Flying WILD Facilitator Handbook

CEE
COUNCIL FOR ENVIRONMENTAL EDUCATION

INTRODUCTION

This handbook is a guide for conducting Flying WILD educator workshops. It explains Flying WILD's mission and objectives, the goals of Flying WILD workshops, your responsibilities as a facilitator, how to find a workshop site, how to publicize your workshop and what to include in the workshop itself. It discusses workshop materials and equipment, how to involve others including educators and resource specialists as well as suggestions for workshop follow-up. It also examines topics you may want to model and discuss, including cooperative learning and teaching outdoors.

You may use this handbook as a step-by-step guide for planning and conducting your workshops. If you are a 'seasoned' facilitator, you may use it to find new ideas to enhance your workshops. The table of contents will help you locate the specific information you need.

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CONTENTS

ABOUT FLYING WILD
HISTORY OF FLYING WILD
FLYING WILD ORGANIZATION
THE ROLE OF THE COUNCIL FOR ENVIRONMENTAL EDUCATION
THE FLYING WILD PARTNER NETWORK
- City Partners and their Role in Training and Support

FLYING WILD MATERIALS
- Flying WILD: An Educator's Guide to Celebrating Birds
- General Program Information Brochure and Poster
- Flying WILD Facilitator CD-ROM
- Flying WILD Student Pages CD-Rom
- Educator Activity Brochure and Poster
- Flying WILD Website

FACILITATOR GUIDELINES, ROLES, AND RESPONSIBILITIES
- Why Be a Facilitator?
- Role of the Flying WILD Facilitator
- Definition of a Good Workshop Facilitator
- Acceptable and Non-acceptable Traits for Facilitators

WORKSHOPS
- Flying WILD Facilitator Workshops
- Flying WILD Educator Workshops
    - Workshop Description
    - Workshop completion Requirements for Educators
    - Reasonable Fees
- Before the Workshop
    - Arranging a Flying WILD Workshop
    - Location
    - Time Frame
    - Date
    - Getting Help
    - Hints for Flyers
    - Registration
    - Planning for Food and Beverages
    - Know Your Audiences
    - Selecting Activities
    - Setting the Agenda
    - Agenda Items
    - Planning Your Delivery
    - Presenting Flying WILD Activities
    - Other Resources
    - A Flight Through the Flying WILD Educator's Guide
    - Audience Participation
    - Gathering Equipment and Materials
    - Materials from the City Partner Coordinator
    - Other Materials
    - Prepare Necessary Visuals

- At the Workshop Site
    - Set Up and Logistics
    - Group Methods/ Room Arrangements
    - Choosing Room Arrangements
    - Suggested Workshop Floor Plan
- Conducting the Workshop
    - Workshop tips
    - Troubleshooting
    - Controversial Issues
    - Ending the Workshop
    - After the Workshop
    - Evaluating the Workshop
    - Returning Forms and Materials
    - Additional Follow up (optional)

FLYING WILD AUTOMATED MAILING LISTS (listservs)

- Flying WILD List
- Educator List
- Bird Education List

APPENDIX A: Sample Workshop Agendas
APPENDIX B: Planning Check List
APPENDIX C: Workshop Proposal Form
APPENDIX D: Flyers
APPENDIX E: Workshop Registration Form
APPENDIX F: A Flight Through the Guide
APPENDIX G: Evaluation Form and Participant Information Form
APPENDIX H: Facilitator Reporting Form
APPENDIX I: Certificates
APPENDIX J: Sign in Sheet
APPENDIX K: Photo Permission Forms
APPENDIX L: Ice Breakers
APPENDIX M: Flying WILD City Partner Contacts

ABOUT FLYING WILD

FLYING WILD'S PURPOSE

The purpose of the Flying WILD program is to engage middle schools in bird education efforts with the intent of encouraging increased environmental stewardship among youth. Special emphasis is placed on creating an approach that is readily adaptable for urban schools, often with underserved students who traditionally receive few opportunities to participate in environmental education initiatives.

FLYING WILD'S GOALS

- To ensure that the nation's students, particularly urban youth, are knowledgeable about the conservation needs of migratory and other birds.
- To further extend youth educational efforts associated with International Migratory Bird Day.
- To instill stewardship of birds and other natural resources by promoting awareness, appreciation, and knowledge of birds.
- To provide service-learning opportunities whereby students become involved in school, community, and home activities that benefit bird conservation.
- To ensure teachers have the resources they need to prepare for, organize, and lead a school bird festival with their students and community partners.
- To provide a vehicle (school bird festivals) to encourage schools to work cooperatively with community organizations, conservation organizations, and businesses interested in bird conservation.

FLYING WILD'S CONCEPTUAL FRAMEWORK

The following serve as the conceptual basis for activities in the Flying WILD Program.

- General Biology
- Habitat
- Observation and Identification
- Conservation and Action
- Migration
- Research techniques
- Birds and People: Cultural Connections

HISTORY OF FLYING WILD

In 2002, the ConocoPhillips Company and the National Fish and Wildlife Foundation awarded the Council for Environmental Education (CEE) with a three year development grant to launch Flying WILD. To begin, CEE hosted a planning seminar at which participants from bird-related education and conservation groups shared their vision for Flying WILD.

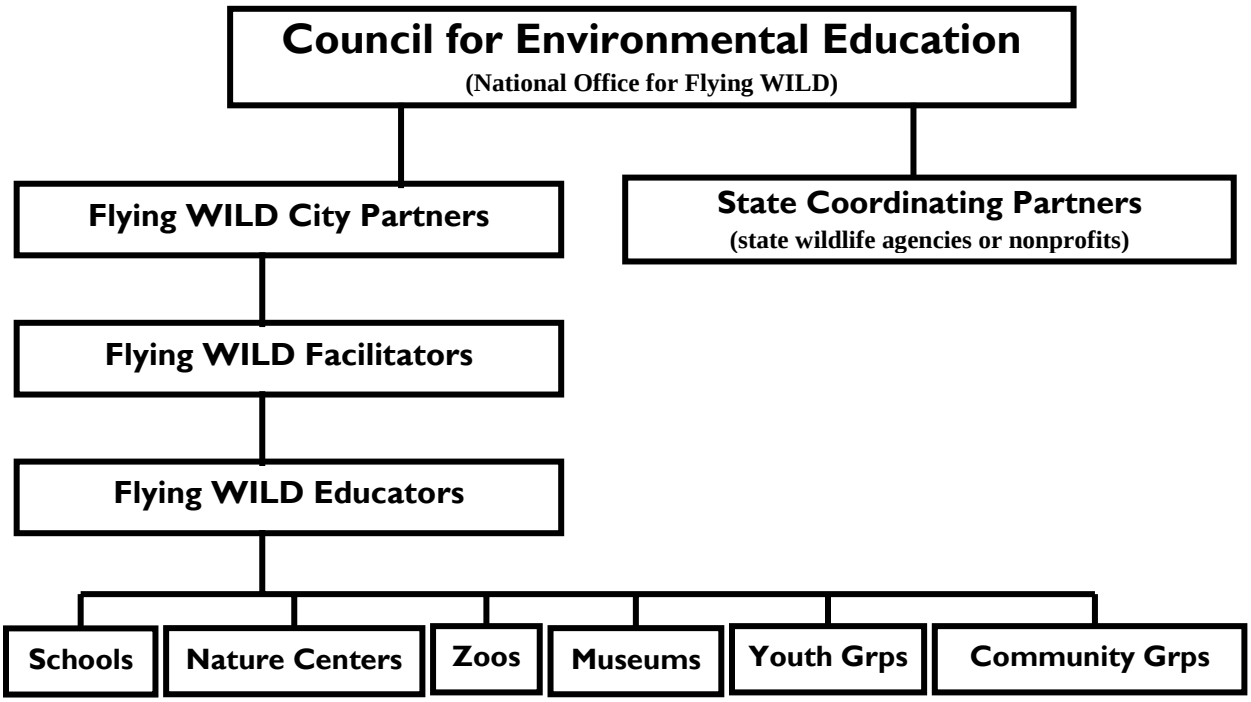
During this process, the need for an education program that connected bird education resources and school curriculum was recognized at the national level. Previously, existing bird education efforts were regionally or locally based and were typically not designed for formal educators. Additionally, CEE acknowledged the need to better serve middle level audiences (grades 6, 7, and 8), an age demographic that had traditionally been left out of environmental education initiatives. A third key objective developed for Flying WILD was to provide accessible environmental education for youth in urban areas.

The development phase consisted of creating *Flying WILD: An Educator's Guide to Celebrating Birds*, a process in which numerous organizations and individuals (noted in the guide) contributed. In the summer of 2004, the first 10,000 copies of the *Educator's Guide* were printed. At that time and up to the present, Project WILD State Coordinators played an important role in Flying WILD's startup training. Simultaneously, CEE also began recruiting its first City Partners as an effort to build a new training network at the city level. The rationale behind this city-centered network is to allow CEE to more directly connect with bird education efforts at the local level, diversify the Flying WILD education program, and better serve urban areas.

From the program's beginning, the Flying WILD Bird Festival was organized as a key tool for building community and school partnerships through a powerful, efficient educational experience. Extending the efforts of International Migratory Bird Day, Flying WILD activities and Bird Festivals incorporate bird education into curriculum. Festivals also provide a venue for students to engage in service learning projects and the development of leadership skills, as well as educate their classmates and community about migratory birds.

2006 marked the distribution of the first 10,000 copes of the *Educator's Guide*, as well as the publication of the second edition, validating the program's contributions to K-12 environmental education efforts. Future plans include the development of a Spanish language edition of the *Educator's Guide* and the establishment of an annual meeting of Flying WILD partner organizations. The program also continues to work toward establishing at least one Flying WILD City Partner in every major city in the United States.

FLYING WILD ORGANIZATION



Flying WILD is overseen nationally by the staff at the Council for Environmental Education (CEE). CEE recruits and trains new City Partners and, in some cases where states are mainly rural, State Coordinating Partners. City Partners are responsible for coordinating Flying WILD Facilitator volunteers. Facilitators, in turn, provide workshops for educators who then bring Flying WILD activities to schools, nature centers, after school programs and more.

THE ROLE OF THE COUNCIL FOR ENVIRONMENTAL EDUCATION

As the national office for Flying WILD, The Council for Environmental Education:

- maintains the Flying WILD national website, www.flyingwild.org
- builds and maintains a national network of partners that, in turn, provide materials and coordinate training
- provides and updates *Flying WILD: An Educator's Guide to Celebrating Birds* and other training and promotional materials to keep them current with issues in education and bird conservation
- provides occasional seed grants to some partnering organizations
- provide training to new City Partners and ongoing training at meeting, for Flying WILD City Partners
- produces publications and a newsletter to cover Flying WILD's accomplishments
- provides the basic Flying WILD training model
- conducts program evaluations of Flying WILD's accomplishments at the national level
- with input from the Flying WILD Planning Committee (on which City Partners are also represented), takes the lead in steering Flying WILD's future development

- Serves in a leadership role in the National Bird Education Network (CEE and Flying WILD hosted the first National Bird Education Conference and continues to take leadership role in maintaining that network)

THE FLYING WILD CITY PARTNER NETWORK

The model that the Council for Environmental Education is implementing nationwide for Flying WILD is to develop partnerships in major urban areas around the country. These city partners then coordinate the Flying WILD program in their areas and provide training to Facilitators. The Facilitators and sometimes the City Partner staff themselves then conduct Flying WILD Workshops for local educators.

CITY PARTNERS AND THEIR ROLE IN TRAINING AND SUPPORTING FACILITATORS

Who are City Partners?
Organizations that become Flying WILD City Partners are typically organizations that are already involved in some aspect of education about birds and educator training at the local level. City Partner organizations typically are zoos, aquariums, nature centers, Audubon chapters, or museums. City Partners must possess the infrastructure to support a budget and management for the program. Usually one staff member at each City Partner organization serves as the main contact for Flying WILD. The Council for Environmental Education refers to this person as the Flying WILD City Coordinator.

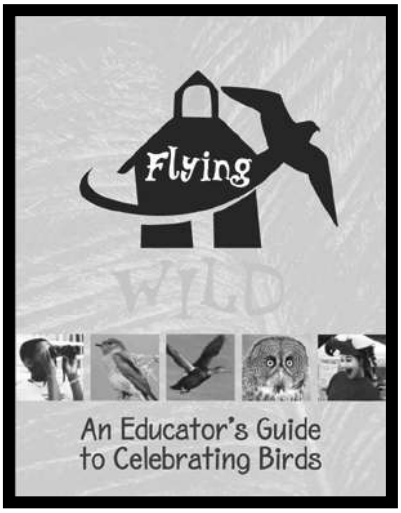
Duties and Responsibilities of Flying WILD City Partners
Flying WILD City Partners coordinate the distribution of Flying WILD training and materials in their city. This basic responsibility includes a number of duties that can include the following:

- serving as main contact for inquiries regarding Flying WILD
- ordering Flying WILD guides from the Council for Environmental Education
- coordinating workshop dates with local Flying WILD Facilitators and providing support and coordination for facilitator training efforts
- collecting training documents from each workshop, particularly participant information forms and training evaluations
- sending data to CEE (participant information forms and evaluations)
- tracking progress toward annual training goal (number of educators trained per year as specified in MOU)
- providing feedback on the Flying WILD program to CEE as needed
- possibly assisting CEE in program evaluation efforts
- providing training at least once per year for new facilitators
- optionally attending meetings of Flying WILD City Partners for additional training and program development

In order to maintain an effective network of Flying WILD facilitators, City Partners are encouraged to get to know their facilitators, communicate frequently with them, and respond to their needs.

FLYING WILD MATERIALS

FLYING WILD: AN EDUCATOR'S GUIDE TO CELEBRATING BIRDS



The main purpose of *Flying WILD: An Educator's Guide to Celebrating Birds* is to provide activities that teach middle school students about birds, their migration, and what people can do to help birds and their habitats. The many activities in the *Educator's Guide* can be used to teach classroom lessons or to initiate service-learning projects that help birds and their habitats. The Guide helps middle-grade students, teachers, and community volunteers implement a bird festival at their school.

Within the *Educator's Guide*'s pages you will find a wealth of activities, ideas, and tips for hosting your own educational bird festival, from recruiting committees and pre-festival donations to after-festival clean-up and follow-up evaluation. In conjunction with the Flying WILD program, the Guide creates a unique opportunity for students, teachers, and the community to come together to learn about birds through innovative, hands-on, minds-on activities.

The *Educator's Guide* also provides simple suggestions and practical how-to steps...

- planning ahead to meet the public's needs,
- organizing your festival stations,
- fund-raising ideas (before and during the festival) ,
- building publicity,
- creating educational exhibits,
- hosting art displays,
- staging performances,
- program follow up,
- stewardship activities as a next step
- program evaluation
- acknowledging students and volunteers

Fun and fascinating activities involve volunteers at various levels of ability and participation. All 45 activities focus on learning about birds through contests, quizzes, and hands-on projects-and 20 of those activities are designed to be led by the students themselves. Join the fun while learning about what you can do to help protect migratory birds!

In addition to reference material on bird biology, identification, and conservation issues, the *Educator's Guide* also provides an extensive list of additional bird education resources, as well as detailed information on bird-related service-learning projects.

GENERAL PROGRAM INFORMATION BROCHURE AND POSTER

(front cover)

Designed for a broad audience, including formal and nonformal educators, school administrators, bird experts, business owners, and foundations, this brochure provides basic program information and includes a colorful poster inside.

(back side folded out)

FLYING WILD FACILITATOR CD-ROM

This CD-ROM contains PDF files of a variety of resources that are helpful to Flying WILD facilitators as they conduct Educator Workshops. A copy of this disk is given to each facilitator as part of their initial training.

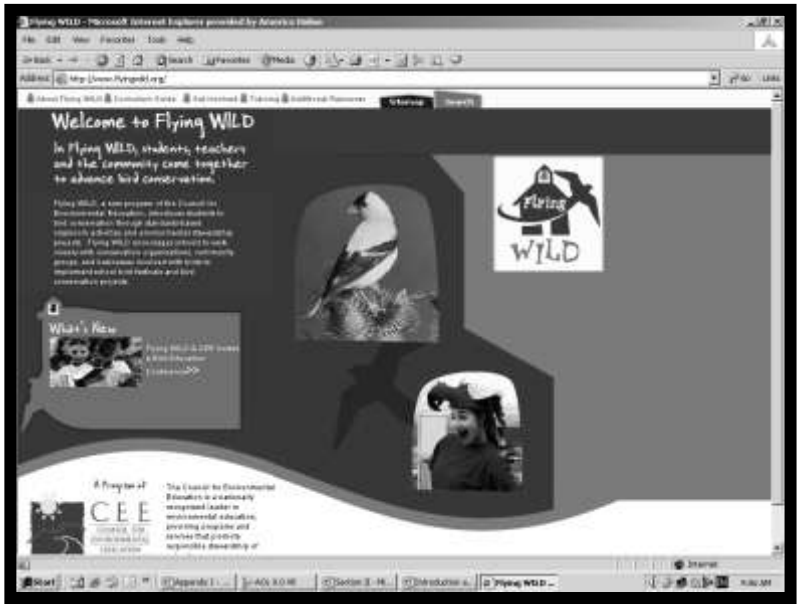
FLYING WILD STUDENT PAGES CD-ROM

This CD-ROM contains PDF files of each page in *Flying WILD: An Educator's Guide to Celebrating Birds* that displays the "copy me" icon.

Each City Partner receives a copy of this CD. The data on this CD is also available electronically on the City Partners' Corner on the Flying WILD website.

EDUCATOR ACTIVITY BROCHURE AND POSTER

Designed for educators, this brochure features a colorful poster for the classroom on one side. Flip it over and you will find information about the contents of *Flying WILD: An Educator's Guide to Celebrating Birds*, Flying WILD professional development training, and a sample activity from the curriculum guide.



FLYING WILD WEBSITE

www.flyingwild.org, the national website of Flying WILD, provides information about how to get involved, program updates, program evaluation information, and additional resources.

FACILITATOR GUIDELINES, ROLES, AND RESPONSIBILITIES

As a **Flying WILD** facilitator, you are expected to plan and conduct a minimum of one 3 to 4-hour educator workshop each year. However, there is no upper limit! Resource specialists and educators will work together as teams for more effective workshops. Encourage, promote, schedule and conduct the use of **Flying WILD** workshops in your area. Assist with exhibits and promotional opportunities, and ideas for workshops are always welcome.

WHY BE A FACILITATOR?

Workshop facilitators are the lifeblood of any program. Without the time and energy provided by facilitators, programs would not attain any status within environmental education circles.

You may already know that you can schedule, plan and conduct educators' workshops. This handbook is the result of experience: what works, what does not work and what can be done better to conduct a workshop. Add to this handbook your own experience, things you want to try next time and ideas you pick up along the way.

ROLE OF THE FLYING WILD FACILITATOR:

The facilitator will:

- Aid participants in developing their own observations, interpretations and conclusions about **Flying WILD**.
- Demonstrate how to use **Flying WILD** activities to teach science, math, language arts, social sciences, art, health and physical education.
- Assist educators in finding ways to utilize **Flying WILD** activities in a specific subject area or interdisciplinary manner.
- Demonstrate to non-formal educators how to utilize **Flying WILD** activities to enhance or compliment their work with both students and adults.
- Model effective teaching strategies and encourage educators to explore new ways of teaching.
- Use hands-on instructional methods to aid participants in solving any problems they may foresee using new methods with their students.

DEFINITION OF A GOOD WORKSHOP FACILITATOR

A good workshop facilitator promotes participation during the course of a **Flying WILD** workshop by:

- Being friendly.
- Greet participants as they arrive and make them feel welcome. It helps you remember their names and faces when you meet them on an individual basis.
- Smiling a lot.
- Calling participants by name.
- Have nametags for participants and yourself.
- Engaging eye contact with participants.
- Listening to and understanding participants' needs.

- Allow time for participants to express themselves; listen to what they have to say and do not feel like you must provide an answer for everything.
- Appearing relaxed.
- Being enthusiastic.
- Using gestures, body language, and movement to convey meaning.
- Try to keep hands free rather than only at your side - this will enable you to naturally emphasize key points.
- Preparing and using high quality visuals.
- Take time to prepare your charts and other visuals before the workshop.
- Being organized, but flexible.
- Plan carefully the details of the workshop, but be flexible so you can spend more time on a particular area participants are interested in.
- Conveying key concepts, but not overwhelming participants.
- Clearly state the objective and purpose of each workshop activity.
- Encouraging feedback from workshop participants.
- Remember that your audience has a rich background - draw on their experience wherever possible. Also remember that their questions indicate interest - welcome questions.
- Varying participant group sizes throughout the workshop.

ACCEPTABLE AND NON-ACCEPTABLE TRAITS FOR FACILITATORS

ACCEPTABLE	NOT ACCEPTABLE
Never puts people down, but is firm when necessary.	Arrogant, superior.
Not boxed-in by own preconceived notions.	Trivial, cute expressions.
Positive verbal and nonverbal mannerisms.	Negative verbal and nonverbal mannerisms.
Consistent in furthering participation and communication.	Not prepared.

WORKSHOPS

FLYING WILD FACILITATOR WORKSHOPS

Flying WILD City Partners will conduct these workshops each year. The workshop is a minimum of eight hours and ideally follows participation in a three to four hour Flying WILD Educator Workshop. In the facilitator workshop, participants are trained to host 3 to 4-hour Flying WILD Educator Workshops.

FLYING WILD EDUCATOR WORKSHOP

Workshop Description

A **Flying WILD** educator workshop is a 3 or more hour training session presented by a **Flying WILD** facilitator. **Flying WILD** workshops vary depending on each presenter's style and audience needs. (See Appendix A for some sample workshop agendas.) The main workshop goals remain the same:

- Introduce educators to **Flying WILD** materials and concepts.
- Demonstrate how educators from all disciplines can incorporate **Flying WILD** activities into their curricula to help meet the needs of their educational goals and objectives.
- Provide a sampling of teaching strategies and at least 3 **Flying WILD** activities.
- Create an atmosphere in which educators, resource personnel and others can meet and share information and encourage continued communication and support for environmental education.

Workshop Completion Requirements for Educators

In order to receive the **Flying WILD** guide and the Educator Training Certificate of Completion, participants must attend and participate in a **Flying WILD** educator workshop for a minimum of 3 hours contact time. At least 3 **Flying WILD** activities should be conducted during this time.

Reasonable Fees

Ideally, the City Partner you work with should be able to cover the cost of your workshops. However, if necessary, you may charge a minimal fee to recoup the direct costs of the Guide, any facility use, expendable supplies, or refreshments you provide. The maximum charge for **Flying WILD** workshops should not exceed $15. Finding sponsors for lunch is encouraged. If you wish, you may charge a refundable deposit to hold a participant's space. This is often used to help guarantee attendance. The goal is to ensure that costs do not discourage any educator from attending Flying WILD training.

BEFORE THE WORKSHOP

(See Appendix B for a Planning Check List.)

Arranging a Flying WILD Workshop

- Arrange a workshop by checking with your school, school district, county office of education or other organization with which you work to find out where they would be interested in sponsoring a workshop. If this is not possible, you can contact local nature centers, county parks or other conservation-oriented organizations such as Sierra Club, Scouts, or 4-H to obtain their interest in sponsoring a workshop.
- Complete the Facilitator Workshop proposal Form (See Appendix C)
- Notify the coordinator for your City Partner and provide the date, time, location, and contact name and telephone number.

Location

- Before site selection, compare the advantages and disadvantages to the workshop goals. As an example, a workshop at an environmental education center in a regional park acquaints teachers with resources available to them there. A workshop, held at a school site, visually aids teachers to see how **Flying WILD** activities can be utilized in their classroom.
- A site's disadvantages need to be overcome to maximize the learning experience.
- Wherever you decide to conduct the workshop, reserve the facility well in advance.

Time Frame

The **Flying WILD** workshop time requirement is 3 to 4 hours. However, facilitators have flexibility in how this time is distributed.

- A one-day workshop enables participants to become proficient with the materials through hands-on involvement with the **Flying WILD** activities and they tend to stay more focused.
- Two shorter sessions paced over a two or four-week period requires participants to conduct the activities you presented during the first session with their students and then share and discuss what happened and what adaptations or extensions they had to develop. Remember that participants will need to have an incentive and be accountable for attending both sessions.
- After-school workshops are not recommended. Participants are usually tired after teaching all day. If this is the method you decide to use, you will need to incorporate ways to help teachers make the transition from school to workshop mode.

Date

Pick a date that will work with your audience. As a first step, obtain the school calendars of the school districts in your area. You can usually download these from the Internet. Saturday is the most common workshop day.

Getting Help

Co-facilitation. Highly recommended. This program prefers to have at least one educator and one natural resources/technical professional to co-facilitate these workshops. Contact your **Flying WILD** Coordinator for a list of your fellow facilitators and help with locating a resource specialist to speak at your workshop if possible.

Check List. With your co-facilitator, please consider the following:

- Which parts of the workshops will you handle and which will your co-facilitator handle?
- What else do you want to include because it worked well in the past?
- What signals will you and your partner use to interrupt the presentation?
- How will you handle staying on task?
- How will you make the transition between presentations?
- How will you field participant questions?
- How will you assure participants will return promptly from breaks?

Publicity. Pre-workshop publicity announcements should give potential participants advance information about what to expect. (See Appendix D for a sample of workshop flyers.) The announcement should include:

- A brief summary about **Flying WILD**
- Workshop goals and key concepts to be covered
- Workshop Facilitator
- Workshop sponsor(s)
- Date, time and location – include a map if necessary
- Number of days (Example: 2 days, 3 hours each)
- Registration fee if any. If it's free, make sure to mention it!
- College or district credit, if available
- What participant will receive--a **Flying WILD** activity guide (and more)
- Contact person's name, address and telephone number
- Suggested appropriate clothing
- Lunch details, i.e., bring a sack lunch or lunch will be provided, etc.

Announcements may be flyers, posters or letters. Utilize existing communication channels for ease. You may also want to notify the county or district calendar.

Word-of-mouth is another form of advertising. Ask an educator from each school site to spread the word.

Announce the workshop through various local newsletters such as local science, social science or math councils or environmental education or outdoor education organizations.

Hints for flyers

General rules

- Define your audience and gear flyer to that audience.
- Keep the flyer simple by just listing the pertinent information.
- Verify the consistency between the style of the flyer and the information.

Flyer contents

- Who is the audience and what do they need to know?
- Use an eye-catching heading.
- What is the right amount of information and how will you present it?

Include

- WHO to contact
- WHERE the workshop is being held
- WHEN to come
- WHAT to bring
- HOW to get there

Registration

Pre-registration is important for planning and will aid in the structure of the workshop. Include with your publicity that enrollment is limited or that registration will be accepted on a first come, first serviced basis in order to make the experience as positive as possible for the attendees. Verify pre-registration with participants. (See Appendix E for a workshop registration form.)

Planning for Food and Beverages

Snacks and beverages are always appreciated. Remember, many people depend upon coffee to start their day and keep going. If the workshop will be an all-day session, you should also consider how much time to allow for the lunch break. If there are restaurants nearby, you will need to allow enough time for participants to get there and back. If there are no restaurants nearby, ask participants to bring a bag lunch or consider proving a simple catered lunch. You may prefer to buy groceries and provide a spread of sandwiches, fruit, chips and beverages. Whatever you decide, make sure to tell participants what to expect.

Be sure to recoup your costs for these expenses as part of the registration fee.

Know Your Audience

It is helpful if you know some of the needs and interests of your participants before you plan the specifics of your workshop. If you have enough lead-time, you could prepare a pre-workshop questionnaire to determine:

- Expectations for the workshop
- What grade level and types of students participants work with
- Any special needs they may have

With special needs identified, you can plan your workshop agenda to fit those special interests of the audience.

Selecting Activities

After you have considered your audience, you are ready to select **Flying WILD** activities to present. Do this in tandem with planning your agenda so that you get an idea of how much time you have scheduled for activities. Keep in mind, however, that a three to four-hour workshop must include participants experiencing a minimum of 3 to 4 **Flying WILD** activities.

The **Flying WILD** activities you choose for the workshop should depend on the goals of your workshop, the interest areas of your participants, the time and space available and your own personal preference. For a diverse group of educators, select activities that reflect the interdisciplinary nature of the materials, their usefulness in many subject areas and at the targeted grade levels, and, if possible, the range of concepts addressed by **Flying WILD**. If you know that your audience has a special area of interest, select activities to meet those needs. If the workshop focuses on a particular theme, choose activities that tie in with that theme.

Select activities that involve a variety of learning strategies, for example, creative writing, simulation games, drawing, outdoor investigations and mathematics. Give participants an opportunity to participate in action-oriented activities, as well as a chance to sit periodically during other activities. 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 **Flying WILD** is and they get a chance to enjoy the outdoors too.

In general, plan to include activities YOU find exciting. You enthusiasm and excitement will be contagious. Many facilitators are more comfortable utilizing **Flying WILD** activities that they have experienced themselves or have done with their students. Trying out an activity 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.
- You can bring in student work to demonstrate the activity's effectiveness.

Feel free to modify any **Flying WILD** activities with your own ideas and adaptations to fit local issues or interests, the time and space available for the workshop and your own leadership style. Through your variations, you will be emphasizing an important idea: **Flying WILD** activities are usable as written and they can also serve as points of departure for new explorations. Clearly convey this flexibility during your presentations.

If you plan to have workshop participants present activities to each other, keep in mind that they will also be selecting some activities during the workshop. You might lead participants through a few activities and then form small groups in which participants select, prepare and present an activity.

Setting the Agenda

After consideration of your audience and selection of activities to present, you are ready to plan the workshop agenda. (See Appendix A for some sample workshop agendas.) The most critical elements of a workshop are:

- Welcome and Overview
- Getting Acquainted – Icebreaker

- Goals/Objectives of the Workshop Participants
- Facilitator Modeled **Flying WILD** Activities
- Flight through the **Flying WILD** Guide
- Selecting, Preparing, Presenting **Flying WILD** Activities
- **Flying WILD** Activity led by Participants with educational wrap up
- Local resources for Flying WILD festivals and service learning
- Review Goals from Morning
- Evaluation and Feedback

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 for each element and on the order of the elements. Remember to bring in the character of your organization and tie in other resources at your disposal. Plan on having fun!

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) you might consider physical movement or visual activities that can be more stimulating than making lists or watching a film. If possible, include "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 level.

Planning Your Delivery

The following items are things to consider when planning each of the above workshop elements. Also see the "Group Methods" in the following section for more ideas about ways to present information.

Welcome and Overview. Plan how to welcome the participants, introduce yourself and other presenters and give a brief overview of the agenda. 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 session. People are more comfortable if they know what to expect and when.

Getting Acquainted. Plan how you have participants introduce themselves. They are coming together as learners and, 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. (See Appendix L for some ice breaker ideas using bird themes.)

Needs Assessment. If appropriate, you may do a quick needs assessment to pinpoint the specific needs and expectations of each participant. If you would prefer something lighter, you might plan an icebreaker activity. Please refer to Appendix C for Sample Icebreakers.

Presenting Flying WILD Activities

Plan how you will present each activity. When presenting **Flying WILD** activities, plan to engage the participants as learners first and then give them opportunities to reflect on the activities from their perspective as educators. To help participants reflect on the activity, you might invite them to share the following:

- What other grades/subjects can this activity address?
- What they learned through the experience.
- What they would like their students to learn.
- How they might adapt the activity to fit the needs of their students. (For example, to fit a particular grade level.)
- Any classroom management ideas or other suggestions they might have.
- How does this activity tie into the urban setting?

Other Resources

Consider how you will introduce participants to books, materials, or local resources that can supplement the **Flying WILD** activities. You could display books and materials at a resource center through out the day. For resources such as parks, zoos, wildlife areas, or local conservation groups, you might make a resource list chart that participants add to throughout the day. Copy and send the ideas to participants afterwards.

A Flight Through the Flying WILD Guide

Plan how you will help participants become familiar with the contents of the activity guide. You may choose to conduct a walkthrough using questions in a competition between small groups or in a "Jeopardy" game format. Or, you might prefer to lead the whole group through the guides pointing out important elements along the way. See Appendix F for sample "Flight" ideas.

Audience Participation

Individual Classroom Planning. One of the initial questions participants are most likely to ask when they attend the workshop is "How can I use **Flying WILD** in my classroom (or other setting)?" Individual classroom planning is an important component to include. Once your workshop participants have become familiar with **Flying WILD** and some of the activities, they need time to directly connect these new materials to the needs of their students and to their own teaching goals. When possible, 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 his or her ideas. Another approach would be to have participants form groups and devise plans for implementing **Flying WILD** in their classrooms, and then come together for discussion with the whole group at the end. Participants might also work independently to prepare specific plans for using **Flying WILD** in their everyday teaching. If you want to include this individual planning, you might ask participants in advance to bring textbooks and lesson plans to the workshop.

Participant-Led Activities. After participants have "hiked" through the activity guide, they can immediately gain "hands-on" **Flying WILD** teaching experience by choosing an activity to teach the other participants. Participants may be divided into groups, and then each group may have a designated amount of time to choose and prepare an activity from the guide. Each group may then teach an activity to the other participants. This gives all participants a chance to find out how easy the materials are to use.

Evaluation and Feedback. Plan time for each participant to complete a Participant Survey Form at the end of the workshop. Allow time for verbal feedback and suggestions for improving future workshops. It is very important that we receive a complete evaluation form from every participant! Count them! In exchange for their completed forms, participants can receive their **Flying WILD** certificates. If you know someone who has to leave early, have him or her fill out an evaluation before they leave. Honest and accurate evaluations are important for the future planning of **Flying WILD**. These records will be used for the mailing list. These records will also be used when we research the effectiveness of the **Flying WILD** Program.

Gathering Equipment and Materials

Well before the workshop date, carefully plan what materials and equipment you will need for your workshop. Decide what materials or equipment you will need for each of the items on the workshop agenda, and what participants will needs. Find out what equipment is available at the workshop site and how you can reserve the equipment you need.

Materials from the Local Coordinator

At least four weeks before your workshop send a completed workshop proposal form, found in Appendix A of this workbook, to the local coordinator. The coordinator will send you the following materials:

- **Flying WILD** Activity Guides
- ***Flying WILD** Participant Survey Forms. During the workshop wrap up, participants must complete this form. Survey responses are used to measure progress toward implementation goals. This form is provided to you in Appendices G.
- ***Flying WILD** Educator Evaluation Form. This form is provided in Appendices G
- **Flying WILD** Facilitator Reporting Form. (See Appendix H for a copy.)
- **Flying WILD** educator training certificates. (See Appendix I for examples.)
- Other materials on hand. See the material order form in the Appendices for more information.

After your workshop, return these starred items to the local coordinator as soon as possible.

Other Materials

In addition to the materials the local 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 workshop box full of miscellaneous items such as the following:

- Flip chart and easel or chart paper
- Tape – masking and scotch
- Non-permanent marking pens, different sizes/colors
- Pens or pencils

- Scissors
- Nametags
- Paper clips/rubber bands
- Yellow legal pads
- Rulers
- Stapler and staples
- Post-it-Notes
- String
- Construction paper
- Glue or glue sticks
- Index cards
- Chalk
- Crayons
- Blank paper
- Freebie materials
- Copies of selected activities
- Audio/Visual equipment as needed

Prepare Necessary Visuals

Consider the group size when you choose audio-visual equipment. Think about any visuals you will need, such as flip charts or overhead sheets and prepare them before the workshop. Develop a written agenda and reproduce copies for all workshop attendees or plan to write it on the board.

AT THE WORKSHOP SITE

Setup and Logistics

Allow yourself at least 1 to 1.5 hours to set up the workshop space. If possible, you may want to set up the night before the workshop. By setting things up in advance, you will be more at ease and you will have time to make contingency plans if you come across something unexpected.

If you are not already familiar with the workshop site, locate restrooms, the quickest of easiest way outside (for emergencies and for outdoor activities), heat and air-conditioning controls, light switches and plugs for AV presentations. If you will be using any audio-visual equipment, set it up and test it in advance. Also, check the restrooms to make sure it is sufficiently stocked with the necessary supplies.
The arrangement of tables and chairs can help or hinder your workshop. 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 work and enable participants to get up and move around in larger groups. If it is a smaller group, a circle of chairs may be the most appropriate. (See the following pages for room arrangement layouts.)

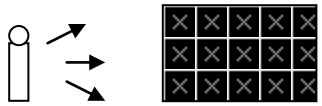
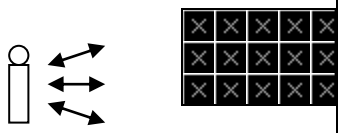
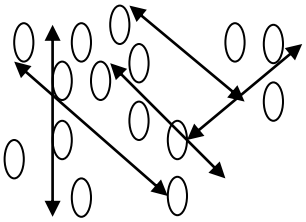
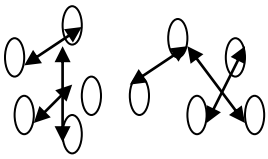
Set up the materials you will be using so they will be easily accessible when you need them. Establish one table as your “home base” and place on it the items you will need during the workshop such as handouts and materials for the **Flying WILD** Activities you will lead.

Set up a table near the entrance with a sign-in sheet, nametags, and pens. If you like, make a sign that asks participants to make nametags for themselves and to print their names on the sign-in sheet.

Post the workshop agenda where everyone can see it of have copies available for each participant on the sign-in table.

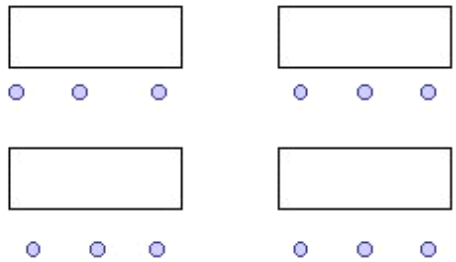
Plan to have a resource table for display copies or giveaway copies of educator resources. Set up a separate table for snacks and beverages. If you will be giving away door prizes, have those displayed as well.

Group Methods/ Room Arrangements

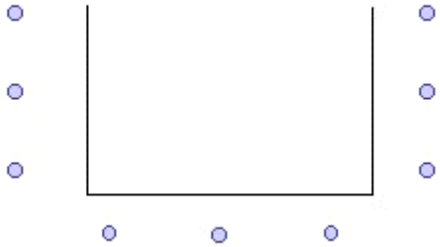
Method and Pattern Of Interaction:	Strengths:	Weaknesses:
Lecture: Provides information. 	Provides presentation of information in an organized, systematic way.	Provides few opportunities for interaction. Can be dull. Participants may not listen.
Lecture Discussion: Provides information and opportunities for interaction. 	Provides efficient presentation while allowing audience to probe areas of interest to them.	Tends to make lecturer the only authority. Usually involves only "vocal" participants.
Group Discussion: Provides opportunity of extensive interaction. 	Provides pooling of ideas, knowledge and experiences. People can contribute at their own level.	Becomes unwieldy with groups larger than 20-30 people.
Small Groups: Allows almost 100% participation. 	Provides pooling of ideas, knowledge and experiences. More people can contribute at the same time.	May encourage contributions to be more superficial than well thought out.

CHOOSING ROOM ARRANGEMENTS

Classroom



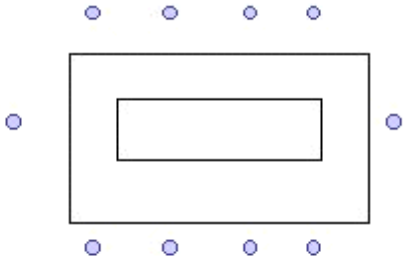
U-Shape



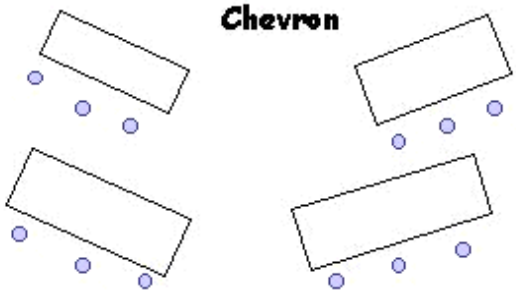
Conference

Theatre

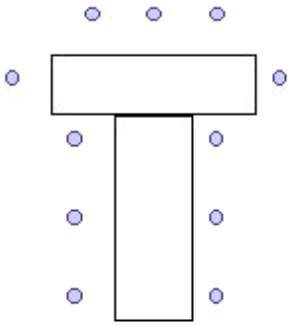
Hollow Square



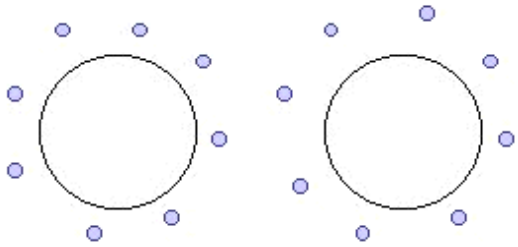
Chevron



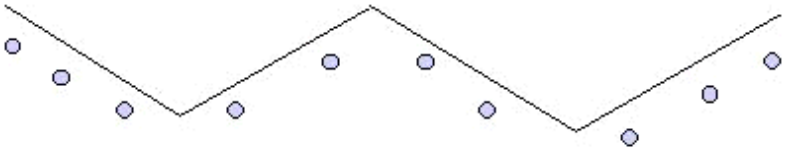
T-Shape



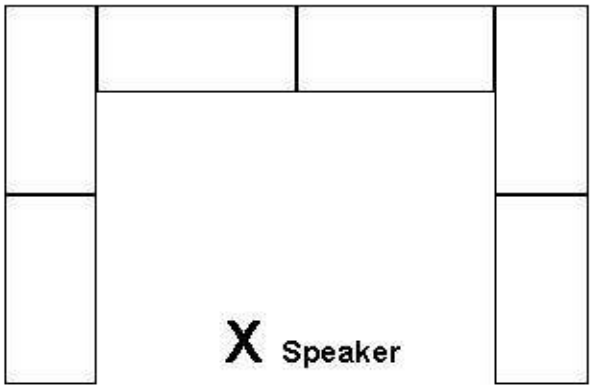
Buzz Groups



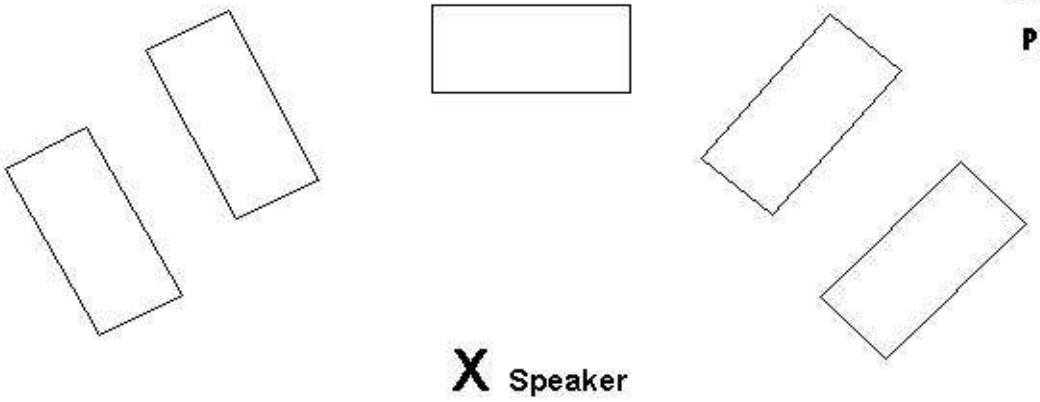
Herringbone



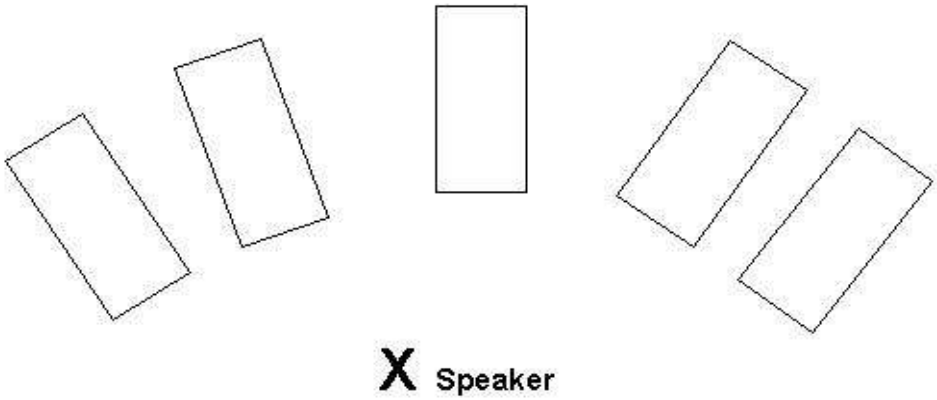
SUGGESTED WORKSHOP FLOOR PLAN



20 - 25 PEOPLE



20 - 30 PEOPLE



30 - 40 PEOPLE

CONDUCTING THE WORKSHOP

Greet your participants as they arrive to help them feel welcome. This will also help you to feel more at ease with the group as a whole, especially if you do not know them. Have them sign in on a sign in sheet with contact information if you have not already collected it. (Example provided in Appendix J.)

Begin the workshop on time. Throughout the workshop, keep in mind the characteristics of a good facilitator. Keep an eye on the pacing of activities and when participants need a break or change of pace. Door prize drawings are always good pick-me-ups.

Keep up with the agenda and adjust the schedule as necessary.

Remember to fill out and sign the **Flying WILD** Certificates for each participant. Use the sign in sheet to guide you. A good time to do this is during the lunch break so they will be ready to distribute at the end of the day.

Workshop Tips

Remember these workshop tips and you should have a very successful workshop.

Circles, Not Squares. Whenever possible, arrange chairs (not desks) in a semi-circle. While we know people might be more comfortable behind a table where they can prop their elbows and have something to bear on, the semi-circle arrangement facilitates participation, which is all-important in the workshop. It also allows everyone to see everyone else's face and nametag. Everyone can hear better what others are saying. No one is looking at the back of someone else's head. Remember that we all learn from each other in a workshop, so it is important that all participants can see and hear everything that is going on.

Murphy's Law. Be prepared for the unexpected. For example, if you have chosen outside activities, be prepared to do them inside if it rains, or have an alternate activity prepared. You can never outguess what might happen, but if you have prepared carefully and stay flexible during your workshop, you can deal with whatever comes up.

Numbers. In general, you should require a minimum of 15 attendees for a **Flying WILD** workshop. Because these activities are done in groups, it is difficult to do activities successfully for 10 or so people. A maximum of 35-40 attendees is the most you should try to handle. (If you get more than that, break them up into two groups and run two simultaneous workshops.) A good rule of thumb is to use one facilitator for every ten attendees.

Pack Your Own Bags. When you are putting your workshop equipment and supplies together, be sure to pack it yourself so you will know where everything is. Use a checklist! It is a good idea to put all your papers and workshop "goodies" out on a table when you first arrive. When you need them, they are right at your fingertips and you will not waste time or appear unprepared by searching through boxes.

Flying WILD Partners. Never try to do a **Flying WILD** workshop alone. First of all, what if you get sick or your boss says you cannot go? You lose the workshop, and will probably never be able to get it rescheduled. Second, the preference for **Flying WILD** workshops is that each workshop has at least one resource person and one educator as facilitators. It should be obvious

why this is ideal. Third, it is simply better for your attendees if there is a variety in styles, voice levels, and personality in the facilitators.

The Spice of Life. Arrange your workshop agenda so the active parts are interspersed with the "sitting and listening" parts. Also, be sure to select activities that reflect a variety of learning styles. Change facilitators from section to section to provide even more variety. If you have a partner or team with whom you frequently do workshops, change roles from workshop to workshop so that each of you learns every part and you do not get stale.

Don't Preach to Teach. Always treat your participants like the adults and professionals they are. Never attempt to tell them how or what to teach! Let them make their own judgments about **Flying WILD**. Urge them to think about how they might use **Flying WILD** in the context of what they teach.

Name Tags - Use 'M. Nametags are very important. Even if you are doing a workshop with teachers who all know each other, do you also know everyone? If you do not, you may find yourself pointing at people rather than using their names. Nametags can be of any variety, but should be large enough to read from the front of the room. First names are all that is necessary. It is best to have nametags made up ahead of time, but if this is not possible, assign one person to make them so they are uniform and easily legible. If you ask people to make their own nametags, there will inevitably be some who write a tiny little name in the corner of the tag!

Eat First! Don't give out the **Flying WILD** guides before lunch. If you do, some participants might leave. They already have what they came for! If your workshop is set for more than one day's session, take the guides up at the end of the first day and give them back out during the next session.

Talk Out, Not Down. Use common, everyday language that everyone will understand. You will not impress anyone with your knowledge if they do not know what you are talking about. Remember that you are dealing with educators. Watch your grammar and your spelling!

Can the Commercials. When you conduct a **Flying WILD** workshop, your only job is to train the educators in using **Flying WILD**. Do not use the opportunity to try to influence your audience about your own personal agenda. Introduce yourself and your professional affiliation and let that be it. The fact that you are there and that your employer allowed you to be there speaks for itself. If you attempt to "brainwash" your audience, it will back fire on you every time.

Teacher's Pets. Do not hone in on one or two participants because you are drawn to their personalities. Treat everyone equally. Do not pick on participants either, not even in fun.

The Obvious. There is no place in a **Flying WILD** workshop for any vestige of sexism or racism! Ever! Do not make remarks about anyone's sex, color or religion. Do not refer to teachers in general as female. Do not make off-color remarks, even in jest. Do not use expletives. PERIOD.

Photos. Photos of educators actively engaged in workshop activities can be very useful for program publicity and to help generate funds to cover workshop expenses. Copies of photos you take should be sent to your City Partner and to CEE when. Please be sure to obtain photo releases from everyone in attendance if you take photos. (See Appendix K for copies of the forms for adults and kids.) Consider posting a selection of workshop photos on one of the web

based photo sharing sites to help reinforce your network and the feeling of professional camaraderie.

Wrap Up! Wrap Up! Wrap Up! After an activity has been done in a workshop, if you just end it without an appropriate wrap up, you have not done your job. The wrap-up should include questions about what subjects the activity could be used in (ask, do not just tell them), ask for volunteers to tell how they might use it in the context of what they teach, and ask for ideas for extensions or variations. The purpose of the wrap-up is to get your audience to think about their own use of the activity. To just stand there and say, "Can you use this activity?" or "Did you like this activity?" is not an appropriate wrap-up. Remember, the key is to have everyone learning from everyone else.

Questions? Create an open atmosphere right from the start. Ask them to stop you any time they have questions. Be sure to answer all questions, even if the answer is "I do not know." You can eliminate many questions by briefly going over your agenda at the beginning of the workshop. Tell them what they can expect of the day.

The Eyes Have It. Use good eye contact when facilitating. This makes you more personable and helps prevent nervousness on your part. It allows you to read the body language of your audience. Are they yawning? They may be bored, or they may just be too warm. Are their arms crossed over their chests? They may be antagonistic, or they may just be cold! Watch the room temperature and watch the people temperature! If they are getting restless, change the pace.

Evaluations. When you pass out the evaluations, be sure to tell them that the evaluations are important. Ask them to be honest in their assessment of the workshop, as we learn from them as well as teaching them.

To Thine Own Self Be True. Be yourself. Do not try to adopt a workshop persona or mimic someone else's style. Use your own style and be comfortable with who you are. Have Fun! If you do not, they will not.

Troubleshooting

Every once in a while, something comes up. Here is a troubleshooting guide for the most common "mishaps"

Can I leave early? Sometimes a participant will want to leave the workshop early. They must attend six hours of training to receive the guide. However, if you feel the person truly could not foresee this conflict and has participated in the majority of the workshop and will make good use of the guide, go ahead and give them the guide. If you feel that the person is trying to get out early, explain that the state policy is that they must attend all six hours to receive the guide

Can’t I just buy the guide? Everyone must attend a workshop to get the guide. Plus, the guides cannot be sold. The workshop fee covers the cost of holding the workshop, not the guides. If you have someone who questions this, politely tell him or her that this is a policy of the national office. This policy was derived from research that showed a higher use of the materials when educators have invested the time to take a workshop. In the case of an educator that has taken the workshop but has subsequently lost or destroyed the guide, refer him or her to the **Flying WILD** Coordinator. If their participation can be verified, arrangements can be made to replace the guide without having them attend another workshop. Encourage your participants to keep their workshop certificate!

It's Raining. Well, this is **Flying WILD** workshop isn't it? Weather on workshop days is always going to be unpredictable. Usually the workshop will go on as planned. Be sure participants know ahead of time to dress appropriately and that part of the program will be outdoors. Always plan extra indoor activities that you can substitute if necessary. If the weather is so bad (dangerous) that you feel you need to cancel the workshop, try to give participants as much notice as possible and a new workshop date.

Participants do not join in activities. Ideally you want everyone to actively participate in the activities. Occasionally, however, you may find someone in a workshop who does not want to participate. This may be for several reasons. If they are physically unable to participate due to an injury, pregnancy, handicap, etc., encourage them to participate in an inactive role such as data recorder of photographer so they still feel as if they are an integral part of the activity. If you know beforehand that you will have someone with this type of restriction, you will want to select and adapt activities to their abilities.

Some people may not be comfortable in what they perceive as "playing children's games." Gently encourage these folks to join in but don't be discouraged if they still decline. They may be encouraged to join in if offered one of the less active roles mentioned above.

Sometimes if this is a required workshop for your participants, they may be reluctant to participate because they are not convinced that this program is useful to them. You may want to take some time to discuss their goals and needs and try to accommodate them. At any rate, keep a positive attitude and continue to enjoy your workshop. Usually the materials and the positive feedback from the other participants will win them over.

Controversial Issues

There may be several sensitive issues related to bird conservation and habitat protection and management decisions. Some participants may have very strong opinions. A **Flying WILD** workshop is not intended to be a forum for a participant to lobby for their point of view. **Flying WILD** strives to present accurate information and options so people can understand the implications of their decisions and make up their own minds. If a discussion starts on these issues, point out that these are personal decisions and must be carefully considered.

Ending the Workshop

End the workshop on time. One way to finish a workshop is to end with a reflective or creative activity from the guide that focuses on responsible human action. These usually generate discussions on our role in the environmental as responsible citizens. An end discussion that ties together everything they've learned together with ideas they will take back to their classrooms is an ideal way to finish up the workshop with the generation of a lot of enthusiasm.

After the Workshop

You made it! Great job! After the workshop is over, take a few moments to pat yourself on the back and look through the evaluations. Jot down the things you would change for the next time.

Evaluating the Workshop

Now that you have completed the workshop, take some time to evaluate the workshop for yourself:

- What went well?

- What things would you like to improve for the next workshop?

Jot down your thoughts. You will find these personal notes helpful to you when planning future workshops.

Returning Forms and Materials

After you get back to your office or classroom, complete the Facilitator Reporting Form (Appendix H) and mail it to your **Flying WILD** City Partner Coordinator along with the completed Participant Survey Forms (Appendix G). Without these forms, the local coordinator cannot place participants on the mailing list to receive future mailings such as the **Flying WILD** newsletter or any other announcements. If you borrowed any items, please return those in the condition you received them.

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 along with a summary of key concepts and a list of names and addresses of the workshop participants is helpful. This helps participants begin their own local **Flying WILD** network. If you did not distribute the certificates during the workshop, you may send them with a thank you note.

If participants will be receiving college, university of district credit for attending your workshop, provide the follow-up needed to secure that credit.

Curriculum specialists and mentor teachers may need additional follow-up to determine the long-term effectiveness of their in-service training programs. A few weeks after the workshop, you may decide to telephone a few of the participants to see how they are doing with the activities. If appropriate, suggest that they contact other workshop participants to compare notes regarding effective ways of using **Flying WILD**. You might send a brief follow-up questionnaire to some or your entire group at the end of the school year to see what overall success they have had with the activities. This can provide you with good justification for future workshops, and indicate where your workshop might benefit from changes and modifications.

FLYING WILD AUTOMATED MAILING LISTS (listservs)

One way to provide follow up to the training and promote networking and continued cooperation is to encourage participants to sign up for Flying WILD automated mailing lists.

FLYING WILD FACILITATOR & EDUCATOR LIST

This list provides news about the program to Flying WILD contacts, including National Partners, City Partners, facilitators, educators, other organizations, and businesses. Membership on the Facilitator & Educator List is open to anyone who has completed the basic Flying WILD Educator Workshop or Flying WILD Facilitator Training. Postings will provide educators with updates about activities, suggestions and options for implementing the program and information about conducting Flying WILD Bird Festivals. Please provide educators with instructions during Flying WILD workshops on how to subscribe. To subscribe, send e-mail to <educator-join@lists.flyingwild.org>. In the text of the message, include your name, organization, title, mailing address, phone number, fax number and website (if applicable). To post a message, send e-mail to <educator@lists.flyingwild.org>. To unsubscribe, send e-mail to <educator-leave@lists.flyingwild.org>.

BIRD EDUCATION LIST

Flying WILD operates and maintains the Bird Education List to support communication between organizations participating in the Bird Education Network (BEN). Membership is open to all, and this is another good list to encourage workshop participants to join. To subscribe, send e-mail to <birdedlist-join@lists.flyingwild.org>. In the text of the message, include your name, organization, title, mailing address, phone number, fax number and website (if applicable). To post a message, send e-mail to <birdedlist@lists.flyingwild.org>.

APPENDIX A: Sample Workshop Agendas

FLYING WILD
EDUCATOR WORKSHOP
LOCATION
DATE
TIME

PARTNER LOGO

WORKSHOP AGENDA

TOPIC	DESCRIPTION	TIME in minutes
Welcome and introduction of the instructors/sponsors		10
Introduction of participants and instructors	Self introductions with name, affiliation and reason for being interested in Flying WILD	15
Review of agenda and workshop goals	A look a the activities that will be conducted today The overall goals for holding the workshop—i.e. by participating in the workshop: • The participants will gain familiarity with sound educational materials that will help them teach a variety of topics in an interesting way and in accordance with the state standards; • BirdCOR will enlarge an educational cadre in the area that supports education about bird conservation; and • The birds will benefit from the students and teachers becoming active participants in and supporters of bird conservation.	10
Introduction to Flying WILD—philosophy, structure, purpose	• What is Flying WILD—bird focused, middle school level, urban connection, festivals and service-learning components • What are the goals of the Flying WILD Program • Why Birds—ecological, cultural, aesthetic and economic values; birds as hook to promote learning about and action in environmental stewardship • Why Festivals and Service Learning Projects—Educational benefits: opportunities for action, reflection, celebration and recognition of accomplishments	10
Sample teacher-led activity	Participants engage in *Food Chain Tag* activity from the Guide	30

TOPIC	DESCRIPTION		TIME in minutes
A Flight through the Guide-- Includes summary of each major section, focusing on activity formats and options for using three different activity sets	• about the Guide • festival planning and implementation • special guests • festival follow-up • teacher led activities • volunteer led activities	• student led activities • service learning projects • about birds and birding • additional resources • reference information • feedback form	20
Sample student-led activity	Participants engage in *City Slickers* activity from the Guide		20
resources to Flying WILD educators in the Area	what resources and activities the City Partner has to support Flying WILD		20
Examples of resources in the community	Overview of possible sources of help and examples of specific organizations in the area		15
Funding your festivals and service projects			10
Sample volunteer activity	Participants discuss *The Great Migration Challenge* activity from the Guide. (Could actually participate in activity if time permits.)		10
Wrap-up and evaluation of the workshop	• summary remarks • coordination and cooperation discussion • roles and relationships • evaluation questionnaire • demographic questionnaire		10
TOTAL			180

APPENDIX B: PLANNING CHECK LIST

Before the Workshop

3–6 months prior

___ Find a sponsor and identify your audience. Confirm nature of sponsorship (covers cost of room rental, provides meals and/or refreshments, assists with promotion and publicity, etc.).
___ Get approval from school system, organization, college, etc. (from where you're drawing your audience), if needed.
___ Decide on workshop format/time frame.
___ Set the date and time
___ Find a location and reserve date and time.
___ Seek educator in-service or university credit with school district or local college and university and determine any related fees.
___ Determine non-guide costs associated with workshop and whether the workshop sponsor will cover them or if they'll need to be included in the workshop fee.
___ Identify and confirm co-facilitators and guest speakers

1–2 months prior

___ Develop and distribute promotional materials—to acquire participants (flyers, pre-registration forms, posters, announcements—including PSAs, listservs, etc.).
___ Accept pre-registrations (ongoing).
___ Develop press materials (to publicize the workshop to the community and general public).
___ Develop workshop design and agenda with co-facilitators.
  ___ Know your audience
  ___ Select Flying WILD activities
  ___ Set the agenda
  ___ Plan Your Delivery
___ Submit the Flying WILD Workshop Information and Materials Request Form at least four weeks prior to the workshop.
___ Develop/gather materials needed for activities, support materials, and determine equipment and audio-visual needs and make arrangements for having them on-site for the workshop.
___ Prepare your visuals and handouts.

During the month prior

___ Disseminate press releases, PSAs, and other materials to publicize the workshop to the community and general public.
___ Confirm location, date and time with facility and sponsor.
___ Confirm speakers.
___ Confirm arrangements or acquire equipment, including audio-visual equipment.
___ Acquire/arrange for meals and/or snacks, if planned.
___ Send workshop confirmation and maps to registrants.

At the Workshop Site

___ Set-up workshop space. If possible, set up the afternoon or evening before.
  ___ Arrange seating.
  ___ Set up a facilitator's table.
  ___ Set up a registration table with a sign-in sheet, nametags, and agendas (if distributing).

___ Set up a resource table.
___ Post an agenda (if not distributing)
___ Check to be sure that equipment is working.
___ Locate restrooms, light switches, plugs and easiest accesses to the outdoors.
___ Select appropriate areas in which to conduct activities.
___ During the workshop, orient participants to the restrooms and refreshments.
___ Provide a brief overview of the agenda, including times for breaks and lunch.
___ At the end of the workshop, be sure each participant fills out the Participant Information Form and the Workshop Evaluation.
___ Distribute Flying WILD Certificates in exchange for the Participant Survey Forms.

After the Workshop

___ Complete the Facilitator Survey Form and send it and the completed Participant Survey Forms to the local coordinator.
___ Send thank-you letters and include a list of workshop participants. Remind participants of any follow-up meetings or additional resources.

APPENDIX C: Workshop Proposal Form

Please send this form as early as possible, but at least 4 weeks prior to your workshop, to:

(City Partner Coordinator)
(Address)
(Phone; Fax; Email)

Name: _____

Mailing Address *(for shipments)*: _____

City: _____

State: _____Zip: _____

Business Phone: (_____) Home Phone: (_____)

Email Address: _____

Date(s) of Planned Workshop: _____

Times: _____

Location: _____

Facilitator(s): _____
_____

Audience Represented: _____
_____
_____

Expected Number of Participants: _____

Credit/Non-credit Option: _____

Materials Needed: (Please inventory materials you have on hand before completing this section.)

Quantity

_____ *Flying WILD Educator's Guides* (one per participant)

_____ Flying WILD Teacher Workshop Certificates

Workshop Format/Agenda: (Please use the back of this sheet or attach.)

APPENDIX D: Flyers

FLYING WILD LEADERSHIP TRAINING

The Bird Coalition of Rochester is holding a training workshop for the new Flying WILD Education Program.

Seneca Park Zoo, Braddock Bay Raptor Research, and the Genesee Valley Audubon Society are cosponsors of the workshop.

WHAT IS THE FLYING WILD PROGRAM? Developed by the national office of the award winning Project WILD environmental education program, Flying WILD introduces students to bird conservation through classroom activities and school bird festivals. It also supports educators by providing interdisciplinary, standards-based opportunities to engage students in real-world learning. For more information on Flying WILD, check out the Flying WILD web site at www.flyingwild.org.

WHAT IS THE TRAINING? The training will be three hours in length and will introduce you to the new Flying WILD materials and activities. At the workshop, you will receive a copy of the program guide, *Flying WILD: An Educator's Guide to Celebrating Birds,* as well as an introduction to resources that will help you make your Flying WILD program a success.

WHO SHOULD TAKE THE TRAINING? The Flying WILD program is aimed at educators who are interested in using hands-on activities about birds and bird conservation to encourage learning in science and many other subjects. This cross-curricular program has science as its core, but connects to language art, social science, math, physical education, and art. Flying WILD activities are correlated to the National Science Standards. Middle school age students are the focus of Flying WILD, but activities can easily be adapted to higher or lower grades. While the program is aimed at the formal school system, youth groups such as scouts and 4-H programs can also use Flying WILD effectively.

WHEN and WHERE WILL IT BE HELD? We will hold the workshop Saturday, February 25th from 9:15 AM until 12:15 pm at the Seneca Park Zoo.

WHO WILL BE CONDUCTING THE TRAINING? Staff from BirdCOR who assisted in the original development of the Flying WILD materials will be leading the instruction with assistance from Seneca Park Zoo and Genesee Valley Audubon Society.

HOW CAN I FIND OUT MORE? If you have questions, contact Ed McCrea--emccrea@eecg.org, 315 524-3358 or David Semple--dsemple@birdcor.org, 585 223-8369.

WHAT IS THE COST AND HOW DO I REGISTER? The workshop cost is $10 to cover the manual and other expenses. **To register, send an email to emccrea@eecg.org with your name, contact information, and affiliation, or call Ed McCrea at 315 524-3358**.

APPENDIX E: Flying WILD Workshop Registration Form

Flying WILD Workshop
Registration Form

Flying WILD is an exciting new education program that introduces middle school students to bird conservation through school bird festivals, hands-on classroom activities, and community service projects. Through a new partnership with the Council for Environmental Education (the national office for Flying WILD and Project WILD) *name of partner organization* is now offering Flying WILD training and materials in the *name or location/area* area. Our first Flying WILD Educator Training and Flying WILD Facilitator Training will be held on *date*. The training workshop begins at *time*. and ends at *time*. Those educators registering for only the basic three-hour educator training will need to attend only the workshop on *date*, while those seeking to complete the Flying WILD Facilitator Training—and thereby receive certification to provide future Educator Training workshops—will also need to attend the workshop on *date*. These trainings will take place in *name/location of building and organization* at ***(address).*** Each workshop participant, for both workshops, will receive the program publication, *Flying WILD: An Educator's Guide to Celebrating Birds*. Participants for the whole day Facilitator Training should bring a sack lunch. The cost of the training is *cost*. Please make checks out to *name of partner group*.

To register, please complete and return this form. **The deadline for *name of partner group* to receive registrations is *DATE*.** Space is limited, so registrations will be accepted on a first-come first-serve basis.

Name: _____

Check the workshop(s) for which you are registering: COST

Flying WILD Educator Training, Friday, July 14, 9:00 am to 12:00 pm. $

Total Amount Enclosed: **$** _____

Mailing Address Street: _____

_____

City & Zip: _____

Phone Number: _____ E-mail Address: _____

Fax Number: _____ Affiliation: _____

Subjects you are Teaching: _____

Grade Level Teaching (if applicable): _____

Mail Registration and Fees to: ***ADD organization contact and Address Here***

Your confirmation will arrive by mail, e-mail, or fax. If you need to cancel, please call ***(xxx) xxx-xxxx*** at least one week prior to the workshop. Cancellations and no shows will not receive a refund. The *name of org.* reserves the right to cancel a workshop if there are fewer than 5 pre-paid participants 48 hours before a workshop. If the *org.* cancels a workshop, all registration fees will be fully refunded.

APPENDIX F: A FLIGHT THROUGH THE GUIDE

Fly Through the Guide

Answer these questions, reference the page number where the information is found, **and be prepared to explain the underlying concepts to which the questions refer.**

1. Name two of the national sponsors/program partners of Flying WILD.

2. Which type of activity is Avian Antics?

3. What does IMBD stand for?

4. What is the purpose of the Zoom In, Zoom Out section?

5. Where would you find instructions to teach your students the proper way to use binoculars?

6. Name two activities that incorporate math in the lessons.

7. Your administrator wants to know how Flying WILD will help meet science standards. What page would you copy?

8. Which activities can help you teach your students about adaptation?

9. You are designing a webquest for your students on birds. Where can you find website addresses for possible use?

10. How can you win a free week at the Hog Island Audubon Camp?

11. What are three things you should consider for hosting a bird festival at school?

12. Describe three things you like about the Flying WILD guide.

13. Make suggestions to improve the Flying WILD guide.

APPENDIX G: Evaluation and Participant Information Forms

2010 Flying WILD TRAINING PARTICIPANT INFORMATION FORM

The demographic information requested below is needed by the Flying WILD national office for program evaluation purposes and reporting to our funding sources. Your response is appreciated and will be kept confidential.

Name: _____ Title: _____

Employer (School, Museum, etc.): _____

Street Address: _____

City: _____ State: _____ Zip code:

_____

Phone number: _____

If you would like to receive updates, such as the FW newsletter, please provide addresses below:

Regular mail: □ Work (see above) □ Home

_____

Email: _____

Council for Environmental Education does not give, sell, or rent email lists or any other subscriber information to third parties.

In addition to the newsletter and other periodic mailings, Flying WILD maintains two listservs used by those interested in Flying WILD and bird education. Let us know if you would like to join these two lists. *(You can unsubscribe at any time.)*

____ Please add me to the Flying WILD Educator Mailing List.

____ Please add me to the Bird Education Network (BEN) Mailing List.

Date of Training:_____ Location:

_____

Name of Trainer(s): _____ Type of Training: Educator Training □
Facilitator Training □

Please indicate your gender

□ Female □ Male

Please indicate your ethnicity:

□ African American □ Hispanic □ Other _____

□ Asian □ White

My current position is best described as (you may check more than one):

□ elementary teacher (pre-K – 5th) □ school administrator □ professor/instructor for pre-service teachers

□ secondary teacher (6th-12th) □ college student □ industry representative

□ curriculum specialist □ college student, pre-service teacher □ other _____

□ non-formal educator (zoo, museum, nature center, etc.)

Teachers, please complete the following:

Subject areas taught:

- ◻ Elementary (all subjects)
- ◻ Language Arts
- ◻ Special Education
- ◻ Science
- ◻ Art
- ◻ Technology/Computers
- ◻ Social Studies
- ◻ Music
- ◻ Physical Education
- ◻ Mathematics
- ◻ Industrial Arts
- ◻ Other: _____

I am most likely to use Flying WILD materials with the following number of students during one year:

- ◻ 1-30
- ◻ 61-120
- ◻ 151-210
- ◻ 31-60
- ◻ 121-150
- ◻ over 210

Estimate the percent "minority" (African American/ Asian/ Hispanic) students in your classes:

- ◻ 10% or less
- ◻ 11 - 25%
- ◻ 26 – 50 %
- ◻ 51 – 75%
- ◻ 76 – 89 %
- ◻ 90% or more

EDUCATOR WORKSHOP EVALUATION

Date: _____ Location:_____

Name of Trainer (s): _____

What grade do you give this workshop? A B C D F

How strongly do you disagree or agree with the following? *Circle one for each*

	Strongly Disagree			**Unsure**			**Strongly Agree**	
I will recommend this workshop to colleagues or other professionals.	1	2	3	4	5	6	7	NA
This workshop was much better than other workshops I have participated in.	1	2	3	4	5	6	7	NA
The level of work expected during the workshop was appropriate.	1	2	3	4	5	6	7	NA
Within the next year, I intend to								
… improve my EE efforts by using Flying WILD.	1	2	3	4	5	6	7	NA
… share what I learned with colleagues and other professionals.	1	2	3	4	5	6	7	NA
By attending the Flying WILD training I learned								
…new ideas for presenting the subject area(s) I teach	1	2	3	4	5	6	7	NA
…new information about birds and their conservation needs	1	2	3	4	5	6	7	NA
…new information I can use in my classroom or facility	1	2	3	4	5	6	7	NA
…new teaching concepts and instructional strategies	1	2	3	4	5	6	7	NA
…about materials available for my classroom or facility	1	2	3	4	5	6	7	NA
In terms of usefulness to your classroom:								
Activities from *Flying WILD: An Educator's Guide to Celebrating Birds* you experienced today will be useful	1	2	3	4	5	6	7	NA
The festival planning portion of the training will be useful	1	2	3	4	5	6	7	NA
I am confident I can use Flying WILD activities with my students	1	2	3	4	5	6	7	NA

List one activity that you plan to use with your students:_____

Do you plan to conduct a Flying WILD Festival? ☐ Yes ☐ No

How will you change your teaching/programs based on what you learned from this workshop? If you are <u>not</u> planning to make any changes, why not?

The best thing about the workshop was:

How can this workshop be improved to better meet your environmental education, professional, or other needs?

Comments:

What is your current profession? *Check all that apply.*

- ❑ Pre-K-12 Teacher
- ❑ College/University Instructor
- ❑ Conservation/Nat. Res. Professional
- ❑ Preservice Teacher
- ❑ Resource Developer
- ❑ Other _____
- ❑ Non-Formal Educator
- ❑ Program Director

Who do/will you teach? *Check all that apply.*

- ❑ Preschool
- ❑ 9-12
- ❑ Non-Formal Educators
- ❑ Cons./Nat. Res. Professionals
- ❑ K-2
- ❑ Teachers
- ❑ College/University Instructors
- ❑ Families
- ❑ 3-5
- ❑ Preservice teachers
- ❑ Program Directors
- ❑ Other _____
- ❑ 6-8
- ❑ Other College/ University students
- ❑ Resource Developers
- ❑ Not Applicable

Number of years you have been an environmental educator: About _____ years

Number of students/participants you typically teach/reach per year: About _____ ❑ NA

The students/participants you primarily work with come from: *Check one.*

❑ Urban ❑ Suburban ❑ Rural ❑ Tribal ❑ Mix of Areas

Others consider you an environmental education leader: *Check all that apply.*

- ❑ In your K-12 school
- ❑ In your organization
- ❑ In the state where you live
- ❑ At the international level
- ❑ In academia
- ❑ In the community where you live
- ❑ At the federal level
- ❑ Not applicable

To maintain your anonymity but to allow us to match your past or future comments, please provide:

Your birthday: mm__ __ dd__ __ First 3 digits of Your SSN __ __ __

THANK YOU!

This workshop was sponsored by The Environmental Education &Training Partnership (EETAP) through a cooperative agreement with the U.S. Environmental Protection Agency and Flying WILD

Visit www.eetap.org for more information about EETAP

APPENDIX H: Facilitator Reporting Form

Flying WILD Facilitator
Survey Form

Name: _____Business Phone: _____

Mailing Address: _____

City: _____ State: ____ Zip: _____

WORKSHOP INFORMATION:

Date(s) held: _____ Location: _____

Length of time: _____Number of participants: _____

Facilitators: _____

_____

_____
(Please provide addresses of all facilitators.)

1. Briefly outline your workshop format, specifying which Flying WILD activities from the guide you included.

2. Summarize expenses and/or revenues involved in your workshop. Include any in-kind support from local sources, i.e., agency, community, industry personnel or contributions.

3. Tell us your overall view of the workshop—include successes/problems and your assessment of the participant's responses.

4. I would____ would not_____ be interested in facilitating another Flying WILD workshop because:

5. Number of Evaluation Forms attached _____.

6. Number of Participant Information forms attached_____.

Please complete one of these forms each time a different group of participants is involved. The Flying WILD staff would like to thank you for your time and effort in provided this information.

Send to: *City Partner coordinator contact information*

APPENDIX I: Certificates

The Texas Cooperative Wildlife Collection

The College Station, TX City Partner for

Flying WILD

presents this

Certificate of Completion *to*

XXXXXXXX

in recognition of the successful completion of the Flying WILD professional development training workshop for educators.

Heather Prestridge
Flying WILD City Partner

Edward J. McCrea
Flying WILD Outreach

March 3rd, 2009

The Texas Cooperative Wildlife Collection

The College Station, TX City Partner for

Flying WILD

presents this

Certificate of Completion *to*

XXXXXXX

in recognition of the successful completion of the Flying WILD professional development training workshop for Educators.

Heather Prestridge
Flying WILD City Partner

Edward J. McCrea
Flying WILD Outreach

March 3rd, 2009

APPENDIX J: Sign In Sheet

Welcome! Please Sign in

Workshop Title: Flying WILD Educator Workshop

Workshop Facilitator(s): _____

Date: _____ Location: _____

1. _____ 21. _____
2. _____ 22. _____
3. _____ 23. _____
4. _____ 24. _____
5. _____ 25. _____
6. _____ 26. _____
7. _____ 27. _____
8. _____ 28. _____
9. _____ 29. _____
10. _____ 30. _____
11. _____ 31. _____
12. _____ 32. _____
13. _____ 33. _____
14. _____ 34. _____
15. _____ 35. _____
16. _____ 36. _____
17. _____ 37. _____
18. _____ 38. _____
19. _____ 39. _____

20. _____ 40. _____

APPENDIX K: Photo Permission Forms

for an Adult and for a Child (also available in Spanish)

CONSENT AND RELEASE

I agree and consent that the Council for Environmental Education, as well as any of it's principles, agents, employees, and clients, have the right to photograph or videotape me and use such videos, photographs, and related materials containing my picture or other physical reproductions of my likeness for any purpose in any medium of communication including, but not limited to, television, newspaper, magazines, newsletters, and brochures. I further give the above persons and entities the right to take and use any interviews and recordings of my voice, in such format and with such editing as the above persons deem appropriate, without compensation to me.

I hereby release the Council for Environmental Education and any of its principles, agents, employees, and clients from all liability and claims, known or unknown, that might arise by reason of the taking, use, and utilization of any such photographs, videotapes, interviews, and other recordings.

_____
Print Name

_____
Signature Date

_____
Street Address City State Zip

_____
Phone Number (Day) Phone Number (Night)

_____
Email

CONSENT AND RELEASE

I agree and consent that the Council for Environmental Education, as well as any of it's principles, agents, employees, and clients, have the right to photograph or videotape my child, _____*(print child's name)*, and use such videos, photographs, and related materials containing his/her picture or other physical reproductions of his/her likeness for any purpose in any medium of communication including, but not limited to, television, newspaper, magazines, newsletters, and brochures. I further give the above persons and entities the right to take and use any interviews and recordings of my child's voice, in such format and with such editing as the above persons deem appropriate, without compensation to me.

I hereby release the Council for Environmental Education and any of its principles, agents, employees, and clients from all liability and claims, known or unknown, that might arise by reason of the taking, use, and utilization of any such photographs, videotapes, interviews, and other recordings.

_____
Parent or Guardian (Print Name)

_____
Parent or Guardian (Signature) Date

_____
Street Address City State Zip

_____
Phone Number (Day) Phone Number (Night)

_____
Email

APPENDIX L: Ice Breakers

For those of you who may not have extensive workshop experience, here are a few samples of 'get acquainted' activities that will help set a relaxed and enjoyable mood for you and your workshop participants. Feel free to change or adapt or rework any of these activities to meet your particular needs or expertise. The first four Icebreakers below have bird themes.

BAND A "BIRD"

Each workshop participant will pair up with another participant, and they will "band" each other. During the banding process they will record information much as a scientist might do at a bird banding station. Provide a handout with these directions, or write the directions on a flip chart:

Investigate your "bird" and record some or all of the following banding information. (If you feel that any of the requested information is too personal, just skip it.):

- species—name
- Physical description—wingspan (size), distinguishing characteristics, color of plumage (clothing), etc.
- Habitat—where they are from now and if they have migrated from the place they were hatched.
- Food preferences.
- Breeding records—married with chicks or fledglings, etc.
- Endangered or threatened—comes from a big family and have lots of kids, etc.
- Other interesting characteristics, behaviors, or features.

When all the birds have been "banded," you will give a banding summary to the whole group and introduce your "bird."

Name Tags

Have participants write their first name in large letters on a large index card and adorn the card by drawing a picture of a fond memory of a bird related experience. (Punch holes in the cards and insert yarn for hanging around the neck.) Ask participants to introduce themselves and give a brief explanation of their drawing.

Bird Shirt

Provide each participant with a T-shirt outline sketch on paper using a bird theme. One by one they can exhibit the T-shirts and introduce themselves

Where is My Mother?

Give each participant a card on a string to hang around the neck. Half of the cards have the names of various types of birds. The other half may have habitats or foods that match one of the birds. Participants try to pair themselves appropriately and then introduce their partner.

How am I Different?

Each person gets an index card and lists two things about him or herself that are 'different.' Collect the cards and re-distribute them. With the new card in hand, participants ask indirect questions to find the person on their card. They then introduce their new friend to the group.

Meet My Friend

Although this game is enjoyable in any getting acquainted situation, it is most valuable in a group that contains subgroups of players who already know each other. These subgroups are quickly broadened and interconnected when each member gets to know one new person. Meet My Friend helps to form bonds of friendship between two individual players as well as providing an introduction of all players for the entire group.

The players pair off with someone they do not know. For 3-5 minutes, they tell their partners about themselves (name, hobbies, home, interests, favorite foods, favorite color, etc.). The listening partner may ask questions. At the end of the designated time, the roles are reversed with the listening partner now answering questions and telling about himself. When the time is up, their partners introduce all players to the entire group.

In a smaller group, you may change the activity so that when the person is introduced, their partner tells a lie about them in the introduction. The group must then try to figure out which 'fact' about that person is a lie.

First Impressions

First Impressions is a funny, thoughtful game to be used for further introduction after players know one another's names (may be good for the second part of a two-part workshop). Players sit in a circle and the leader announces a category (for instance, cars). Each member of the group then studies the person to his or her right and announces what car that person would be if he or she were a car. "Bob would be a Porsche" or "Susie would be a Volkswagen Rabbit". The announcer may give reasons for their decision, but it is not necessary.

When everyone in the group has given their impressions, a new category is selected. Vegetables, food, baseball or football teams, animals, birds, colors, and ice cream flavors are many possibilities. During the second round, players might give their impressions of the person across from them, or three people to the left - a different combination for each category.

Because this game causes people to react to each other in highly unusual ways, it leaps over many of the formalities of making friends. The laughter and fun of the game also helps players to feel at home right away.

People Scavenger Hunt

When people first meet, they often ask ordinary and formal questions of each other; "Where do you work?" or "Where do you go to school?" or "Where do you live?" etc. Unless the responses strike an area of common interest, the conversation is likely to hit a dead end. The People Scavenger Hunt allows participants to skip over this awkward stage and get to the interesting details immediately. A question like "Do you like eggplant?" or "Can you stand on your head?" which might cause rolling eyeballs in a casual street encounter is right at home in a People Scavenger Hunt. Once the feelings of informality, fun, and interest in one another are established within the group, it is easier for individuals to continue the process of getting acquainted.

This game has infinite adaptations. Although the list below was developed primarily for 10-12 year old children, items can be added and subtracted to make the list appropriate for younger children, teenagers or adults.

Each player is given a copy of the scavenger hunt list and a pencil. The players then mix in the group, asking questions and writing the name of a qualifying person beside each item. When most players have completed their lists, the leader goes through the items with the entire group, introducing, for example, the gerbil owners and encouraging them to add information about themselves.

Sample list:

Someone who:
Is an Aquarius
Has size 6 1/2 feet
Plays tennis
Can do a headstand
Has lived in a foreign country
Has no cavities
Has written a letter to the editor
Owns gerbils
Does not like hotdogs
Likes eggplant

Variation:

When something interesting and unique is known in advance about each player, a very specific scavenger hunt list can be prepared with one item designed for each person and likely to apply to only that person. For example, someone who has a yellow belt in karate; someone who has worked as a garbage collector; someone who owns a pair of pink cowboy boots, etc. Again, the reading of the lists and introductions are lively and full of interest.

Variation:

You might also have trivia questions on the list that the person must answer in order to get their name on the page.

Sample List:

Name of someone who knows the name of Beaver Cleaver's teacher.
Name of someone who can name the state lizard of Texas.
Name of someone who can whistle loudly with their fingers in their mouth.
Name of someone who knows the birthplace of Sam Houston.
Name of someone who can name the six flags of Texas.
Name of someone who has been to Smackover, Texas.

"Why Am I Different?"

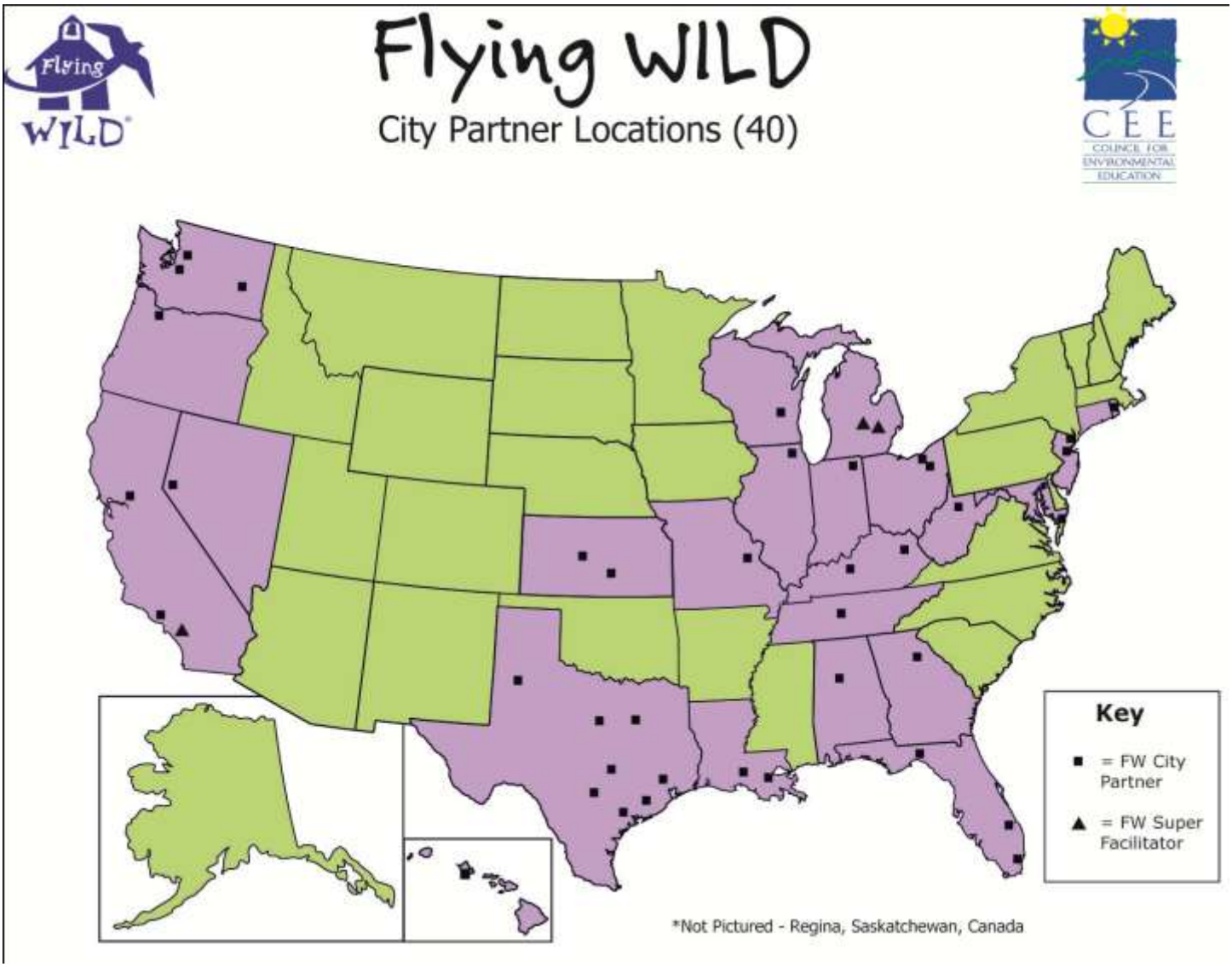
Each person gets a 3x5 card and lists two things about him/herself that are "different". The cards are then taken up and re-distributed. With the new card in hand, participants ask indirect questions in an effort to find the person on their card. They then introduce their new friend to the group.

How Much Do You Need?

Pass around a roll of toilet paper and instruct each person to pull off his/her "needs for the day". After everyone has done this, have each person tell a fact about him/herself for each square of tissue. No fair changing the amount originally pulled off! Some will take just a small amount, and some will take a lot, which makes it funnier.

Same as above, only use a ball of yarn and have them cut off whatever length they wish. They have to tell a fact about themselves for each time that they can wrap the yarn around their outstretched fingers.

APPENDIX M: Flying WILD City Partner Contacts



#	Contact	Comments & Notes
ALABAMA		
1.	Helena Uber-Wamble Education Director Birmingham Audubon 200 19th Street North Birmingham, AL 35203-3317 Work Phone: (205) 714-8227 Email:educationdirector@birminghamaudubon.org	
CALIFORNIA		
2.	Carolyn Mead Director of Environmental Education Friends of Big Morongo Canyon Preserve 7830 Arrowhead Drive Yucca Valley, CA 92284 Work Phone: (760) 369-9065 Email: carolynmead_bmcp@verizon.net	
3.	NEED UPDATED CONTACT Pacific Forest Institute William Jessup University 333 Sunset Boulevard Rocklin, CA 95765 Work Phone: (916) 577-8046 Email:	
FLORIDA		
4.	Allison Walker Youth Education Manager Fairchild Tropical Botanical Garden 10901 Old Cutler Road Coral Gables, FL 33156 Phone: 305-667-1651 x3353 Email: awalker@faichildgarden.org	
5.	Dawn Hurley Director of Education Brevard Zoo 8225 North Wickham Road Melbourne, FL 32940 Work Phone: (321) 254-9453 x214 Email: dhurley@brevardzoo.org	
6.	Jennifer U. Golden Director of Education Tallahassee Museum of History and Natural Science 3945 Museum Drive Tallahassee, FL 32310 Work Phone: 850 320-4094 Email: jgolden@tallahasseemuseum.org	

#	Contact	Comments & Notes
GEORGIA		
7.	Emily Saunders Student & Career Services Coordinator Warnell School of Forestry & Natural Resources University of Georgia Athens, GA 30602 Phone: (706) 542-1465 phone Fax: (706) 583-0028 fax Email: esaunders@warnell.uga.edu	
HAWAII		
8.	Leigh Ann Ford Education Coordinator Honolulu Zoological Society 151 Kapahulu Avenue Honolulu, HI 96815 Work Phone: (808) 926-3191 x 114 Fax: (808) 926-2622 E-mail: Education@honzoosoc.org	
ILLINOIS		
9.	Jo Skoglund Chicago Flying WILD City Partners Cell: 309-338-0070 Email: joskog@gmail.com Rachel Bergren Senior VP Conservation Programs Lincoln Park Zoo 2001 N. Clark St. Chicago, IL 60614 Work Phone: (312) 742-7765 Email: rbergen@lpzoo.org	
INDIANA		
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