volunteers for facilitating a workshop.

Return any extra guides or materials—postage will be provided.

If teacher credits have been offered, make sure to turn in the proper documentation in the allowed time frame. Before the workshop, check with the organization giving the credit for the details.

Additional Follow-Up (Optional)

The extent of your post-workshop follow-up will depend on your available time and resources. If time permits, a thank you note to each participant is nice. Include a summary of key concepts and a list of names and addresses of the workshop participants — these can help participants begin their own local project network. If you did not distribute the certificates during the workshop, you can send them at the same time.

Follow-up can also be leading discussions with participants through an on-line network, organizing a learning community for participants to freely discuss success and challenges in using materials with youth, or collecting assignments due to finalize authorization of in-service points.

Closing Thoughts for the Facilitator

Thank you for becoming a WILD facilitator! You are joining a select group of dedicated educators and resource professionals who help improve the quality of conservation education available to Florida's youth. You've just digested a lot of material, but don't let that scare you. The facilitator handbook is designed to be a help as you plan and present educator workshops. It's a reference book we want you to consult often.

We realize, though, that you can't really interact with a book. That's why it's important to remember that Project WILD is made up of a lot of individuals who are there to help answer your questions and address your concerns — the national office staff members, your Project WILD Coordinators, and your fellow facilitators.

Conducting workshops takes a lot of time and hard work, but we want you to enjoy your association with each project. If you need help, just let us know. You're a valuable part of the conservation education effort, and we appreciate your dedication.

To help your WILD workshops go smoothly, a variety of forms and supplemental information are available on the following pages.

Also, much information is available at the

Facilitator's Corner found at:

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

Appendix A

A. - C.

**The Workshop Proposal (3
pages–includes*:)**

***workshop Supply List**

***tentative Schedule**

Facilitator Reporting Form

Participant Sign-In Sheet

Participant Survey

Hatchling Report

Facilitator Instructions (Cheat Sheet)



A. Workshop Proposal

FOR OFFICE USE ONLY
Received on: _____ Shipped on: _____

Calendar Website

Facilitator Information

Name: _____ Date of Workshop: _____

E-mail for Fed-Ex tracking: _____

Additional Project WILD facilitators: _____

Mailing Information

Mailing Address: _____

Room Number (if applicable): _____ City: _____ State: _____ Zip: _____

Is this address: Business or Residential (*We cannot ship to P.O. Boxes.*)

Day Phone: (_____) _____ Phone for public interest: (_____) _____

Location of workshop: (*Name of park, school, center*) _____

City of Workshop: _____ County of Workshop: _____

Workshop Information

Number of Participants: _____ Registration fees (if any): _____

Type of Workshop: (*Only one type can be selected per proposal*)

- | | | |
|---|--|--|
| <input type="checkbox"/> Project & Aquatic
Combo (6 hrs) | <input type="checkbox"/> Flying WILD (4-6 hrs) | <input type="checkbox"/> Schoolyard Wildlife/Ecosystems
Combo (6 hrs) |
| <input type="checkbox"/> Project WILD (6 hrs) | <input type="checkbox"/> Schoolyard Wildlife (4 hrs) | <input type="checkbox"/> FL Black Bear Curriculum (4-6 hrs) |
| <input type="checkbox"/> Aquatic WILD (6 hrs) | <input type="checkbox"/> Schoolyard Ecosystems (4 hrs) | <input type="checkbox"/> Project WILD and PLT (8 hrs) |
| <input type="checkbox"/> Growing Up WILD (3-4 hrs) | <input type="checkbox"/> | <input type="checkbox"/> Other: _____ |

Who will be your audience?

- | | | | |
|-------------------------------------|---|---|---|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> Home School | <input type="checkbox"/> Center/School
Administrator | <input type="checkbox"/> Nature Center |
| <input type="checkbox"/> Elementary | <input type="checkbox"/> Faith-based | <input type="checkbox"/> Curriculum Specialist | <input type="checkbox"/> Youth Organization |
| <input type="checkbox"/> Middle | <input type="checkbox"/> College Faculty | <input type="checkbox"/> Resource Agency Staff | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> High | <input type="checkbox"/> Pre-service/College
Student | <input type="checkbox"/> Private Conservation Group | |
| <input type="checkbox"/> Head Start | | | |

Can we advertise your workshop on our website for public interest? Yes No

If yes, please provide additional information you would you like the posting to include:

How can we help publicize your workshop? Are there any nearby educational facilities that we can contact to promote attendance of your workshop? Reaching educators is our goal!

B. Workshop Supply List

The following is a list of available materials. Check your supplies and order only what you need. We aim to conserve supplies as well as postage. We can provide return postage for extra supplies.

FOR OFFICE USE ONLY

Reference: _____

Contacted: _____

Sent: _____

No. Boxes Sent: _____

Facilitator Supplies

- ___ Facilitator Instructions
- ___ Sign-in Sheet (15 Names per Page)
- ___ Facilitator Reporting Form
- ___ Travel Reimbursement (if over 50 miles)
- ___ Postage Paid Envelope (to return paperwork)

Participant Workshop Supplies

- ___ Name Tags
- ___ Bookplates (name label for book)
- ___ Participant Survey/Evaluation Form
- ___ WILD Summary and Copyright (use of activities) Info Sheet

Project WILD Supplies

- ___ Project WILD Activity Guide
- ___ Project WILD Certificates
- ___ Project WILD Pre/Post test
- ___ Guide Activity: "WILD Walk"

Aquatic WILD Supplies

- ___ Aquatic WILD Activity Guide
- ___ Aquatic WILD Certificates
- ___ Aquatic WILD Pre/Post Test
- ___ Guide Activity: "WILD Swim"

Schoolyard Wildlife

- ___ Schoolyard Wildlife Activity Guide
- ___ Schoolyard Wildlife Handbook
- ___ Supplemental Water Resource Activity Packet
- ___ Schoolyard Wildlife Certificates
- ___ Schoolyard Wildlife Pre/Post Test
- ___ Guide Activity: "Schoolyard Safari"

Schoolyard Ecosystems Supplies

- ___ Schoolyard Ecosystems of Florida Guide
- ___ Ecosystems Certificates
- ___ Schoolyard Ecosystems Pre/Post Test
- ___ Guide Activity: "Ecosystems Stroll"

Growing Up WILD Supplies

(Note: Contact for availability. If books aren't available, guides may be purchased from the publisher.)

- ___ Growing Up WILD Guide
- ___ Growing Up WILD Certificates
- ___ Growing Up WILD Pre/Post Test
- ___ Guide Activity: "Skip Through"

Florida Black Bear Supplies

- ___ Florida Black Bear Curriculum Guide CD
- ___ Bears of The World Poster
- ___ Florida Black Bear Certificates
- ___ Florida Black Bear Pre/Post Test

WILD Kingdom Combo Supplies

(Aquatic & Project WILD)

- ___ WILD Kingdom Pre/Post Test
- ___ Guide Activity: "Exploring The Guide"
- ___ Project WILD Certificates
- ___ Aquatic WILD Certificates

Flying WILD Supplies

- ___ Flying WILD Activity Guide
- ___ Flying WILD Certificates
- ___ Flying WILD Pre/Post Test
- ___ Guide Activity: "WILD Flight"

Additional Informational Supplies

- ___ Project WILD Brochure
- ___ Growing Up WILD Brochure
- ___ Florida Black Bear Curriculum Brochure
- ___ Schoolyard Wildlife Project Brochure
- ___ Living in Bear Country Brochure
- ___ Living with Panthers Brochure
- ___ Manatee Brochure
- ___ Prescribed Fire Brochure
- ___ Animated Alphabet Poster
- ___ Florida Backyard Bird Poster
- ___ Florida Snake Booklet
- ___ Florida Snake Booklet (Pocket Size)
- ___ Florida Animal Tracks Pocket Cards
- ___ Butterfly Gardening Information Sheet
- ___ Florida Scrub Habitat Poster and Info

Other:

For more information visit Facilitator Corner:
[www.myfwc.com/education/educators/
project-wild/corner/](http://www.myfwc.com/education/educators/project-wild/corner/)

C. Tentative Schedule

This tentative schedule of your workshop should include the times and names of activities you are planning to conduct.

Save this PDF file and email the attachment to **FLProjectWILD@MyFWC.com**. Please submit all forms at least three weeks before your workshop to allow time for processing and shipping. You will receive an email acknowledging receipt of your workshop proposal and packing list. This email will also include an approximate date for shipment of your order. All workshop materials will be shipped FedEx and should arrive in plenty of time for your proposed workshop date.

Some computers may have trouble with the workable PDF form. If you are having any difficulty completing the electronic forms, please feel free to call. Gina can be contacted via telephone at: (850) 404-6089 or cell (850) 661-0894.

Thank you for all you do!



Projec



Facilitator Reporting Form

FOR OFFICE USE ONLY	
Reference _____	_____
Returned _____	Filed _____

Facilitator Information: Enter hours volunteered by ALL facilitators. Include hours spent preparing, traveling and presenting. Indicate if volunteer is new to facilitating, and include ALL their information. This is critical to the continuation of Florida's Project WILD volunteer program.

Name: _____ Hours volunteered: _____
Additional Facilitators: _____ Hours volunteered: _____
Additional Facilitators: _____ Hours volunteered: _____ NEW
Address (of new volunteers): _____ Phone: _____
Email: _____ Date of Birth: _____
(MM/DD/YYYY)

Workshop Information:

Workshop Date: _____ Location (Facility/City): _____
County: _____ Number workshop hours: _____ Number of participants: _____

TYPE OF WORKSHOP: (please check one)

- | | |
|---|---|
| <input type="checkbox"/> Project/Aquatic WILD Combination (6 hours) | <input type="checkbox"/> Schoolyard Wildlife Activities & Ecology (4 hours) |
| <input type="checkbox"/> Project WILD (6 hours) | <input type="checkbox"/> Schoolyard Ecosystems (4 hours) |
| <input type="checkbox"/> Aquatic WILD (6 hours) | <input type="checkbox"/> Schoolyard Wildlife/Ecosystems Combination (6 hours) |
| <input type="checkbox"/> Growing Up WILD (3 - 4 hours) | <input type="checkbox"/> FL Black Bear Curriculum (4 - 6 hours) |
| <input type="checkbox"/> Flying WILD (4 - 6 hours) | <input type="checkbox"/> Project WILD & PLT (8 hours) |
| | <input type="checkbox"/> Other: _____ |

How many guides did you order? _____ How many guides did you distribute? _____

Do you plan to use the extra guides soon? YES NO (if no, please contact Project WILD to return extra guides)
**It is very important to the Project WILD program to return extra guides before they become outdated.*

Was a fee charged? NO YES, How much per participant? _____

AUDIENCE: (Check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Pre-K Teacher | <input type="checkbox"/> Center/School Administrator | <input type="checkbox"/> Resource Agency Staff |
| <input type="checkbox"/> Elementary Teacher | <input type="checkbox"/> Curriculum Specialist | <input type="checkbox"/> Private Conservation Group |
| <input type="checkbox"/> Middle/Secondary Teacher | <input type="checkbox"/> College Faculty | <input type="checkbox"/> Youth Camp |
| <input type="checkbox"/> High School Teacher Staff | <input type="checkbox"/> College Student | <input type="checkbox"/> Youth Organization |
| <input type="checkbox"/> Pre-service Teacher | <input type="checkbox"/> Faith-based | <input type="checkbox"/> Other: _____ |

Please indicate total of each gender in your audience: _____ Female(s) _____ Male(s)

Please estimate the ethnicity of your audience –

**These statistics may be estimated and based on visual observations. Use the total number of individuals representing each category.*

- ____ African American
____ Asian/Pacific
____ Hispanic
____ White
____ Other _____



Participant Credit

Was in-service or other credit provided to your participants?? YES NO
Specify Credit Type _____
How many units? _____ From: _____

Summary of Workshop:

BUDGET:

<u>Expenses & supplies</u>	<u>Source /Item</u>	<u>Dollar Amount or Value</u>
Collected for registration: _____		
Cost for supplies: _____		
In-kind contribution: _____		
		Total Amount: \$ _____

PREPARATION: *Briefly describe items that were used to announce workshop. Please include samples if available.*

FOLLOW-UP: *Briefly describe any planned follow-up with your participants.*

PROBLEMS: *Briefly describe any difficulties that were experienced in this workshop.*

NEW IDEAS: *Share any thoughts & ideas for activity adaptations, workshop facilitation overall improvement, etc.*

Please, do not forget to return:

- This form (Reporting form)
- Evaluations
- Sign-in sheet(s)
- Advertisements from workshop
- Final agenda

Use the prepaid yellow envelope provided with your supplies

Mail to: Florida Fish & Wildlife Conservation Commission
Project WILD
620 South Meridian Street
Tallahassee, FL 32399
Phone: 850/404-6089

Email any questions or forms to: FLProjectWILD@myfwc.com

Thank you!

Your time and energy in offering these workshops and providing this information is greatly appreciated!
You are vital to this program! Stay WILD!



Welcome to Project WILD!

Please sign in to register your attendance.

Date:	
Facilitator:	

	Name	Personal E-mail Address	Organization	County
x.	Johnny Sample	Johnny123@homeemailaddress.com	Florida Fish and Wildlife	Leon
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Workshop Evaluation

Project



Contact Information (Optional)

Name: _____

Email Address: _____

Full Name of School or Affiliation: _____

Phone: _____

City and County in Florida: _____

I am interested in:

Becoming a facilitator

Receiving the Florida Project WILD Newsletter

Learning about FYCCN partnership

Attend another workshop:

Project WILD Aquatic WILD

Flying WILD Growing Up WILD

Black Bear Schoolyard Wildlife

Workshop Information

Workshop Type: _____

Workshop Date mm/dd/yyyy : _____

Names of Facilitator(s): _____

Location: _____

How did you hear about this workshop?

Facilitator Professor/Teacher

Friend/Colleague Nature Center/Park

Brochure/Flyer School District/Principal

Conference/Exhibit Project WILD website

Other _____

Please rate this workshop:	1 (Disagree) - - - 5 (Agree)				
Materials will help me address academic standards.	1	2	3	4	5
The information, strategies, and instructional methods shared were helpful.	1	2	3	4	5
I acquired new skills, strategies, and ideas at the workshop.	1	2	3	4	5
I feel motivated to use what I've learned.	1	2	3	4	5
I plan to incorporate what I've learned into my teaching or programs.	1	2	3	4	5
The facilitators were well prepared.	1	2	3	4	5
Overall, the training was excellent.	1	2	3	4	5

SAMPLE ONLY

Projected Reach Estimates

My current position is best described as (check all that apply): Pre-K Elementary Middle High Head Start

Home School Faith Based Pre-service/College Student College Faculty Center/School Administrator

Curriculum Specialist Resource Agency Staff Youth Organization Private Conservation Group Nature Centers

Other _____

How often do you think you will use the activities?: Weekly Monthly Infrequently

I will most likely use the Project WILD materials with: Early Childhood Elementary Middle School High School

College Students General Public Conservation Groups Scouts/4-H/Youth Groups Nature Centers/Camps

Church/Community Groups Other: _____

How many youth do you estimate you can reach at your current position within the next year?

Fewer than 20 20 to 50 50 to 100 More than 100, please list number _____

Demographics (Optional)- Your voluntary completion of the following questions help the Florida Fish and Wildlife Conservation Commission to ensure that equal opportunity is provided to individuals without regard to race, color, national origin or disability.

Gender: Male Female **Race/Ethnicity:** African American Asian/Pacific Hispanic White Other _____

Additional Feedback (Optional)- If more space is needed, please feel free to use the back of this form.

Hatchling Report

(Activities Other than Workshop)



Have you...

- Attended a local, state or national conference as a WILD representative?
- Displayed a WILD exhibit or staffed an information table at a special event?
- Conducted WILD activities at a festival or Earth Day celebration?
- Given a presentation to a school, summer camp, or other youth group?

If you have represented the Florida Fish and Wildlife Conservation Commission's Project WILD/K-12 programs in ways other than facilitating a workshop, you should get credit for these activities. We recognize that there are a number of ways WILD educators and facilitators promote Project WILD in Florida.

Help us keep track of your volunteer efforts by supplying as much information as possible:

Facilitator Name:	
Date of Event:	
Event Name:	
Location (Facility name, City/State):	
Number of People: (approx)	Adult: _____ Youth: _____
Estimate the gender and ethnicity of your audience: <i>*These statistics may be estimated and based on visual observations</i>	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian/Pacific <input type="checkbox"/> White <input type="checkbox"/> Other
Type of activity (Presentation, exhibit, etc.):	
Number of Volunteer Hours (include planning and prep time):	
Activities Used or Presented:	
Comments:	

Return to: FWC/FYCCN/Project WILD/K-12 Programs
620 South Meridian Street
Tallahassee, Florida 32399

Email: FLProjectWILD@MyFWC.com

Thank You for ALL you do!



Florida Fish and Wildlife
Conservation Commission
MyFWC.com



Florida Youth Conservation
Centers Network

Project WILD Facilitator Instructions (The Cheat Sheet!)

Sponsorship

It is important to give credit to the Florida Fish and Wildlife Conservation Commission (FWC) and the Florida Youth Conservation Centers Network (FYCCN) who are the sponsoring agency and FWC program for the professional development trainings we provide. While local school districts, nature centers, or FYCCN partners may host workshops; it is FWC and FYCCN who sponsor Florida's Project WILD program. The FWC provides facilitator training and Project WILD materials to Florida educators. Please remember this when announcing and/or publicizing your workshop.

Registration fees

Project WILD is a non-profit program and in keeping with national policy, fees should be kept to an absolute minimum. To cover overhead costs (such as beverages/meals or facility rental) and training supplies, the use of a workshop registration fee is permitted with the following requirements:

- If a registration fee is going to be charged, the amount per participant must be indicated in the appropriate blank on the Workshop Proposal Form. Any registration fees exceeding \$20.00 per person must receive prior approval from the Project WILD Coordinator.
- Facilitators must make clear to the coordinator and the participants what the registration fee will be used for.
- Facilitators must record any registration fees associated with their workshop including those charged by a hosting organization. Space is provided on the proper reporting form for budget (income) and expenses.

Workshop proposal and Checklist

The workshop proposal and checklist is used to request your materials and so we can post workshop dates on the FWC calendar. The checklist includes a list of items that are relevant for each workshop and a list of additional resources.

Please send in proposals and checklists, via e-mail, at least four weeks before the scheduled workshop date. This allows plenty of time to ensure your supplies will arrive on time. If proposals are sent in late we cannot guarantee that materials will arrive prior to your workshop. (Please contact the Project WILD Assistant, Alexi deLeon, at 850-488-4679 or Alexi.deLeon@MyFWC.com, to request special handling for late requests.) You will receive confirmation of your proposal via e-mail or a phone call. Supplies are mailed via Fed Ex (please indicate a street address on your proposal - no post office boxes please) and are usually sent at least 10-days before the workshop date. Be sure to check your supplies as soon as they arrive so we have time to correct any errors.



Workshop requirements

Workshop requirements for Project WILD are set by National Project WILD and are as follows:

Project/Aquatic WILD workshops

- Six hours of workshop/contact time (not including meals)
- Demonstration of at least five WILD activities

Project /Aquatic WILD combo workshops

- Six hours of workshop/contact time (not including meals)
- Three activities from one guide and two from the other guide

Growing Up WILD, Flying WILD and Science and Civics workshops

- Three hours of workshop/contact time (not including meals)
- Demonstration of four activities

Workshop requirements for FWC created curricula are set by FWC and are as follows:

Schoolyard Wildlife workshops

- Four hours of workshop/contact time (not including meals)
- Demonstration of three activities

Schoolyard Ecosystems workshops

- Four hours of workshop/contact time (not including meals)
- Demonstration of three activities

Schoolyard Wildlife/Schoolyard Ecosystems combo workshops

- Six hours of workshop/contact time (not including meals)
- Five activities total from both guides

Florida Black Bear workshops

- Four hours of workshop/contact time (not including meals)
- Demonstration of three activities

The Florida Department of Education continually updates requirements for providing teacher in-service credit. Please contact the Project WILD office for a copy of the new state standards.

**NOTE: You may keep unused supplies on hand for your next workshop if you intend to use these materials within a year. Keep an accurate inventory of the handbooks and activity guides. If you don't plan to use leftover guides and materials within a year, contact Florida Project WILD to return them before they are outdated.*

Sign-in sheet

Please have participants in your workshop sign in with the Project WILD sign-in sheet. This information is used in our files to verify participation, to prevent duplication, and for the end-of-year annual report.

Name Tags

Name tags are a great tool to use at every workshop. You may request these on your workshop checklist.



Nameplates / book labels

Nameplates (book labels) are provided for facilitators to label and stick on their activity guides. Each name plate provides contact information for the Florida Project WILD program.

Pre/post-tests

The assessments tools can help to demonstrate how much the participants learn and allow them gauge their own progress. Tests can also reinforce important ideas. Remember that testing *may* be essential if in-service credit/CEUs are to be awarded. *It is, however, the responsibility of participants to secure their own in-service/CEU points from their district/professional organization.* If you wish to design your own test, adapted to your own workshop agenda, include a master with your workshop proposal and we will supply copies.

WILD Kingdom (Walk or Swim), Skip, or Flight; Schoolyard Safari & Black Bear

Trek The “KINGDOM/SKIP/SAFARI/TREK” is a great exercise to introduce participants to the activity guides. *This activity is a workshop requirement.* They can also be used for follow up in-service credit hours.

Project WILD, Aquatic WILD and Flying WILD Activity Guides

You should receive enough guides to give one to each participant. Guides are never sold or given out without attending a workshop. This is a requirement of National Project WILD and FWC.

Growing Up WILD Activity guides

Guides can be purchased from National Project WILD. Contact your Project WILD Coordinator for the discounted rate order form.

Schoolyard Wildlife Activity Guide, Handbook and supplements; Schoolyard Ecosystems

You should receive enough activity guides and activity supplements to give one to each participant.

Florida Black Bear Curriculum

The new interactive Black Bear Curriculum is only available on-line and can be found at Floridabear.org

Project WILD Participant Evaluation Form

It is important that each participant completes a survey. Encourage participants to write comments and suggestions at the bottom. If a participant is interested in becoming a WILD facilitator or learning more about partnering with the Florida Youth Conservation Centers Network, they should be sure to note this on the evaluation. The information collected on evaluations is used as a record of participation for the database, to recruit new volunteer facilitators, provide annual reports, and help guide the future of the program. Anyone interested in receiving additional Florida program information or resources should write directly to the Project WILD Coordinator.

Additional FWC resources

FWC produces a number of useful resource materials. Many of the resources are great supplements for your workshops. Please take a moment to look over your workshop checklist and determine which publications may fit best with your workshop and its audience.

Larger resources, such as books, posters and cross-references, may be sent to you as display copies or door prizes. These materials are for your personal reference as well.

If a participant would like extra copies of any of the FWC's materials, they may write to the Project WILD office in Tallahassee. The Information request form that is on your checklist is an easy method for participants to request additional materials. Problems with handling and the high cost of postage makes mailing posters difficult and normally large quantities of posters are not included with your workshop supplies.

**NOTE: The state's present budget has drastically reduced monies available for printed materials. You will notice a decline in the additional FWC publications included with your workshop supplies from time to time. We send what is available at the time of the request.*

Facilitator reporting forms

Please be sure to complete a Facilitator Reporting Form after every workshop. It is important to fill out these reports (both sides) as completely as possible and include a copy of the final agenda. Don't forget to record your workshop budget and expenses. Accurate reporting of the workshop hours, number of participants and assisting facilitators is also extremely important. Those numbers are used for National Project WILD annual report and our local Project WILD office in order to reward our volunteers. Please remember, if you do not return your reporting form, you may not receive credit for your workshop.

The Facilitator Reporting Form **must** be returned to Tallahassee with:

- 1) Sign in sheet (s)
- 2) Participant evaluations
- 3) (Optional) Flyer, agendas, adapted lessons, new ideas
- 4) (Optional) Signed receipts

Please remember to turn in your report within one month of the workshop. This helps the Coordinator keep Florida's program up-to-date with the Project WILD national office and FWC records. It is also important to send in these forms so that you can be invited to our annual appreciation event, Call of the WILD.

Reimbursement

If a workshop involves travel over 50 miles one way, and has been pre-approved with the Project WILD Coordinator, mileage reimbursent paperwork should be requested. Workshop related supplies or items purchased for your "facilitator trunk" will be reimbursed up to \$50 per workshop. If the amount is over \$50 items can be approved, just contact the Coordinator to review the purchase. *Be sure to save and sign all receipts. Place them in the envelope with the follow-up paperwork.* Thank you!

Postage paid envelope

A postage paid envelope will be sent to you with your workshop materials. Please use this form to return the reporting form and all corresponding paperwork.

These facilitator instructions and policies have been established to help maintain a quality education program. We know paperwork and forms can be tiring but they are critical in documenting Florida's contributions to what has become one of the largest environmental education programs in North America, as well as justifying FWC's continued support of Project WILD. As professional educators, we know you understand the importance of consistent documentation and evaluation of any program, and we do appreciate all your efforts.

Hatchling Report: Activities Other Than Workshops

If you have represented the Florida Fish and Wildlife Conservation Commission's Project WILD/K-12 programs in ways other than facilitating or co-facilitating a workshop, you should get credit for these activities. We recognize that there are other ways WILD educators and facilitators promote and represent Project WILD in Florida. Help us keep track of your volunteer efforts by filling out this form.

As always, Florida's Project WILD program depends on you. Please keep us informed of your ideas, needs, and suggestions. We are here to help, so please do not hesitate to call. Remember to check the Web site at <http://MyFWC.com/Education/Educators/> to keep up-to-date on the program, find paperwork and provide a forum for sharing your WILD ideas.

Thanks for all your hard work!

Gina Long, Project WILD Coordinator

FLProjectWILD@MyFWC.com

Gina.Long@MyFWC.com

(850) 404-6089

Project WILD/K-12 Programs

Florida Fish & Wildlife Conservation Commission

620 South Meridian Street

Tallahassee, FL 32399

Appendix B

Workshop Facilitator Skills Checklist

Co-facilitating Sheet

Workshop Agenda Planning Sheet Workshop

Agenda Planning Sheet Example

In-Service Assessment

Icebreakers

Human Scavenger Hunt

Project WILD Bingo

Curriculum Planning Worksheet

Curriculum Planning Worksheet Example

The 5 E's Learning Cycle in Science

Visual Aids Compared

Workshop Checklist

Improving In-Service Teacher Workshops in Florida

Publicity: Hints for Making Fliers

Sample Project WILD Flyer

Educational Learning Styles

Multiple Intelligences

Cooperative Learning

Educational Issues

Addressing Controversial Issues

Leading Successful Outdoor Activities

Special Needs Audiences

Engaging Second Language Learners

Tips for Working with Early Learners



Facilitator Skills Checklist

Important attributes for an effective workshop facilitator

- Listening to and understanding participants' needs
- Developing a credible trust level with participants
- Having a composed and friendly manner
- Having a sense of humor
- Being willing to learn from mistakes and experiences
- Being flexible
- Projecting confidence
- Motivating participants
- Presenting information in an unbiased format

Important skills for leading a successful workshop

Organizational:

- Ability to allow adequate time for planning and preparation
- Ability to time and sequence tasks, activities, and demonstrations
- Ability to maintain a balance between paperwork and verbalized instructions

Communication:

- Is accepting
- Is supporting
- Actively listens
- Is encouraging

Listening:

- Being an active listener, not limited by one's own preconceived notions or answers

Reading a group:

- Can convey key concepts without overwhelming participants
- Solicits verbal feedback – questions and comments
- Is aware of nonverbal feedback – noise level, restlessness
- Imparts information at everyone's level of understanding

Interactive:

- Promotes each individual's participation
- Gives value to processes and techniques of involvement
- Encourages feedback and questions
- Avoids teacher dependency
- Focuses participants in a positive way

Transitional:

- Summarizes where group has been
 - Ties activities together
 - Identifies where the group is going
 - Keeps the momentum going
-

Co-facilitating Sheet

As you begin to plan a workshop with a co-facilitator, think about the following questions and share the questions with each other to help you clarify your roles:

- Which parts of the workshop would each person like to be responsible for?
 - What elements would you like to include in the workshop? For example, consider what is important to you or what worked well in other workshops.
 - What signal could you use for interrupting when the other person is presenting?
 - How will you handle staying on task?
 - For each portion of the workshop, how will you field participant questions?
 - How will you make transitions between each of your presentations?
 - How will you get participants back from breaks in a timely manner?
 - Who will handle the creation and production of the agenda?
 - How will you manage the setup and cleanup process?
 - Who will be responsible for collecting materials?
 - Who will be responsible for calling time?
 - Who will be responsible for follow-up items, if necessary?
-

Workshop Agenda Planning Sheet

When	What (Activity)	Why (Purpose)	Who	How (Method)	Where (Location)	Materials
8:30	Welcome and Introductions	Introduce presenters and participants	Me	Name tag icebreaker	Room B	Name tags Marking pens Agenda
9	Ice Breaker Good Buddies	Learning about Symbiotic relationships	James	Match cards; introduce self to partner; Round robin as group	Classroom	Good Buddy playing cards Flip chart Markers

In-Service Assessment (using the goals assessment method)

Workshop Assessment

Name: _____ Emp ID#: _____

School name/address: _____

Grade level(s): _____ Subject(s): _____

Title of workshop: _____ Facilitator: _____

Location: _____ Date: _____

Pre-assessment

During this workshop, I want to...

I need the following skills and knowledge to accomplish these goals:

Post-assessment

During this workshop, I...

By using the skills and the knowledge I gained from this workshop, I now will be able to:

(Continue on the back if you need additional space)

Icebreakers

Icebreakers are an important part of your workshop. They set the tone for the workshop by getting everyone up and participating. They are also a great opportunity to model a project activity. You may have your own favorite that you wish to use in place of one of these. Make sure you include introductions.

Project WILD: Good Buddies; Aquatic WILD: Are You Me?

Human Scavenger Hunt

Create a form that reflects characteristics that will be interesting for your workshop (see page 56 for a sample). Give each participant a form and ask them to find someone who can meet each characteristic, filling in the names on the form.

Mute Squares

Make some large shapes (leaf shape, animal silhouette, etc.) and then cut them up into various geometric shapes (don't make pieces too small). Place everything into an envelope and ask participants to take one piece as they arrive. Instruct participants to mingle and — without talking — try to assemble their shape.

The Obvious

Provide the group with hammers, goggles, and a large piece of ice and ask them to “break the ice,” discuss states of matter for water.

Meet My Partner

Ask each participant to find another participant whom they don't know well and find out things about the other person, such as where they work and what their interests are. Allow time to reverse the process, so that each learns something about the other. When the group reassembles, each participant should introduce his or her partner.

Bingo

Give each participant a Bingo card and tell them to find someone who fits each description listed in the Bingo squares and ask that person to sign their name in the box. A name can only be used once. The first person to fill in all the squares wins a prize. Page 46 has a Project WILD Bingo example.



Human Scavenger Hunt

Directions: Try to have at least one person sign his or her name after each statement. Each person can sign your list only once.

1. Has or had a tree house _____
2. Knows the difference between a red oak leaf and a white oak leaf _____
3. Has camped in a state forest _____
4. Likes to sit by the fire _____
5. Can name the river that drains this watershed _____
6. Has hiked in a national forest _____
7. Recycles newspapers _____
8. Lives in a wooden house _____
9. Knows what aspirin came from _____
10. Ate part of a tree today _____
11. Knows Florida's state tree _____
12. Planted a tree on Arbor Day _____
13. Has counted rings on a tree _____
14. Has waded into a wetland _____
15. Can name two pine trees that grow in Florida _____
16. Can name two endangered species in Florida _____

Project WILD Bingo

Find someone who fits each description. Ask the person to sign their name in the box.
 You can only use the person's name once. The first person to fill in all the squares wins a prize.
 Good luck!

<i>Was born in Florida</i>	<i>Has seen a black bear in the WILD (any state counts)</i>	<i>Has taken all WILD workshops (Project, Aquatic, Schoolyards, and Black Bear)</i>	<i>Has a pet other than a cat or a dog</i>	<i>Knows what "Okeechobee" means</i>
<i>Is ticklish on their feet</i>	<i>Can name two invasive (exotic) animal species</i>	<i>Hunts or fishes</i>	<i>Is a vegetarian</i>	<i>Has visited a national park in the last 6 months</i>
<i>Is a bird watcher</i>	<i>Has a butterfly garden at home</i>	<i>IS CREATING THE NEXT GENERATION THAT CARES</i>	<i>Can name a Florida habitat that depends on fire</i>	<i>Can name the three types of bears in North America?</i>
<i>Can name a mutualistic relationship</i>	<i>Has seen a sea turtle lay eggs</i>	<i>Can name an animal that is in danger due to a specialized food or habitat</i>	<i>Can name a National Wildlife Refuge in Florida</i>	<i>LOVES chocolate and peanut butter</i>
<i>Has never been to Disney World</i>	<i>Has read a book that was based in Florida</i>	<i>Knows what the acronym WILD means</i>	<i>Rides a bike or walks to work</i>	<i>Is a member of LEEF</i>

Curriculum Planning Worksheet Example

Name: Suzy Brown

Grade/subject(s) taught: 5th grade Science

The program was designed to provide students with concepts, skills, and attitudes in environmental education. Students learn these things best when the activities are integrated with the ongoing curriculum, rather than taught as isolated activities. This worksheet is designed to help you think about how you will apply these programs activities to your existing curriculum.

1. The unit in which I could begin integrating the activities is: Ecosystems

2. List the skills or concepts you would like your class to learn from this unit. For each skill or concept listed, select several appropriate activities.

Skills/Concepts

Project Activities

Identify an ecosystem.

Field Forest and Stream, #48

Describe parts of an ecosystem

Watch on Wetlands, #71

Compare a Florida pine Flatwoods ecosystem to a Sequoia forest in California

Environmental Exchange Box, #20

Role of fire in an ecosystem

Living With Fire, #81

Human effects on ecosystems

Our Changing World, #86



The 5 E's Learning Cycle in Science

The learning cycle is an established planning method in science education and consistent with contemporary theories about how individuals learn. It is easy to learn and is useful in creating opportunities to learn science. You can think of the learning cycle model as having five parts, though these parts are not discrete or linear.

Engage: In most instances you will want to begin with Engage.

In this stage you want to create interest and generate curiosity in the topic of study; raise questions and elicit responses from students that will give you an idea of what they already know.

This is also a good opportunity for you to identify misconceptions in students' understanding. During this stage students should be asking questions (Why did this happen? How can I find out?) Many project activities begin with questions, demonstrations, or discussions that reveal discrepant events or curious facts.

Explore: During the Explore stage students should be given opportunities to work together without direct instruction from the teacher. You should act as a facilitator helping students to frame questions by asking questions and observing. Using Piaget's theory, this is the time for disequilibrium. Students should be puzzled. This is the opportunity for students to test predictions and hypotheses and/or form new ones, try alternatives and discuss them with peers, record observations and ideas, and suspend judgment.

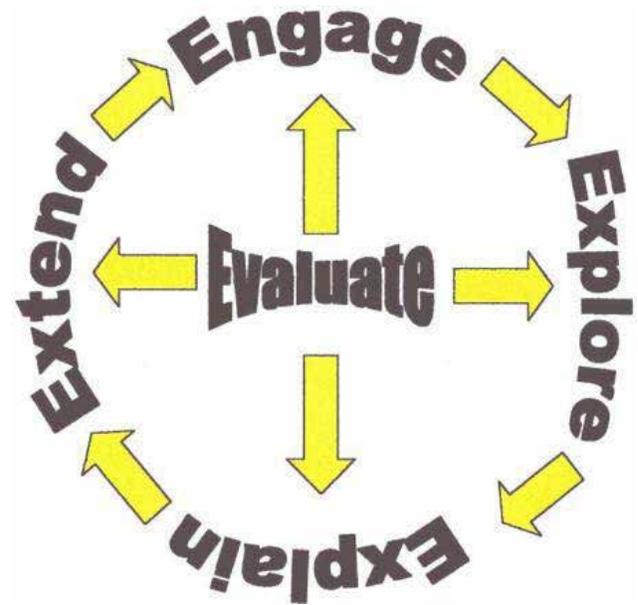
Explain: During Explain you should encourage students to explain concepts in their own words, ask for evidence and clarification of their explanation, and listen critically to one another's explanation and those of the teacher. Students should use observations and recordings in their explanations. At this stage, you should provide definitions and explanations using students' previous experiences as a basis for this discussion.

Extend: During Extend students should apply concepts and skills in new (but similar) situations and use formal labels and definitions. Remind students of alternative explanations and to consider existing data and evidence as they explore new situations. Explore strategies apply here as well because students should be using the previous information to ask questions, propose solutions, make decisions, experiment, and record observations.

Evaluate: Evaluation should take place throughout the learning experience. You should observe students' knowledge and/or skills, application of new concepts and a change in thinking. Students should assess their own learning. Ask open-ended questions and look for answers that use observation, evidence, and previously accepted explanations. Ask questions that would encourage future investigations.

References

Lorsbach, A.W. 1998. The Learning Cycle as a Tool for Planning Science Instruction.
Normal: Illinois State University. <http://www.coe.ilstu.edu/scienceed/lorsbach/257lrcy.htm>



Visual Aids Compared

<i>Item</i>	<i>Advantages</i>	<i>Disadvantages</i>	<i>Tips for Use</i>
<i>Flip charts</i>	<ul style="list-style-type: none"> ■ Can store and use repeatedly ■ Can use for display after presentation ■ Can be prepared ahead ■ Can use color 	<ul style="list-style-type: none"> ■ Bulky and awkward to handle ■ Not legible for very large groups ■ Time-consuming to produce ■ Paper can rattle, crease, rip, or smudge ■ Not permanent 	<ul style="list-style-type: none"> ■ Make charts simple to read and understand ■ Have them in correct order and set up ahead of time ■ Keep the number of charts to a minimum (<i>Write information reminders or key points lightly in pencil on the chart. During the session, you will be able to read these, but they won't be visible to participants</i>) ■ Cut pieces of masking tape beforehand for taping charts to walls
<i>Handouts</i>	<ul style="list-style-type: none"> ■ Good for reinforcement and review ■ Good for presenting ideas for discussion ■ Can eliminate the necessity to take notes ■ Can be copied and used again 	<ul style="list-style-type: none"> ■ Must prepare in advance ■ Distribution can be distracting 	<ul style="list-style-type: none"> ■ Design handouts clearly to promote understanding ■ Number the handouts beforehand, in case you want to refer back to a particular handout ■ Proof for mistakes ■ Have source printed on each handout and do not violate copyright laws
<i>Videos</i>	<ul style="list-style-type: none"> ■ Good for attention, if doing a dramatic presentation ■ Room need not be darkened, permits note-taking 	<ul style="list-style-type: none"> ■ Don't work well with large groups, unless you can project to a large screen 	<ul style="list-style-type: none"> ■ Set up beforehand and check machine operation ■ Brief participants — give them something to watch for ■ Preview thoroughly ■ Used better in a darker room ■ Keep short — can select just certain segments ■ Cue up ahead of time
<i>Overhead projector</i>	<ul style="list-style-type: none"> ■ Can use under normal lighting ■ Can maintain eye contact ■ Materials are easily prepared 	<ul style="list-style-type: none"> ■ Requires practice ■ Facilitator may have difficulty seeing the projected image 	<ul style="list-style-type: none"> ■ Set up equipment beforehand and check ■ Practice using the projector: Don't stand in front of the image, don't look behind you at the screen, and don't move the transparency ■ Material can also be used for handouts
<i>Dry erase board</i>	<ul style="list-style-type: none"> ■ Familiar and convenient ■ Allows spontaneity 	<ul style="list-style-type: none"> ■ Lettering may be hard to read ■ Can lose eye contact with participants when they are writing ■ Not good for large groups 	<ul style="list-style-type: none"> ■ Plan use of space in advance, especially if you have drawings or charts ■ Write heavy and large ■ Use colors, if possible ■ Try writing some things on the board ahead of time and covering until use ■ Keep the group talking while using — ask follow-up questions
<i>Computer/ LCD projector</i>	<ul style="list-style-type: none"> ■ Allows easy transfer of electronic documents 	<ul style="list-style-type: none"> ■ Technological expertise required ■ Expensive 	<ul style="list-style-type: none"> ■ Set and practice the presentation ahead of time ■ Used better in a darker room

Workshop Checklist

Before the Workshop—Planning

- REQUEST or initiate the workshop
- Request permission from your school system and/or organization for approval
- Pick DATE and TIME
- Find co-facilitators
- Identify audience
- Select a LOCATION
- RESERVE site for the date, time, number of hours (include setup and take-down time), and people expected
- Submit workshop plan to district or college for credit approval, if necessary
- ANNOUNCE workshop – fliers, posters, media release, Web site, etc.
- Submit workshop PROPOSAL and ORDER MATERIALS from program coordinator – at least 4-6 weeks prior to workshop
- Develop workshop design, take into consideration
- Audience needs and workshop objectives
- Constraints (e.g., space or time) and strategies for overcoming constraints
- Requirements for credit (district; college or university), if offered
- Materials and equipment needed for activities
- Workshop protocols
- Make an AGENDA – invisible and visible
- PREPARE and gather materials (i.e., projector, paper, pens, and art materials)
- Arrange for refreshments and snacks, if planned
- Send confirmations and maps to registrants, if needed
- VISIT SITE location before workshop
- LOCATE restrooms, light switches, plugs, and easiest access to the outdoors
- SELECT appropriate areas to conduct activities
- SHOW UP EARLY to set-up, if possible afternoon or evening before
- CHECK that EQUIPMENT is working

Day of and During the Workshop

- Be flexible
- Position Sign-In Sheet close to the entrance for participants to sign
- Hand out pre-assessment tests (not required by PLT)
- Introductions – orient participants to the restrooms, etc.
- Ice breaker
- Review OBJECTIVES of workshop
- Explain how they will receive in-service points, if offered
- Brief overview of AGENDA, including breaks and lunch
- Project HISTORY
- ACTIVITIES and summarize them
- WALK thru the guides
- Have each participant fill out a POST-ASSESSMENT TEST (if used a pre-test) and PARTICIPANT SURVEY/EVALUATION
- Workshop wrap-up

After the Workshop

- Take time to REFLECT
- Complete the FACILITATOR SUMMARY REPORTING FORM/EVALUATION
- and other paperwork
- RETURN all paperwork and extra materials to program coordinator
- Follow up with the organization giving credit
- (Optional) Send thank you letters with a list of workshop participants' contact information

Improving In-service Teacher Workshops in Florida

The process of education reform has brought a number of changes to Florida's public schools. The movement strives to increase accountability by standardizing the curriculum content (with State and National Standards and benchmarks) , assessing student achievement (with Standardized Achievement Tests), providing funding to schools where student test scores increase, and reorganizing schools that repeatedly score poorly.

In 2000 the Florida Legislature approved legislation that changes the nature of the teacher professional development system in Florida. School districts will be evaluated every year to make sure that teacher professional development programs are aligned with increasing student achievement and other school improvement documents. Teacher workshops shall primarily focus on subject content as related to Standards, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

In some districts and schools, the focus for professional development in Florida is primarily literacy (reading and writing) and ESOL. Other academic subject areas (e.g. math, science, social studies) may be a lower priority for teacher in-service. Teachers will be required to document how their in-service workshops help increase student performance. The new science standards will require in-service training, however, and could bring additional opportunities for environmental education activity, in districts and schools that are able to support science education.

In some school districts, professional development providers will have to be certified to conduct workshops for their teachers. To learn how to best meet the needs of local teachers, contact the staff development coordinator in your school district. The North East Florida Education Consortium (NEFEC) plans to offer workshops to train non-formal educators how to work within their 14 school districts.

To increase their usefulness to educators, workshop facilitators should be familiar with terms and concepts now used to describe Florida's professional development. These terms should be incorporated into in-service programs. This fact sheet defines the terms that are most helpful and provides suggestions for planning, advertising, delivering, and evaluating workshops to meet the needs of our teachers. Project WILD workshops are used as an example of how non-formal education facilitators could adapt their workshops to better address the new professional development system.

Individual Professional Development Plan (IPDP)

Every educator creates this working document by listing the subject areas, based upon identified student needs, which he/she wants to improve by attending professional development workshops. The challenge is for the educator to find appropriate workshops that meet his/her different needs. A workshop with an interdisciplinary focus covering more than one subject area would be beneficial because it helps meet many teachers' needs simultaneously. Project WILD workshops often link subject content areas together with all activities at a workshop. Facilitators can ask educators how activities modeled at workshops fit into their IPDP.

School Improvement Plan (SIP)

Each school administration creates a working document listing areas it wants to concentrate on school-wide in order to increase student learning. When presenting the benefits of your workshop to administrators, ask them what their SIP is focused on to help you obtain permission to do a workshop at their school. For example, the SIP may call for increasing reading scores on the FCAT. WILD Facilitators can discuss conducting a WILD and Reading workshop that focuses on inter-disciplinary activities with reading elements. In addition, teachers can meet their IPDP goals by attending WILD workshops that also align with the SIP.

Sustained Professional Development

Professional development programs need to allow for educators to build mastery level skills and receive sufficiently sustained training to develop these skills. The basic six- hour workshop needs to be revised to meet educator's new needs. Consider the length and the depth of coverage of the materials when developing a workshop. To sustain skill-building, a one-day workshop can be turned into a multi-day workshop or one that meets several times throughout a semester. The additional time allows educators to practice and develop skills and increase their knowledge in particular subject areas. A WILD facilitator can model the use of activities to reinforce concepts and allow participants time to think of and discuss ways to incorporate activities into their existing curriculum. Part of the workshop could also include having participants lead activities. Providing time to go through activities and conduct them in front of their peers allows educators to receive feedback on ways they can improve their delivery and enhance the activity for their own students. Dividing the workshop into several meetings over a semester allows educators to try the activities in their classrooms and come back to discuss successes and challenges. Educators can work together to find the best ways to utilize WILD in their classrooms.

Use of Technology

Incorporating educational technology into a WILD workshop is simple, providing one has the technology resources at hand. There are many ways to incorporate technology into a WILD workshop. One is to use computer technology. A PowerPoint® presentation can be used to introduce the WILD program. Later in the workshop, participants can use digital cameras to record images of natural areas and display them in a presentation for the group. This technique shows educators how technology can be used to present information and gives them time to work with technology in the same way they would use it with their students. A set of forester's tools is also t e c h n o l o g y .

Inviting a forester to the workshop to demonstrate how he/she uses the various tools in the field can be incorporated into a classroom presentation. Simply using a VCR or DVD player to show an informational video is also technology. In addition, the use of graphing calculators, digital probes, graphing software, and internet resources are other examples. When possible, facilitators should provide opportunities for teachers to learn, use, and grasp educational technology that they can use in their own classrooms.



Professional Development Target Areas

Professional development programs should focus on one or more target areas identified by the state. These eight major areas are Standards (NGSSS and Common Core), subject content, teaching methods, technology, classroom management, school safety, family involvement, and assessment and data analysis. Finding out about the IPDPs and SIPs of the participants prior to the workshop could help the facilitator understand what target areas schools and teachers need to address. Table 1 summarizes how WILD workshops can address the eight identified target areas for professional development.

Professional Learning Communities (PLC's)

Learning communities are small groups of teachers that support their own professional development through meetings, discussion, and study that is relevant to their teaching practices over the course of a semester or year. WILD Schools may find it easy to develop a learning community around teachers using the outdoors as a study site. WILD workshops can support the development of learning communities by providing suggestions of books for book club discussions and classroom tools, providing the names and contact information for other WILD certified educators in their district, and encouraging educators to use the program to support the instructional models of issue investigation and service learning in their classroom. A community of educators can explore the community issues that students identify and determine the teaching methods that are best for their own community of learners.

Transfer of Learning to Students

An important outcome of any professional development experience is that the knowledge and skills gained in the workshop are used to improve teaching and learning. In the case of WILD workshops, this is often done when teachers participate in activities and discuss how they could use these activities in their own classrooms. To help reinforce their good intentions, send out email reminders and postcards several weeks following the workshop. In addition, a letter to each teacher's principal (with a copy to the teachers) could introduce the new teaching techniques that should be visible in their classrooms. Beyond encouraging teachers to use WILD, teachers will need to document that students have learned about the environment or have gained reading or math skills because of their WILD workshop. You could suggest that teachers keep copies of student WILD activity worksheets and note what they would change the next time to increase student achievement.

Coaching and Mentoring

Teachers often need assistance to begin to use new skills and teaching methods. If facilitators could be available to assist teachers in the classroom, teachers will be more likely to take students outdoors and use WILD activities. WILD facilitators could offer to meet with learning communities or sponsor advanced workshops to increase teachers' comfort level with the teaching methods.

Web Resources

The World Wide Web provides an enormous number of resources and possibilities for assistance to teachers. Example of the water cycle in motion: http://www3.epa.gov/safewater/kids/flash/flash_watercycle.html

Table 1 – Professional Development Target Areas

Target Area	WILD Connection
Sunshine State Standards	Familiarize educators with the WILD Web site to identify the SSS correlated to each activity used in the workshop. The standards and benchmarks govern what is taught. Everything a teacher does must relate to a standard. Engage teachers in an exercise to illustrate how benchmarks can be addressed with each activity. Choose activities that emphasize subject areas identified in schools.
Subject Content	Content is important in the context of the standards. Highlight several activities that focus on one or more subject content areas. Point out how specific skills such as reading comprehension can be addressed through selected activities. Also, show the natural integration of subject areas found in most activities.
Teaching Methods	Allow teachers to practice implementing an activity as though they were students. Conduct a follow-up discussion on the teaching strategies used in that activity and how the activity addresses various learning styles. Information on learning styles can be found in the Facilitator Handbook.
Technology	Demonstrate how tools can be used to understand forest resources and the environment. Demonstrate how teachers can use video, PowerPoint®, digital probes, and Web sites to enhance instruction. Invite a natural resource professional to the workshop to demonstrate the use of the technology he/she uses in the field. A wildlife worker can bring his/her tools that demonstrate technology used in field work.
Classroom Management	Allow teachers to discuss successful ways they handle classroom management during interactive and outdoor lessons. Demonstrate the benefits of using small groups, clear instructions, and follow-up questions. Allow teachers to simulate student behavior during sample activities and elicit their suggestions.
School Safety	Using the outdoors for learning could put some students at risk of accidents. Discuss how to minimize risks during workshops and model good field trip management strategies, e.g., stress the importance of familiarity with the field trip site.
Family Involvement	Use parent volunteers in the WILD workshop or suggest that teachers bring parents to the workshop as part of their teaching team. Encourage the use of parents with WILD activities to help manage small groups and field trips.
Assessment & Data Analysis	WILD activities have excellent discussion questions that enable teachers to engage students in higher order thinking skills.



Student Change

The ultimate goal of teacher professional development is to increase student learning. WILD facilitators can help teachers report on student change by using the assessment elements of each activity to measure student learning and keeping a portfolio documenting student growth. For some key concepts, a PLT handout with sample quiz questions could be useful for teachers who wish to assess student knowledge with a pre-post test. Facilitators could also remind teachers in the workshop that research on environmental education programs tells us that WILD programs increase student knowledge of ecological principles. Students exposed to WILD showed gains in environmental knowledge and positive attitude shifts.

Action Research

The new professional development system encourages teachers to use action research principles to examine and improve their own practice. Although a PLT workshop cannot teach action research methods, a facilitator could mention the types of research questions that Wild activities support. Teachers could compare the active involvement and learning of lower-achieving youth during in-class activities and outside activities (outdoors activities are often credited with engaging students who perform poorly in traditional classrooms), or explore the involvement of girls in science-based activities that involve trees and wildlife as opposed to chemistry and physics. Teachers could also explore their own comfort level with becoming a facilitator of student involvement instead of a lecturer of information.

Summary

This fact sheet provides a number of concrete suggestions and key phrases that educators and their administrators are using to describe professional development in Florida. The more non-formal educators can use these terms and comply with these strategies, the more relevant their workshops will be for Florida teachers. And the more Florida teachers participate in meaningful environmental education workshops, the closer we will be to building a citizenry that understands and cares about our natural resources.

Reference

Monroe, M.C., Seitz, J., Agrawal, S., Aldridge, M., Morshed, S. Swiman, E. and V. Crisp. 2005. Improving In-service Teacher Workshops in Florida. FOR 109. Gainesville, FL: School of Forest Resources and Conservation, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida.

Helpful Hints for Making Flyers

General Rules

- Who is the audience? What do they need to know? Define the audience and make sure the flyer is geared to that audience.
- Keep the flyer simple. Give just the information needed and avoid distractions.
- Make sure the flyer is consistent in style and information throughout.

Things to think about when making a flyer:

- What kind of heading will you use? How will it catch the eye and be recognized?
- What is the right amount of information?
- Be sure to include WHO to contact, WHAT to bring or expect (including lunch arrangements, dress for the day, etc.), WHEN to come, WHERE the workshop is to be held, and HOW to get there.
- Highlight benchmarks from the SSS that will be taught at the workshop.
- How do you want your audience to respond?
- How will you format your flyer? A symmetrical format is calm, whereas an asymmetrical format communicates action.
- What typefaces will you use? Never use more than two different typefaces per piece. Too many typefaces will look disorganized and makes it difficult to read.
- Do not mix italics, bold, underline, and colors. It makes it too busy and difficult to read.
- What art can you include? Project logos are certainly good, and you can use clip art
- Use non-copyrighted art available at art supply and book stores for cut and paste. Don't use others' art without permission. Contact your project's coordinator for approved project logos.
- If sending the flyer to different locations, consider including a "please post" notice if you want the flyer posted.

Project WILD and Aquatic WILD **Educator Workshop**

Are you an educator in need of continuing education credit?

This free workshop offers exciting new ways for educators to include conservation concepts in their lesson plans. Each participant will receive two free supplementary guides full of innovative classroom activities and resources for Project WILD and Aquatic WILD!

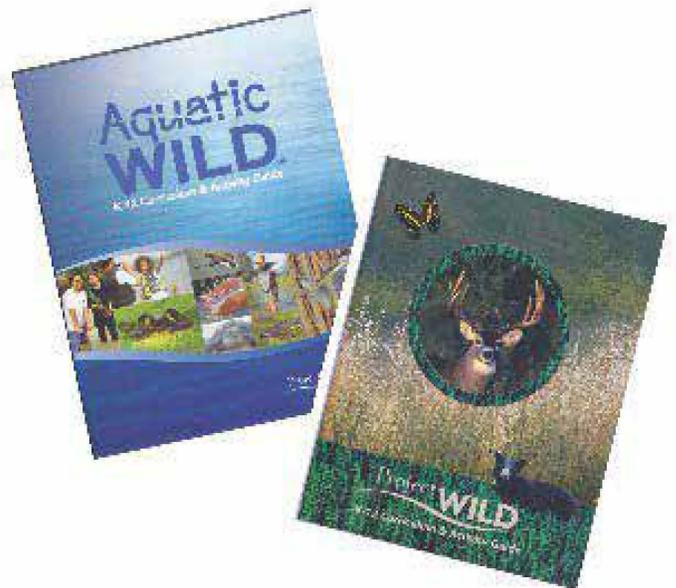
Where:

When:

Cost: FREE!

Registration:

For more information please contact:



Educational Learning Styles

What are learning styles?

Learning styles are simply different approaches or ways of learning.

What are the types of learning styles?



Visual Learners:

Learn through seeing... .

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.



Auditory Learners:

Learn through listening...

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.



Tactile/Kinesthetic Learners:

learn through, moving, doing and touching...

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

<http://www.ldpride.net/learningstyles.MI.htm#types%20of%20learning%20styles>

Help Workshop Participants Understand Learning Styles By:

- Modeling different learning styles in your presentation. Identify the learning style most prominent for each workshop element. While you need not represent each learning style equally, be sure that you exemplify each one.
- Encourage participants to identify which styles are prominent in each activity presented at the workshop. Ask participants to suggest ways to extend each activity in order to use some of the other learning styles.
- During the curriculum planning time, have participants identify a group of lessons that focus on different learning styles to teach together as part of a unit.



Multiple Intelligences

The theory of multiple intelligences, developed by Howard Gardner and his associates, holds that every individual possesses several different and independent capacities for solving problems and creating products.

Everyone possesses all eight intelligences, though some will be stronger or weaker than others. Educators should try to develop programs and design workshops that engage learners by covering all eight intelligences. This way everyone will get an opportunity to succeed and achieve feelings of success and accomplishment that help promote learning.

The following are the different intelligences with a brief description and example activities.

- 1. Linguistic intelligence** is the ability to use words effectively, either orally or in writing. Activities: small group discussions, speeches, reports, journal keeping, and storytelling.
- 2. Musical intelligence** is the capacity to perceive, transform and express music. Activities: singing, rap and chants, putting new words to old tunes, and whistling.
- 3. Logical-mathematical intelligence** is the capacity to use numbers and reason effectively. Activities: classifying, categorizing, calculations and problem solving, measuring, quantifying, and sequencing.
- 4. Spatial intelligence** is the ability to perceive the visual world accurately and transform those perceptions. Activities: visualization, photography, diagrams, and drawing.
- 5. Bodily-kinesthetic intelligence** is using one's body to express ideas and feelings or specifically using one's hands. Activities: field trips, drama, running games, crafts, physical activity and making products.
- 6. Intrapersonal intelligence** is the ability to access one's own feelings and emotions, strengths and weaknesses. Activities: independent study, reflection, options and choices for projects, and goal-setting.
- 7. Interpersonal intelligence** is the ability to perceive moods, motivations, and feelings of other people. Activities: cooperative groups, peer teaching, and community involvement.
- 8. Natural intelligence** is the ability to differentiate the patterns and characteristics among natural objects in the environment and make distinctions in the natural world. Activities: observe and classify plants, spending time outdoors, and animals and nature hikes.

One of the simplest ways to include multiple intelligences with your students is to ask them to represent the data they have collected during an activity using one of the eight intelligences. Each group can be invited to use the intelligence with which they are most comfortable or you can assign intelligence to each group. By doing this, you encourage them to really let their personalities shine! We have found that groups will dance, sing, draw pictures, make models, create graphs, or do calisthenics to report their findings from activities.

References

Jacobson, S.K., M.D. McDuff, and M.C. Monroe. 2006. Conservation Education and Outreach Techniques. New York, NY: Oxford University Press.

Project Learning Tree. 2002. Project Learning Tree Facilitator Handbook. Washington, DC: American Forest Foundation.

Cooperative Learning

Cooperative learning is a model of instruction in which students work together in small groups to achieve a common learning goal. Since learners have different strengths, groups that take advantage of members' unique skills may achieve more than an individual could. Project activities can help a teacher implement cooperative learning because many of the lessons are designed to be conducted with cooperative groups. There are many different models of cooperative learning, and teachers should set up and use groups in the way they feel most comfortable. However, teachers who use or are interested in using cooperative learning will appreciate you addressing the following in the workshop:

- The cooperative learning potential of the project activities. Whenever possible, model using cooperative learning in a particular lesson by having teachers break into cooperative groups and completing the activity. After presenting each lesson (as cooperative learning or not), have teachers discuss how the lesson could be modified to better facilitate cooperative learning.
- Grouping issues. In cooperative learning, the teacher must decide on how the groups will be formed, how large the groups should be, and how long the groups should stay together. For example, the groups may be randomly formed or assigned by the teacher, and groups may stay together for only one class period or for six weeks. Model different ways of grouping in the workshop, then discuss the advantages and disadvantages of various ways of grouping, of group sizes, and of the group duration.
- Structuring the learning task. For each activity experienced in the workshop, help teachers identify how the learning task could be structured so that it is truly cooperative, with successful completion of the task requiring each group member's participation. Typically, students are given roles and tasks to facilitate the process (e.g., timekeeper, note taker, question asker, materials gatherer, and facilitator).

Reference

Jacobson, S.K., M.D. McDuff, and M.C. Monroe. 2006. *Conservation Education and Outreach Techniques*. New York, NY: Oxford University Press.

Project Learning Tree. 2002. *Project Learning Tree Facilitator Handbook*. Washington, DC: American Forest Foundation.



Educational Issues

Addressing Controversial Issues

Controversies that we are aware of represent one type of challenge. A much more difficult situation is the surprise of learning that some people perceive a conflict when others don't. To reduce the possibility of those situations, review your agenda carefully for the topics or issues that some participants might perceive differently.

If you wish, your workshop can provide ways for educators to examine ways to teach and cope with controversial topics. In your workshops, you can help educators examine dealing with controversial issues. You might, for example:

- Help participants identify potential controversial issues embedded in the activities you present.
- Lead a discussion about the benefits and pitfalls of teaching about controversial issues. Help participants identify ways for handling each of the pitfalls.
- Invite resource specialists to the workshop to help explain their perspectives on the topic. Help participants discuss arguments for and against each perspective.
- Encourage participants to brainstorm a list of possible concerns that parents, administrators, the community, or the participants themselves would have about teaching a particular controversial issue. Then help them brainstorm ways to address each of the concerns.

Leading Successful Outdoor Activities

Taking students outdoors allows them to personally examine and experience the natural world. These experiences are critical for helping students understand the world around them. However, many educators shy away from outdoor activities because these activities can present management problems.

To help educators become more comfortable with leading successful outdoor activities, you can provide ways of addressing this issue in your workshop. Following are some suggestions:

- At the workshop, introduce participants to the outdoors and help them see the importance and advantages of working outside. After each outdoor activity, discuss how the activity and the learning would have been different if it had been conducted indoors.
- Have participants brainstorm a list of the pluses and minuses of leading outdoor activities. Divide participants into small groups and have them think of ways to turn the minuses into pluses.

Tips for Outdoor Activities

Bring all equipment necessary (you may not be able to return to the building until the end of the activity).

- Backpacks make great educator's toolkits for managing supplies. Do not forget important items such as sunscreen, water, and a first aid kit.
-

- Discuss appropriate behaviors and logistics before heading outside.
- Foster an environmental ethic and be a positive role model.
- Be aware of any safety issues and make students aware.
- Provide clear directions and make sure all students understand.
- All living things, including plants, are to be respected and not injured in any way.
- Follow the rule: look, learn, leave alone.

References

National Wildlife Federation. 2004. Happenin' Habitats. Weston, VA.

http://happeninhabitats.pwnet.org/working_outdoors/outdoor_teaching_tips.php.

Project Learning Tree. 2006. Project Learning Tree Environmental Education Activity Guide: PreK-8. Washington, DC: American Forest Foundation.

Special Needs Audiences

Although the projects were developed for general populations of school children, the activities have been used with a wide variety of special needs students, young and old. As a facilitator, you may want to share information regarding activity use with special audiences. The following notes are provided for your consideration. Some of them are the result of experience; others are based on educational and developmental theories. Since so many activities are hands-on, they are very effective with children or adults who may have difficulty absorbing information presented verbally or visually. Concrete, hands-on, tactile experiences are particularly useful with people with multiple learning disabilities. They are also effective for people with vision limitations and hearing problems, since materials can be experienced rather than seen or heard.

Hearing Disabilities

- Consider marking the boundary for outside exploration with flags or rope.
- Maintain good eye contact. Position yourself so that participants can see you for further instructions or warning while leading a session.
- Use a sign language interpreter. Give the interpreter a copy of the activity with key words and concepts highlighted before the session. Remember that environmental concepts are not necessarily common signs; the interpreter will need time to prepare.
- Work with the interpreter to learn common signs to use during the class/program such as stop, good job, etc.
- Provide directions in writing. (Allows participants to independently check if they are on the right track)
- Use pictures, examples, and hands-on interaction to help illustrate your points.
- Incorporate visual learning into sessions whenever possible.
- When outside, have a check-in point and time for safety purposes.
- Use a flag or hand signal to interrupt or end an activity.
- Pairing up differently-abled participants into small groups will enhance understanding and appreciation of differently-abled participants by other students.

Learning/Cognitive Disabilities

- Present information in a clear, concise manner. Avoid using too many words to present concepts; simplify.
- Break activities down into steps. By doing so, you will not overwhelm participants; activities will be more manageable.
- Minimize distractions in classroom/setting to decrease over-stimulation.
- Use pictures, examples, and hands-on interactions to help illustrate your point and explain directions.
- For written word assignments, use pictures and a few basic words for participants who have difficulty reading, or read on a lower level.
- Have resources available that match participants; reading level.
- Use repetition. (Many individuals have trouble retaining information or learning it after only hearing it once.)
- Allow participants to stand or move around part of the time. (This provides an outlet for excess energy and reduces frustration)

Motor Disabilities

- Choose a largely accessible site (e.g., mostly level, no standing water) when leading activities outside.
- Make accessible the use of adaptive equipment such as reachers for participants to engage in activities involving reaching.
- Seat participants who use wheelchairs so that they can easily see the facilitator and any pictures or examples.
- Adjust the height and angle of the work surface as needed.
- Adapt tools and equipment as needed.
- Use large crayons for younger participants.
- Use large glue sticks instead of bottled glue.
- Secure items to the work surface for individuals who have spasticity or poor muscle control to prevent spills, etc. (e.g.,: Taping a worksheet to a desk; using a clipboard to hold a worksheet; securing a cup to a work surface with putty/clay.)
- Pair up participants to complete activities as needed. Some participants will require a partner only occasionally to complete an activity successfully, others for each activity.

Visual Disabilities

- Include alternate formats of resources for use, including Braille, large print materials, and audio cassettes.
 - Give verbal directions very clearly before starting. Give clear orientation directions during all activities. Examples include “the object is one foot in front of you,” “to your right,” or “the ground is very bumpy for the next 10 feet.”
 - Use hands-on, concrete examples as much as possible to help illustrate points.
 - Allow participants time to touch and explore these examples. Incorporate items that can be heard and smelled whenever possible.
 - Have a variety of magnifiers for participants with low vision.
 - Keep the discussion lively and interactive; use vivid descriptions and narrate the actions of an activity as it progresses.
 - Involve participants as much as possible, both indoors and outdoors.
 - Describe any sounds they may hear and items they can smell.
 - Use description words such as fluffy, rough and smooth to describe items.
- 

- Create a large print version of any worksheets or materials for participants with low vision.
- Use large (at least 18 point font) thick, block-style black letters on white paper.
- Create a Braille version of any worksheets or materials for participants who are blind.
- Having samples of the items in the lesson for participants to touch (e.g., leaves, soil, animal fur) will help illustrate your discussion and reinforce learning.
- Make tactile diagrams or other instructional displays out of different fabrics (e.g., felt, corduroy, satin) or items (e.g., rice, beans) to further engage participants. Label the diagrams in Braille. Create a line to connect each label to its corresponding piece with thick lines of glue or strips of yarn.
- Provide small tape recorders for participants to record information.

References

Arny, N. 1998. Exceptional Students. *In Florida Project Learning Tree Facilitator Handbook*. Tallahassee: Florida Forestry Association.

National Wildlife Federation. 2002. *Access Nature*. Weston, VA.

Engaging Second Language Learners

Second language learners (SLL) build on what they all ready know and can understand in their first language. What people know in one language can be learned in another language. It does not mean that concepts need to be relearned, they only need to learn how to express what they know in another language. Often the strategies used to teach second language learners are also helpful to native speakers. The strategies are generally termed “Sheltering.” This refers to the facilitator to do whatever is necessary to make the activity understandable without relying solely on lecture or written text.

Teaching strategies that will help SLL are as follows: defining vocabulary, speaking slowly and clearly, providing wait time, checking for understanding, honoring all languages, and using KATV (kinesthetic, auditory, tactile, and visual).

Define Vocabulary

Access the group’s prior knowledge of the words. Breaking down complex words and defining the meaning will help in remembering what the word means. Practice pronunciation and word recognition with flash cards.

Speak Slowly and Clearly

Often we are excited and nervous in front of our workshop participants. When we began to talk we speed up our words without realizing it. Take your time to speak slowly and clearly. Avoid run on sentences and concentrate on using simpler words (e.g., idea instead of hypothesis).



Provide Wait Time

Sometimes we ask a question of our audience and no one replies. Standing in front of the group it may seem to take forever for someone to answer and you may think they are afraid or do not want to participate. It is okay to give at least 45 seconds for your group to process your question before asking for answers and comments. In addition to processing the question, there will be additional time as the participant translates what you have asked.

Checking for Understanding

Throughout an activity it is important that everyone understands what is occurring. There are two techniques you can use: pair and share or thumbs up, thumbs down. Pair and share breaks the group into teams. An SLL student and a more proficient English student talk about a particular prompt with each other before returning to the larger group. This alleviates some of the pressure of speaking in front of the large group. Thumbs up, thumbs down allows group members not to speak but to use a signal for answering a closed ended question. Another option is to allow participants to explain what happened in their own words.

Honor All Languages

Show respect and acknowledgment of students own participants own language history. Depending on your audience, use the buddy system to pair an English- language proficient educator with on who is new to English. This is a great opportunity for the entire group to learn new words for everyday items!

Use KATV

KATV stands for kinesthetic, auditory, tactile, and visual. Incorporating multiple teaching styles into an activity reaches the diverse learning needs of all participants. Try to use at least two KATV in each of your activities. Integrate movement and rhythm to teach concepts and vocabulary (see Multiple Intelligences on page 80).

While it may take additional time preparing materials for this workshop, it is worth the work to give educators another opportunity to incorporate project activities into their classrooms and programs.

References

Commins, N. and R. Salgado. 2004. Using Project WILD and Project Learning Tree Materials with Second Language Learners: An Introduction for K-12 Teachers and Environmental Educators. Jamestown, CO: Cal-Wood Education Center.

Woo, P. 2002. English Language Learners and Environmental Education Effective Teaching Strategies for the Outdoor Classroom. Sausalito, CA: Headlands Institute.

Tips for Working with Early Learners

Early childhood educators have the distinctive opportunity to introduce young children to fundamental principles about our earth's natural wonders. Nature education can and should be during the early years when children are inquisitive and beginning to form their own ideas about the world around them.

Project activities are marked for grade-level appropriateness. Often, as facilitator, educators request additional tips and hints on adapting activities for youth ages three to six. There is no one method for adapting an activity for all young children. Each situation and child is different. Children under the age of six think differently than we do. The same activities we enjoy as adults, a child would find boring and uninteresting.

When children experience an activity or environment first-hand, using real objects, processes and appropriate equipment they are receiving an authentic experience. Children visiting a real pond, using nets to collect minnows and crayfish and taking critters back to the classroom aquarium are examples of this learning method.

Another method is inquiry-based learning. This is when educators listen to children and pick up on their interests and questions. They ask guiding questions to steer children to finding solutions. Educators find materials and create opportunities for children to follow their ideas. Example: Children interested in butterflies may search for them, observe where they land, look for clues to what they eat, look in books, and hypothesize about what makes a butterfly different than a moth

Below are suggestions for activity components to include when working with this age group.

Hands-on Learning

Using low tables for easy reach-ability. Use the floor. Organize storage with labeled bins and easier access.

Learning Stations

Provide choices through learning stations. Several activities can take place simultaneously. Set up five or six learning stations around an indoor or outdoor area. Provide at least 15 minutes for children to explore the activities at their own pace. Activities: sensory tables, play dough, paint, coloring, puzzles, or read books.

Sensory Tables

Large tubs filled with various materials for sensory exploration. Example: sand with buried beach treasures, scoops, and replica animals.

Songs and Finger Puppets

Sing songs with simple or familiar melodies and lots of motion.



Story Time

Choose short storybooks with clear, large illustrations and appropriate story lines.

Example: picture books, big books, flannel board stories.

Dramatic Play

Narrate short plays for children to act out. Provide costumes and props for children to act out their own stories. Example themes: how a seed grows or box turtles searching for strawberries.

Large Motor Games

Make games instant and simple with few directions and rules. Everyone should be able to participate. Example: join hands and make a snake, play “duck, duck, goose”, or fly like geese.

Art

Create projects that offer lots of choice with no particular end product and few, if any directions. Example: paint with feathers, finger paint with clay or make figures with play dough.

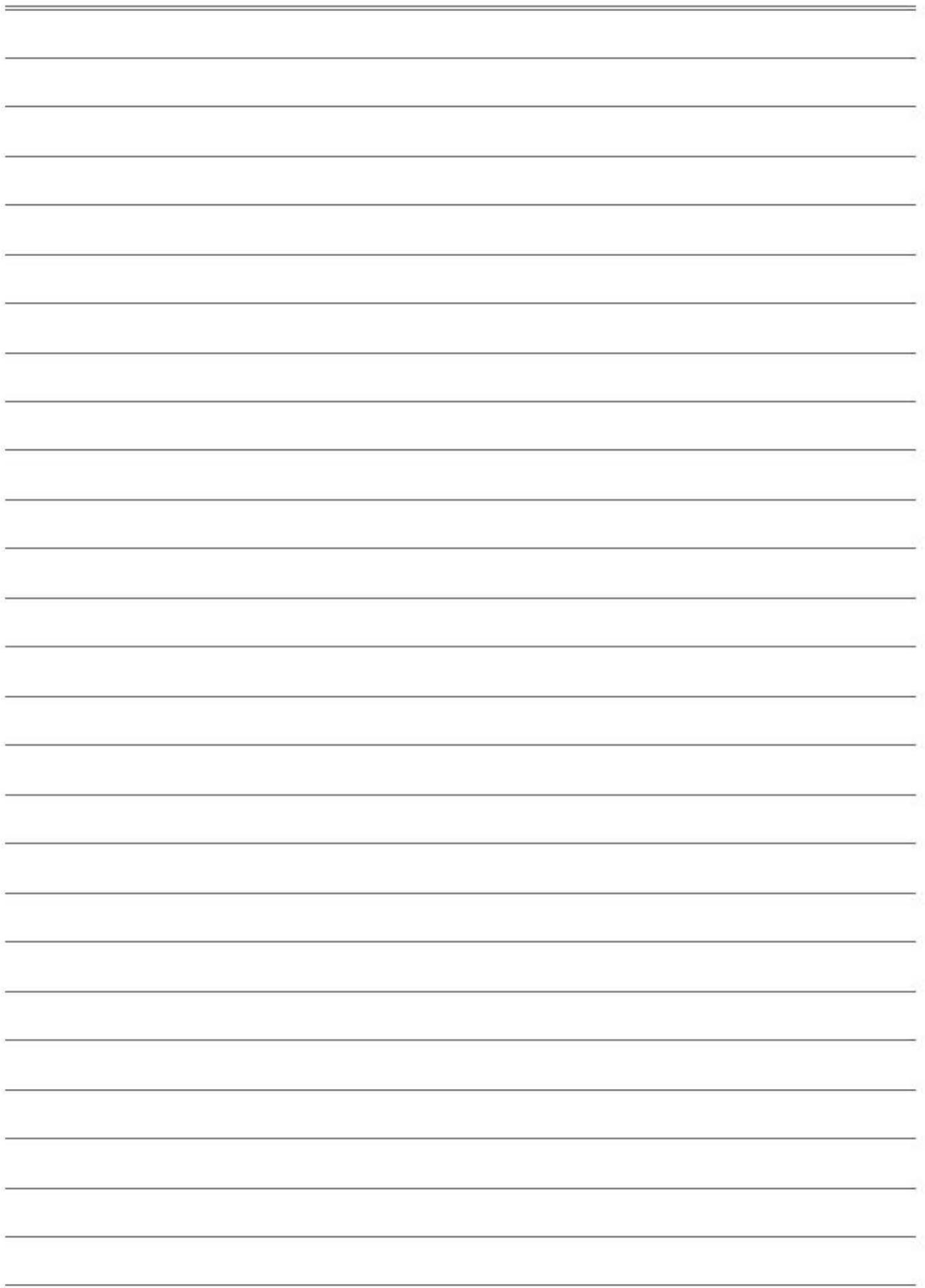
Outdoor Explorations and Trail Activities

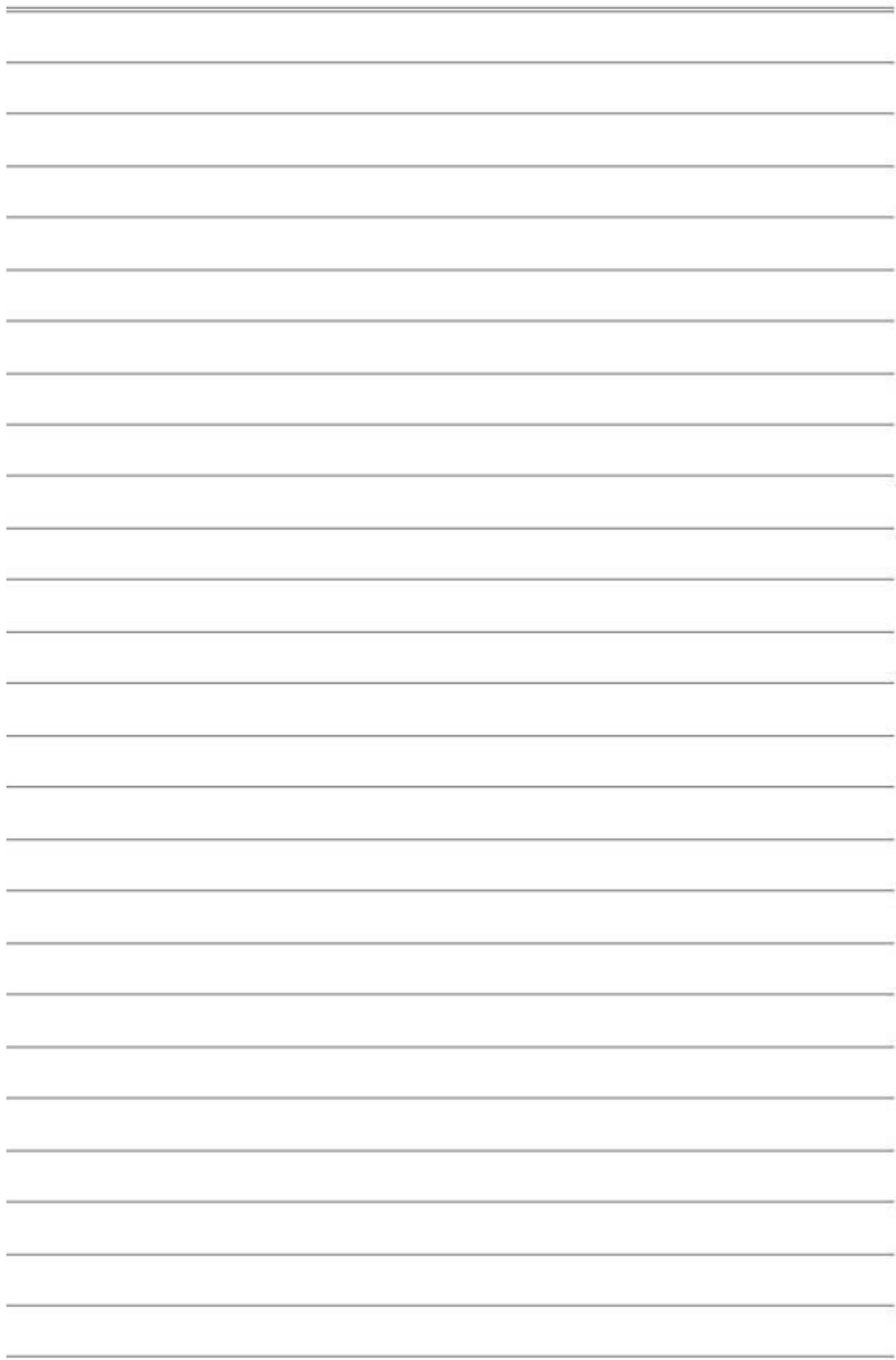
Alternate between structured and unstructured activities. Use focusing techniques or games. Example: egg carton collecting boxes, hunt for worms, or toilet paper binoculars.

It is important to support youth's learning. Remembering that young children usually do not have large vocabularies, we must use appropriate topics that are simple and easy for children to experience immediately and first hand. If you can see, touch, hear, taste, or smell it, it's a concrete topic. Discussing snow, buffalo, or rain forests in Florida would not be good topics. However, alligators, wind, butterflies, flowers, gardening, and dirt would be appropriate.

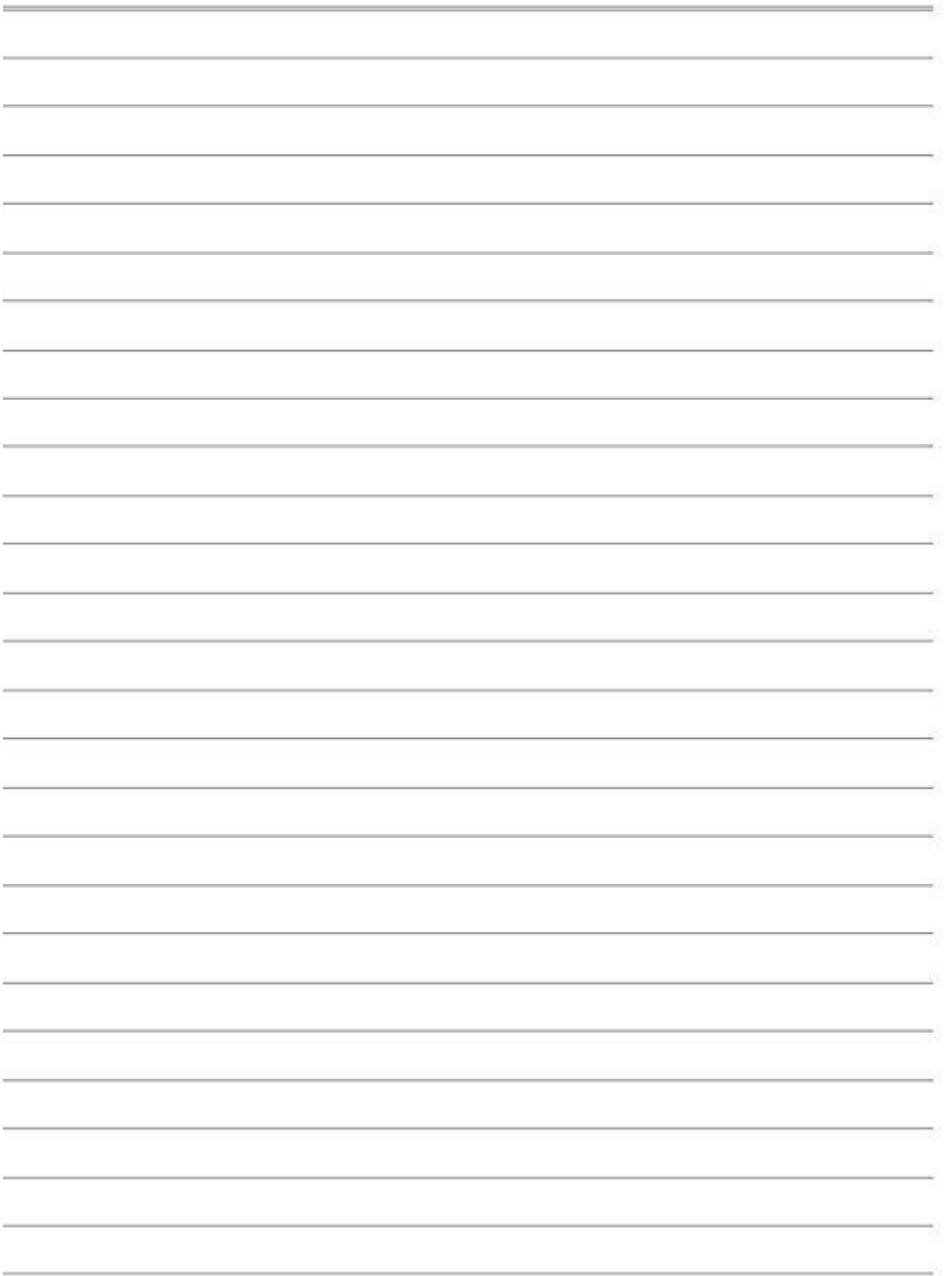
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Project WILD Florida

Facilitator Handbook



Florida Youth Conservation
Centers Network



Florida Wildlife
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Creating the Next Generation That Cares!™