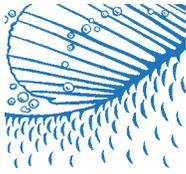
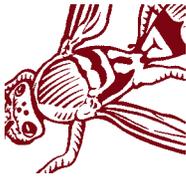




Project **WILD**



FACILITATOR
HANDBOOK
TEXAS



Life's better outside.®

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PROJECT WILD FACILITATOR GUIDE – TEXAS

INTRODUCTION

The Texas Project WILD Suite is professional development for educators that is certified by the State Board of Educator Certification for Continuing Professional Education and by the Texas Environmental Education Advisory Committee for Environmental Educator recognition. It includes Project WILD K-12, Aquatic WILD K-12, and Growing Up WILD curriculum and activity guides as well as Texas-specific resources. Although the certification and credit is primarily for formal educators, it is appropriate for anyone who works with children or creates educational opportunities for the public.

SPONSORS

National Level

The Association of Fish and Wildlife Agencies, the professional association that serves as the collective voice of North America's state, provincial and territorial fish and wildlife agencies.

Associate Organizational Sponsors:

- American Fisheries Society
- Defenders of Wildlife
- National Wildlife Federation
- The Wildlife Society
- U.S. Environmental Protection Agency
- U.S. Fish and Wildlife Service

International Associate Organizational Sponsors:

- Canadian Wildlife Federation
- Center for Environment Education, Ahmedabad, India
- Czech Junak, Czech Republic
- National Centre for Educational Materials, Iceland
- Parks and Recreation Foundation of Japan
- Umea University, Sweden

State Level

In Texas, Project WILD is sponsored by the Texas Parks and Wildlife Department.

Local Level

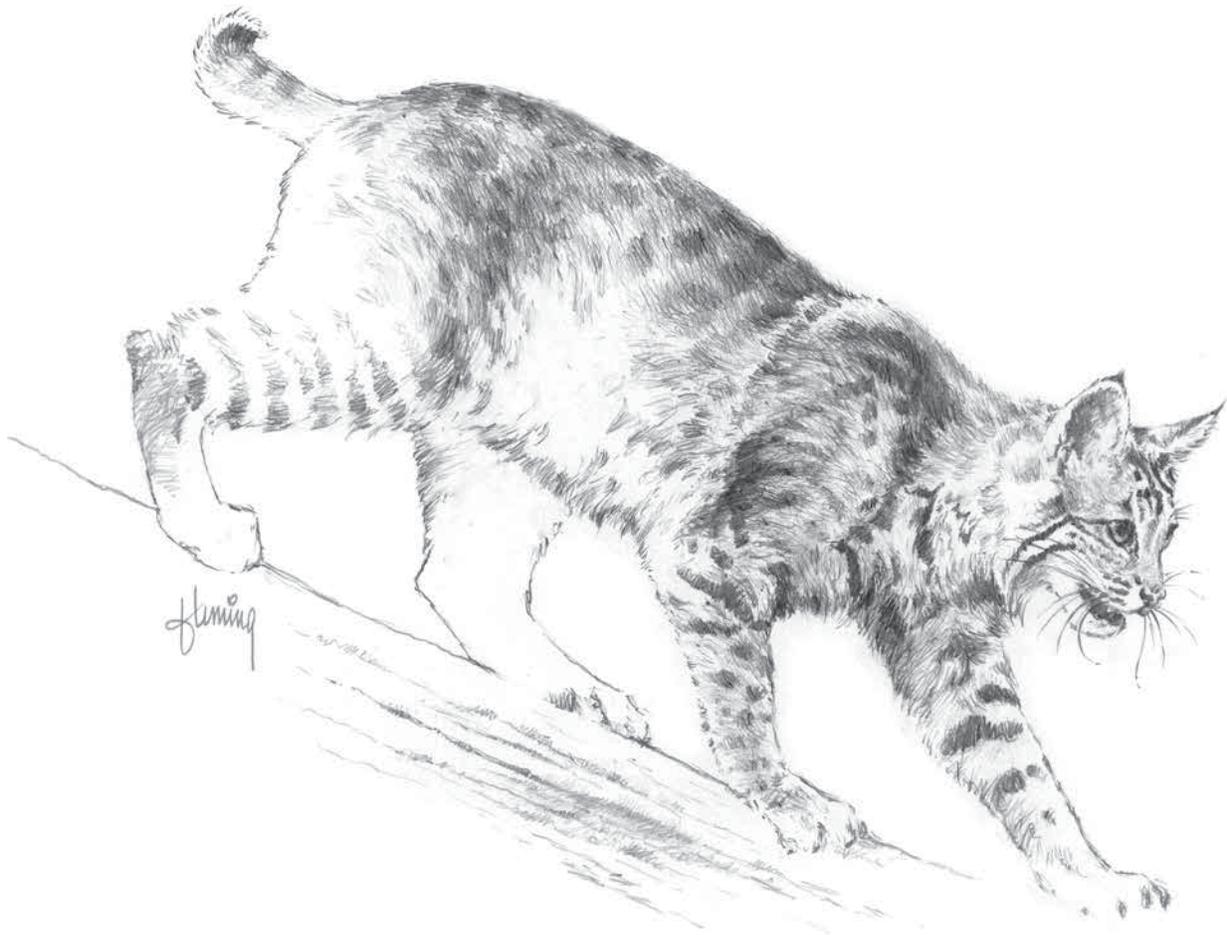
YOU, in partnership with schools, universities, nature centers, churches, scouts, and a wide variety of local organizations, offer workshops to formal and informal educators.

HOW TO USE THIS HANDBOOK

This manual is for you, who as a WILD Facilitator, may conduct any of the Texas Project WILD suite of workshops. Please note that sometimes “Project WILD” is used to indicate the national program, the entire Texas suite, or the terrestrial K-12 guide only. In general, all three members of the Texas suite are handled similarly. If a distinction is important, it will be noted in the text.

To use this handbook effectively, you should:

- Read through it completely at least once to get an overview of what is included and expected of you.
- Use the Table of Contents to locate any specific information you need.
- Check the appendices for samples and other useful resources.
- Treat this as a resource and guide. You need not follow every suggestion, but you should be aware of them. Mandatory elements will be indicated as such.



VOLUNTEER POSITION DESCRIPTION

VOLUNTEER POSITION:

Project WILD Facilitator

ROLE AND PURPOSE:

The Project WILD program relies on a corps of volunteer facilitators (trainers) to conduct the Texas WILD suite of workshops throughout the state. These individuals are committed to educating others about wildlife and wildlife-related issues. They are on the front lines providing WILD professional development workshops to educators in their cities and communities. During workshops, they model Project WILD activities and share their extensive knowledge about wildlife and conservation education.

You'll be encouraged to work with the following people of your choosing: classroom teachers, administrators and staff, environmental educators, youth leaders, day care providers, parent groups, camp/recreational staff, after-school providers and many others.

Many facilitators are professional employees of institutions (nature centers, museums, aquariums, universities, parks, zoos, etc.) that already provide professional development opportunities to educators as a regular part of doing business. Other facilitators are volunteers, among them enthusiastic classroom teachers, dedicated retired persons and others who conduct workshops in their spare time out of a desire to educate and share their expertise with others.

QUALIFICATIONS:

Completion of a six-hour Project WILD or Aquatic WILD Educator Workshop and an advanced 12-hour Facilitator Training Workshop. Knowledge of the Project WILD program, Texas wildlife, ecosystems and wildlife issues. Ability to communicate effectively and objectively. Experience in public speaking, education or training in formal or informal settings. Ability to represent Texas Parks and Wildlife as a certified volunteer.

TIME COMMITMENT:

Facilitators make a commitment to lead or assist one workshop or presentation per year. Preparation and follow-up for workshops vary by individual, most expend between 2 and 10 hours. Workshops must be conducted for the time outlined in the table below.

Workshop Minimum Requirements

WORKSHOP TYPE	WORKSHOP LENGTH
Project WILD	6 hours
Aquatic WILD	6 hours
Growing Up WILD	3 hours
Project WILD/Aquatic WILD Combo	10 hours
Project WILD or Aquatic WILD/ Growing Up WILD Combo	8 hours

RESPONSIBILITIES:

- Work under the supervision of the state office of Project WILD
- Preserve Project WILD's philosophy of teaching "how to think, not what to think"
- Use Project WILD to train other educators
- Lead or assist at least one workshop per year
- Adhere to workshop time requirements
- Include required workshop components, such as a minimum of five activities, hike through the guide, history of WILD and participant time to plan how they will incorporate in their work.
- Know your audience and be well prepared
- Notice the diversity in the ways people learn, and be flexible in your instruction to meet their needs
- Be punctual, dependable and carry out duties promptly and reliably
- Submit workshop proposals, workshop summary reports and accompanying surveys in a timely manner
- Demonstrate professional conduct and behavior
- Present a positive image that maintains the integrity of TPWD and Project WILD
- Refrain from stating personal opinions and philosophies, especially any that may conflict with the mission and purpose of TPWD and Project WILD
- Generate interest in Project WILD workshops by making presentations to groups
- Assist in promoting Project WILD in your community and at state educator conferences
- Have fun!!!

Texas Parks and Wildlife Department is the state sponsor and sole source for the Texas Project WILD Suite of workshops. For information about conducting workshops or presentations or connecting with other WILD facilitators please contact the Texas Project WILD Coordinator.

Kiki Corry, Texas Project WILD Coordinator
TPWD, 4200 Smith School Road, Austin, TX 78744
Phone: (512) 389-4369 Fax: (512) 389-8673
E-mail: kiki.corry@tpwd.texas.gov

BENEFITS:

An opportunity to share your skills, talent and time with others. Enjoyment, fun, networking, program enhancement, training experience and spreading the message of wildlife conservation and natural resource stewardship to current and future Texans are just a few of the rewards of becoming a part of our WILD Team!





ASSOCIATION OF FISH AND WILDLIFE AGENCIES CORE CONCEPTS FOR CONSERVATION EDUCATION

The Core Concepts provide a foundational framework for understanding fish, wildlife and habitat ecology and management from the perspective of fish and wildlife agencies. These concepts were developed by the Association of Fish and Wildlife Agencies with the help of Texas Parks and Wildlife Department staff, other state wildlife agencies across North America, the U.S. Fish and Wildlife Service and leading conservation organizations.

Top Eleven Core Concepts

1. In North America fish and wildlife are public trust resources managed by governmental agencies.
2. Since most wildlife live on private lands, private landowners play an important role in sustaining and improving habitat.
3. Sustainable natural resources depend on the support of an informed and responsible citizenry.
4. The health and well-being of fish, wildlife, and humans depend on the quality of their environment.
5. Loss and degradation of habitat are the greatest problems facing fish and wildlife; therefore, enhancing and protecting habitat is critical to managing and conserving them.
6. Conserving biodiversity is important.
7. Fish and wildlife can be conserved and restored through science based management which considers the needs of humans as well as those of fish and wildlife.
8. Everyone impacts fish and wildlife and their habitats and as human populations grow, impacts on natural resources increase.
9. Regulated hunting, fishing, and trapping are important tools for managing some wildlife populations and habitats.
10. Within the U.S., state fish and wildlife management is funded primarily through hunting, fishing and trapping licenses and through federal excise taxes collected from the sale of hunting, target shooting, and fishing equipment and motor boat fuels.
11. Wildlife-based activities, such as hunting, fishing, viewing, and photography provide people with millions of days of outdoor recreation each year and generate billions of dollars for the economy.

These top concepts are part of a larger set of Core Concepts that provides foundational knowledge and context for better understanding. These top eleven concepts were selected as fundamental concepts within the larger document; however, it is recommended that communicators and educators read these top concepts in context of the full set of Core Concepts before using them. Agency members of AFWA were given the opportunity to participate in the development of these concepts. The full set of Core Concepts is available through Association of Fish and Wildlife Agencies at www.fishwildlife.org.

TPWD MISSION AND PHILOSOPHY

MISSION

To manage and conserve the natural and cultural resources of Texas and to provide hunting, fishing and outdoor recreation opportunities for the use and enjoyment of present and future generations.

PHILOSOPHY

In fulfilling our mission, we will:

- Ensure compliance with statutory and commission direction;
- Balance outdoor recreation with conservation as we manage and protect natural and cultural resources;
- Rely on sound science to guide conservation decisions;
- Demonstrate that stewardship can improve current conservation problems and can help Texas meet the conservation challenges of the future;
- Prioritize incentives over regulations;
- Responsibly manage finances and appropriations to ensure the most efficient and effective use of tax-payer resources;
- Provide the highest possible standards of service, fairness, courtesy and respect to our customers;
- Strive for simplification of agency rules, regulations and processes;
- Rely on a team-based approach to problem solving;
- Ensure staff are adequately trained;
- Look to the future to identify new conservation customers and devise programs needed to engage them into the 21st century.

KEY MESSAGES

- Everything is connected.
- Everyone plays a role.
- Life's better outside.

TPWD PRIORITY ISSUES AND TOPICS OF CONCERN

This list came from a series of focus meetings with leading biologists across the state. They were asked: “What issues in your area are most important for people to know or understand?”

STATEWIDE ISSUES:

- **Appreciation for the flora (plants) and fauna (wildlife) of their region of Texas**
- **Habitat**
 - What is a habitat?
 - Fragmentation
 - Effects of urbanization on habitat
 - Importance of native plants
 - Using Wildscapes in homes and businesses
- **Understanding the interconnectedness of wildlife and ecosystems**
 - Predator/prey relationships
 - Why should I care about wildlife?
 - Why do we care about rare species?
 - Handling human-wildlife conflicts
 - How an ecosystem works
- **Invasive species/exotics**
 - What are they?
 - Why are they a problem?
 - How to prevent spread
- **Conservation**
 - What is conservation?
 - Impact of active management
 - Benefits of conservation
 - Encouraging stewardship activities
- **Understanding Texas water**
 - Understanding water systems: surface water, springs, groundwater
 - How an aquifer works
 - Value of aquatic habitats
 - Who owns the water?
- **Water for the future**
 - State of water
 - Future water sources
 - Pros and cons, costs and benefits of different solutions

Top Issues by Region:



Pineywoods

- Statewide Issues (see pg 9)
- Habitat Loss / Fragmentation
- Land Conversion / Loss of Native Ecosystems
- Loss of Diversity
- Water Quality / Quantity
- Reservoirs Impacts and Biological Costs
- Fish Kills (non-point source pollution)



Hill Country

- Statewide Issues (see pg 9)
- Habitat Fragmentation
- Land Management for Diversity / Changes in Fire Patterns
- Human & Wildlife Conflicts
- Stewardship in a Watershed
- Water Quality and Quantity
- Water for Wildlife



Panhandle Plains

- Statewide Issues (see pg 9)
- Loss & Fragmentation of Grasslands & Prairies
- Land Management Practices
- Invasive Trees (that affect groundwater quantity)
- Finding a Balance – Habitat Needs for People & Wildlife
- Ogallala Water Issues
- Understanding Wetlands / Playas
- Future of Water
- Riparian Corridor Restoration



Trans Pecos

- Statewide Issues (see pg 9)
- Living with wildlife
- Appreciation and Value of Habitat and Biodiversity of the Chihuahuan Desert
- Land Fragmentation / Urban Sprawl
- Water Quality (including increasing salinity)
- Competing Uses for Water (international & human/wildlife needs)
- Exotic Species (Salt Cedar & fish)
- Loss of Springs



Prairies and Lakes

- Statewide Issues (see pg 9)
- Loss of Prairies / Changing Land Use
- Invasive & Exotic Species
- Understanding the value of Blackland Prairies & the Role of Outlying Farms/Ranches
- Benefits of Conservation / What is Conservation
- Water Conservation
- Understanding Stream Dynamics
- Trinity River



Gulf Coast

- Statewide Issues (see pg 9)
- Habitat Destruction & Fragmentation / Urban Sprawl
- Human/Wildlife Conflicts (including Alligators)
- Invasive Species
- Water for a Growing Texas
- Wetland Loss
- Problems of Invasive Plants
- Freshwater Inflows into Bays & Estuaries



South Texas

- Statewide Issues (see pg 9)
- Loss of Habitat Due to Population Growth
- Appreciation for Nature
- Agricultural Impacts on wildlife and Habitat
- Introduction of Exotic, Invasive Plants
- Water Quantity
- Estuaries/Saltwater, Freshwater Inflow
- Water for Wildlife

ABOUT PROJECT WILD

Project WILD (Wildlife In Learning Design) is a supplementary conservation and environmental education program emphasizing wildlife and its habitat. Project WILD's mission is to provide wildlife-based conservation and environmental education that fosters responsible actions toward wildlife and related natural resources. The goal of the program is to assist learners of all ages in developing the awareness, skills, knowledge and commitment that will result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment we share.

Project WILD helps students learn **how** to think, not **what** to think, and enables them to develop as responsible members of the ecosystem. It consists of instructional workshops for educators, a suite of activity guides, and a network of people interested in children and the environment. It is primarily geared for educators working with pre-kindergarten through high school age youth. The Texas Project WILD suite is distributed through a workshop format only.

- It was developed by educators and resource professionals for educators.
- The materials have been extensively and formally field tested and evaluated.
- Project WILD workshops are provided by volunteer workshop facilitators for educators and resource professionals.
- Project WILD is available across the United States and in six other countries.



The activities are easy to use and do not require an extensive wildlife knowledge base.

Project WILD professional development promotes the process of education and rests on sound principles of teaching and learning. The instructional guides encourage educators to give students opportunities to address contemporary issues knowledgeably, constructively, and responsibly. Project WILD is balanced on value-sensitive topics; the activities and materials address issues and do not advocate any one particular point of view. Project WILD recognizes that people need information from a variety of sources to make their own informed decisions.

In addition to the workshops and activity guides, Project WILD is a network of dedicated people who care about quality education and a healthy environment. Educators, resource professionals, and youth group leaders are welcome to join this network by participating in a Project WILD workshop and then using the materials with young people.

Project WILD Conceptual Framework

This framework serves as a conceptual basis for Project WILD and Aquatic WILD activities. Every concept statement in the framework is directly addressed by activities and cross-referenced.

Conceptual Framework Summary

The key to wildlife survival is HABITAT. Without an environment in which adequate food, water, cover and space exist, wildlife cannot survive. Its importance makes habitat the central theme of Project WILD; however, several other themes also are presented. Although they are described in detail in the conceptual framework found at the back of each of the Project WILD Activity Guides, these major themes are summarized below for your convenience.

I. Ecological Knowledge

Activities found in this section are generally introductory lessons that focus on awareness. They are designed to establish a foundation for most of the activities that follow, developing a basis of understanding for the characteristics of environments and how they function. There are five areas of study:

1) wildlife populations, addressing characteristics and population dynamics; 2) habitats, ecosystems and niches, addressing distribution and importance of these concepts; 3) interdependence, addressing commonalities and interactions among living things; 4) changes and adaptations, addressing environmental changes and organism adaptations; and 5) biodiversity, addressing types of biodiversity, human influence and the importance of habitat.

II. Social and Political Knowledge

This section builds on awareness and moves the students toward understanding. Students examine the way human cultures, economics and politics have affected people's attitudes toward natural resources. There are four areas of study: 1) cultural perspectives, addressing cultural development, expressions and appreciation of wildlife and natural resources; 2) economic, commercial and recreational considerations; 3) historical and geographic development, addressing the development of society and commerce as related to natural resources; and 4) political and legislative frameworks, both domestic and international.

III. Sustaining Fish and Wildlife Populations

Activities found in this final section of the book are generally higher level lessons that take the students from understanding to action. The activities are designed to serve as a way for students to recognize, evaluate and make responsible choices in their own lives regarding natural resources while reflecting on the knowledge and skills they have acquired in earlier activities. There are five areas of study: 1) attitudes and awareness, including human perspectives and values; 2) human impacts, both positive and negative; 3) issues and trends in global perspectives, land use, consumptive and nonconsumptive uses of wildlife and wildlife populations; 4) wildlife management, addressing basic concepts related to management considerations and practices; and 5) responsible action and service, focusing on how students and others can take action on behalf of wildlife and the environment.

Awards and Recognition

Project WILD, its sponsors and many of its participants, including students and teachers, have received a variety of awards and recognition.

Project WILD received the National Environmental Achievement Award in 1997 from the National Environmental Education Foundation.

Project WILD was honored at the White House in 1991 as one of the first recipients of a Gold Medal for Education and Communications in the President's Environment and Conservation Challenge Award program. This award was bestowed "for excellence in developing innovative solutions to the nation's environmental challenges."

Project WILD received The Wildlife Society's 1984 Conservation Education Award.

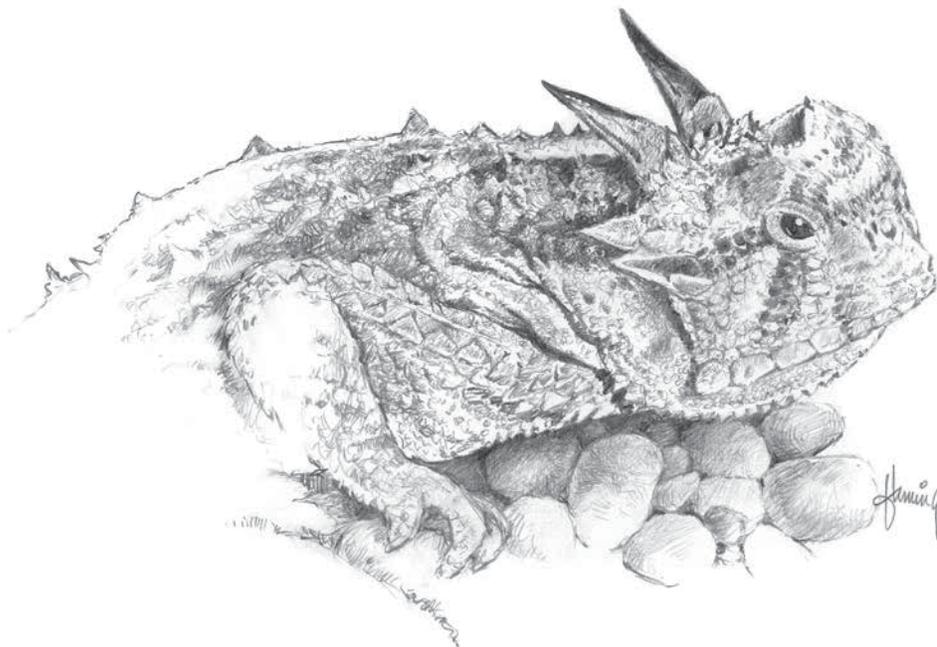
Awards for Project WILD's sponsors and director from:

The Conservation Education Association
North American Association for Environmental Education
National Wildlife Federation

Endorsements:

Texas Environmental Education Advisory Council
National Council for the Social Studies
International Association of Fish and Wildlife Agencies

These materials are consistent with the recommendations of the National Science Teachers Association.



History of Project WILD

If your workshop participants are interested in knowing how Project WILD came to be, the following timeline summarizes its history.

- 1970** The Western Regional Environmental Education Council (WREEC) was founded. This nonprofit organization of state departments of education and natural resource agencies in 13 western states was funded by a grant from the U.S. Office of Education.
- 1973** WREEC and the American Forest Institute (now the American Forest Council) co-sponsored the development of Project Learning Tree (PLT), an environmental education program for K-12 teachers. This project uses forests as a beginning for environmental exploration.
- 1976** PLT became available to educators, beginning with the 13 western states.
- 1979** PLT, having grown to more than 30 states, hosted a national conference. During that conference WREEC held its annual meeting where Project WILD was conceived.
- 1980** WREEC contracted with the Western Association of Fish and Wildlife Agencies (WAFWA) to develop Project WILD.
- 1981** Project WILD development began. Activities were developed jointly by classroom teachers, education experts, and wildlife experts, and field-tested in classrooms across the country.
- 1983** Project WILD Elementary and Secondary guides became available to educators through a workshop format. Approximately 20 states and four national and international organizations were involved.
- 1985** Funds for sponsorship in Texas were provided by the Dallas and Houston Safari Clubs. Late in the year the first facilitator training workshops were held in Texas.
- 1986** The first Project WILD workshops were taught in Texas. Development of the Project WILD Aquatic guide began.
- 1987** Formal field-testing and evaluation of the Aquatic activities were conducted. Activities were refined and the first edition of the Aquatic guide was published.
- 1990** WREEC enters into partnership with The Watercourse (formerly Western Watercourse) to develop Project WET (Water Education for Teachers).
- 1991** All 50 states are now sponsoring Project WILD, along with six national and five international sponsors.
- 1992** The Elementary, Secondary, and Aquatic Education Activity Guides are updated. The Elementary and Secondary Activity Guides are combined into one volume for grades K-12.
- 1993** The Aquatic guide, supported in Texas by the Dingell-Johnson Sport Fish Restoration Act, became available to educators through the standard 6-hour workshop format.
- 1995** WILD in the City receives funding and is launched. WREEC and The Watercourse officially launch Project WET, and the Project WET Activity Guide officially becomes available. WREEC celebrates its 25th Anniversary and changes its name to Council for Environmental Education (CEE).
- 1996** The Texas Project WILD program receives a \$6,000 WILD in the City grant. The funds are used to create 4 urban mammal trunks for educator use in Houston, Dallas, San Antonio, and Austin.

- 1997** CEE receives National Environmental Education Achievement Award (NEETF). Project WILD National Office relocates to Gaithersburg, MD from Bethesda, MD.
- 1998** 15th Anniversary! Project WILD Evaluation Design (Institute for Learning Innovation). Pilot testing of high school service-learning activities.
- 1999** Spanish Supplement of Project WILD Activities and Correlations to National Education Standards released. Pilot testing of Science and Civics: Sustaining Wildlife initiated. Project WILD sponsored in Japan, bringing the total to 50 states, and six additional countries.
- 2000** Updates of WILD and Aquatic WILD including 25 new activities and new learning framework released.
- 2001** Project WILD National Office relocates to Houston, TX. Pilot testing of Science and Civics: Sustaining Wildlife continues.
- 2002** Partnership initiated with National Wildlife Federation (NWF) for distribution of Science and Civics: Sustaining Wildlife. Correlations to National Science Standards and Correlations to the NAAEE Excellence in Environmental Education: Guidelines for Learning. Science and Civics guide printed.
- 2003** 20th Anniversary! Since 1983, over 900,000 educators and 48 million youth have participated in Project WILD programming. Fifty state sponsors plus the District of Columbia and Puerto Rico; additional countries including Canada, Czech Republic, Iceland, India, Japan and Sweden sponsor the program.
- 2004** Flying WILD: An Educator's Guide to Celebrating Birds is released.
- 2006** Project WILD celebrated a milestone achievement of having trained 1,000,000 educators since its introduction in 1983.

At the invitation of Japan WILD, Texas WILD Coordinator presents Texas WILD in Tokyo.
- 2009** Growing Up WILD: Exploring Nature with Young Children was released. Texas WILD Ones were trained to work with early childhood educators and materials.
- 2012** Texas Project WILD becomes fee-based. No longer restricted to a limited budget. Potential for WILD is as great as the educators it serves.
- 2013** Project WILD Aquatic is expanded and reborn as Aquatic WILD with new activities, STEM connections, expanded field work, and online resources.
- 2015** Project WILD undergoes the same expansion process as Aquatic WILD with expected release in 2016.
- 2017** At the invitation of Japan WILD, Texas WILD Coordinator presents Texas WILD in Tokyo. CEE is dissolved and the Association of Fish and Wildlife Agencies takes over WILD.
- 2018** Expanded Project WILD is released.

CHAPTER 1

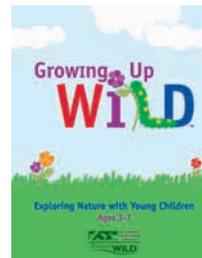
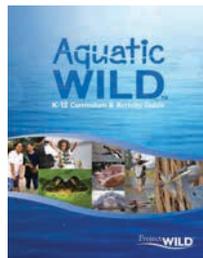
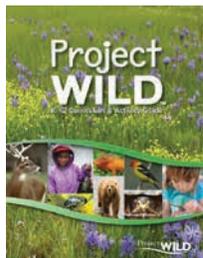
WHAT IS A TEXAS PROJECT WILD WORKSHOP?

A Texas WILD workshop is professional development conducted by a certified Texas Project WILD Facilitator, a volunteer of Texas Parks and Wildlife. The ultimate objective is to make Project WILD and Texas Parks and Wildlife the first and most satisfying resource an educator seeks when planning to teach wildlife or habitat concepts and processes. In order to reach that objective it meets the following goals:

- to introduce educators to the materials and philosophy of Project WILD
- to demonstrate how they can incorporate Project WILD activities into their day-to-day teaching curriculum
- to provide a sampling of teaching strategies with activities that will help students become aware of their place in the environment and their personal responsibility for it
- to allow workshop participants an opportunity to plan how and where they will incorporate Project WILD in their day-to-day teaching
- to make connection to local wildlife issues

What is the Texas Project WILD Suite?

The Texas Project WILD Suite is the four WILDs that are sponsored by Texas Parks and Wildlife. The Council for Environmental Education (CEE), which owns WILD and with whom TPWD as the sponsorship agreement, has other products. However, Texas Parks and Wildlife only sponsors these three:



Project WILD K-12 (PW): The original terrestrial Project WILD is the most recognized piece. It includes the popular Oh Deer! activity. Workshops are a minimum of 6 hours and include at least 5 activities.

Aquatic WILD K-12 (AW): This was formerly known as Project WILD Aquatic and is a similar partner piece to the terrestrial one. Workshops are a minimum of 6 hours and include at least 5 activities.

Growing Up WILD (GUW): Developed for early childhood education, each activity has all subjects integrated for developmentally appropriate instruction. Workshops are a minimum of 3 hours.

Requirements (Minimum)

WORKSHOP TYPE	DURATION	# OF ACTIVITIES
Project WILD	6 hours	5
Aquatic WILD	6 hours	5
Growing Up WILD	3 hours	*
Project WILD/Aquatic WILD Combo	10 hours	10
Project WILD/Growing Up WILD Combo	8 hours	5*

* Due to the interdisciplinary and interconnected nature of Growing Up WILD activities, no minimum is set. Facilitators are expected to sample enough of the book for the trainees to understand both the depth of each activity and the span of the book.

When planning your workshop, keep in mind that for educators to receive the Project WILD guides, they must attend a Project WILD workshop that satisfies the required time limits, summarized on the table above.

Workshops may be taught separately or in combinations. Any workshop or “combo” workshop may be taught in two or more sessions across multiple days/weeks. The total instructional time in combined sessions must be met as outlined above. If the workshop is split into multiple sessions, it is highly recommended that guides and certificates be distributed during the last session to insure that workshop participants attend the entire workshop.

If you are also a Project Learning Tree (PLT) facilitator, you may wish to combine these two programs into one workshop. If so, the workshop must satisfy the combined time requirements for each program. We recommend developing the agenda so that there is a Project WILD block and a PLT block. Feedback from our workshop participants indicates this method greatly assists them in understanding which activities belong to each program (WILD and PLT). Although the two programs are quite compatible, switching back and forth between the two may confuse the participants.

Workshop Formats

Historically Project WILD workshops have been in-person professional development with an emphasis on experiential learning and collaboration. During the pandemic in 2020, WILD and educators alike developed new ways to engage remotely while still meeting the spirit and the letter of the workshop requirements. When Texas is fully back to in-person gatherings, the lessons learned will continue to affect the way WILD is offered.

The important thing to remember, as with any WILD planning, is how to best meet the needs of your audience, how to empower them to use WILD in whatever situations or conditions they find themselves, and how to inspire them to be the best educators they can be for wildlife and conservation.

Some possible formats:

- 100% online using a meeting tool such as Zoom – make sure to schedule breaks and activity away from the computer.
- 100% online asynchronous using a tool such as Google Classroom – determine how you will encourage engagement and check for completion.
- Part online and part in-person – determine which pieces of a workshop are best suited to the different parts.
- Some participants online simultaneously some participants in-person – allows for smaller in-person gathering with a larger workshop. Make sure to test your technology so that both audiences are fully engaged.
- Part online using a meeting tool and part online asynchronous – generally recommended to do the synchronous part first to make the personal connections that will inspire them to complete the asynchronous part on their own.
- Part online using a meeting tool and part asynchronous field work – give them activities they can do alone in their own neighborhood or at the book pick-up site.

There are as many configurations as your imagination. If you have questions or other ideas about conducting workshops, contact the WILD Coordinator.

Regardless of workshop format, the books must be distributed from a local site. WILD books will NOT be shipped individually to workshop participants.

What is a Project WILD Presentation?

A WILD “Presentation” is any situation where you share WILD with other educators, but do not conduct a full workshop. Typically these are at conferences, either at an exhibit booth or in a session. You may demonstrate an activity or two, share some TPWD resources, and invite educators to attend a workshop. Every presentation is a bit different, here are a few fundamentals:

- The primary audience at a presentation is adults who could use Project WILD. Sometimes you may have a booth at an event where there are families with children. If your intention is to demonstrate the activities to the adults so that they can see the value of the content and pedagogy of WILD, it is a presentation and you are representing TPWD/WILD as a facilitator. If your intention is to provide an activity for children, you are simply being a WILD educator and that doesn’t count as a presentation.
- The one exception to the educator/children audience differentiation is if TPWD has been asked to have a presence at an event and you are filling that request in place of WILD staff. In that case, even though you are providing an activity to children, you are representing TPWD/WILD as a facilitator.
- You are allowed to make copies of up to three activities that are demonstrated in a presentation. Include a cover sheet explaining the source of the copies and how to find a workshop. There is a sample in Appendix B.
- Please report your presentation using the online volunteer management system; the same as for a workshop except selecting the Presentation/Outreach opportunity.
- Presentations count toward your annual WILD obligation.

WILD Workshop Charges

Starting September 1, 2011 there is a fee for all educator workshops in the Project WILD suite. It is important to consistently say that the charge is for training and materials.

- We are still under the sponsorship agreement that we cannot “sell the book.”
- Facilitators are still TPWD volunteers.

FEE AMOUNT

Single – \$35 All workshops, regardless of duration, that deliver one member of the WILD Suite cost \$25/participant.

Combos add \$15 for each additional WILD. For instance a PW/AW combo would be \$50.

No Book – \$15 This option covers instances such as advanced training where everyone already has a book or in the case of Growing Up WILD when the books may have been purchased directly from AFWA.

Facilitators/Hosts can add enough onto the registration fee to cover their expenses.

There are no refunds, except in the case of TPWD canceling the workshop or extreme circumstances.

COLLECTION OF FEES

TPWD collects workshop fees through an online registration system.

- Through a partnership with Texas Wildlife Association, Project WILD has an account with Constant Contact.
- Participants can register themselves online if the facilitator/host does not want to handle the money
- Facilitator/Host can handle registration and money themselves and pay for the whole workshop at once if they choose to. However, they should collect the fees in advance because there are no refunds.

Primary payment is by credit card using PayPal to conduct the transaction securely.

In rare cases, when a credit card is impossible, a single check for an entire workshop can be used.

There are no refunds, except in the case of TPWD canceling the workshop or extreme circumstances.

REGISTRATION DEADLINE

The registration deadline must be set at least 10 days before the workshop.

- Facilitator/Host sets the deadline.
- Low registration at the deadline is grounds to cancel a workshop – it will be the facilitator’s choice.
- No registrations or cancellations will be accepted after the deadline.

SHIPMENT OF MATERIALS

After the registration deadline, the books and supplementary materials will be shipped to the facilitator to the address indicated on the workshop request form

- The number of paid registrants will determine the quantity.

- Texas WILD Educator USB-drive is typically included with Project WILD and Aquatic WILD materials and is available upon request for Growing Up WILD. However, if your audience has easy access to the internet, you may choose to direct your audience to the identical contents online. Please confirm whether you will be using the USB-drives or not with the WILD office before shipping.
- If you will be using the paper version of the certificates, sign-in sheet, or surveys, please let the WILD Coordinator know. Otherwise you will receive links for online survey and sign-in and an electronic version of the certificate.

Leftover materials from no-shows or previous workshops are handled at the discretion of the facilitator.

- Deliver them with the appropriate training just as always.
- Possibilities include treating them as scholarships or to allow for walk-ins or if you have enough offer a workshop for free.

WORKSHOP SET-UP PROCESS

1. Send the WILD Coordinator the workshop proposal form.
2. The WILD Coordinator will set up an online registration page for you.
3. Review the page the WILD Coordinator has created before it goes live.
4. Receive the books/supplementary materials at the physical address you choose.
5. You hold the workshop.
6. You submit reports.

Registration Scenarios:

(This should be the majority of the workshops; don't hesitate to contact me if your situation doesn't fit – we'll figure it out together.)

1. Facilitator/Host does not want to charge or collect any fees.
 - a. Online registration page goes online as soon as the workshop is planned.
 - b. Participants register and pay for themselves using the online system.
 - c. Refunds are only issued in extreme circumstances or if TPWD cancels the workshop.
 - d. Participants can find a substitute if they cannot attend themselves.
 - e. Only the TPWD fee is collected.
 - f. After the registration deadline the facilitator will receive a list of registrants by email and the books/USBs/supplementary materials will be shipped.
2. Facilitator/Host wants to collect fees.
 - a. Facilitator/Host handles registration and collects fees to cover expenses including the TPWD fee.
 - b. Page goes online at the time of the registration deadline.
 - c. Host/facilitator goes to TPWD online registration page and registers the workshop, paying with a credit card for the entire registration list.
 - d. TPWD will ship books/USBs/supplementary materials.
 - e. No reimbursement for no-shows or overestimating attendance; please collect the fees before registering the workshop unless you are willing to carry the expense and the inventory over to your next workshop.
3. Some universities are using the bookstore to distribute the books. Association of Fish and Wildlife Agencies has a list of the universities where facilitators are teaching the courses and will use PW as textbooks. Supplementary materials will be provided for those students at no charge. Please let the WILD Coordinator know how many students you have enrolled each semester.

CHAPTER 2

WHAT MAKES A GOOD WORKSHOP?

1. Advanced planning and organization:
 - Keep lines of communication open with the workshop attendees, the co-facilitator or workshop team and the host site. Remember to confirm any guest speakers.
 - Coordinate delivery of workshop materials as soon as registration closes.
2. Enthusiasm! Let your enthusiasm shine.
3. Know your material.
4. Know your audience: pick a variety of activities relative to the audience and that will appeal to different learning styles.
5. Plan for inclement weather and have indoor backup activities.
6. Bring any materials or props you might need.
7. Arrive early:
 - Familiarize yourself with the meeting area, learn where the light switches, bathrooms, water, phones, snack machines, lunch and break facilities are located.
 - Check out the AV equipment (or bring your own).
8. Distribute guides after lunch to insure your workshop attendees return.
9. Offer door prizes. (Contact local education organizations, nature centers, bookstores, etc. for possible donated items.)
10. HAVE FUN!!!

CHAPTER 3

BEFORE THE WORKSHOP

Planning Workshop Logistics

The first considerations you will need to make for designing your workshop are location and time frame. Everything you do during the workshop will depend to some degree on these two factors. Once you have decided on the workshop location, date, and time, be sure to reserve the facility and include the date on your organization's master calendar several weeks in advance. Notify the Project WILD Coordinator if you desire to advertise the workshop on TPWD's calendar. (See Appendix A for a Workshop Planning Checklist).

Location

Think about ways you might overcome any disadvantages or constraints the space presents. For example, a retreat location may be wonderful for the spirit, but consider ways to include activities and discussion that help teachers relate to the day-to-day classroom setting. An outdoor setting may also have obstacles that may be difficult for persons with disabilities to navigate. Make sure that the meeting site you have selected meets Americans With Disabilities (ADA) requirements with regard to accessibility to exhibit halls, restrooms and nature trails. A meeting room can help participants focus on the day's task, but can be stifling for nature lovers. You may wish to combine the best of both worlds—a meeting room with ready access to the outdoors that will enable you to mix indoor and outdoor Project WILD activities.

Time Frame

Although there are minimum time requirements for Project WILD workshops, you have a lot of flexibility about how this time is distributed. You may wish to conduct one, full day workshop. This type of workshop enables participants to become proficient with the materials through hands-on involvement with the Project WILD activities. Additionally, participants are usually more focused during a one-day session.

There are also advantages to shorter sessions spaced over a two- to four-week period. Between sessions, you may ask participants to conduct with their students the activities you presented (or other activities they select) during the first workshop session. At the following workshop session they can share what happened when they conducted the activities, and discuss adaptations or extensions they developed. Participants are also able to review the Project WILD guides and prepare additional activities for classroom use or for presenting to other participants at the next workshop session. This multi-session format provides a wonderful opportunity for the participants to try out activities while they are new to Project WILD—and curious and excited about its possibilities as their new teaching tool. **A word of caution:** If you decide to use this format, be sure that participants have an incentive to return and are accountable for attending all sessions. Copies of the activities assigned as "homework" can be provided to avoid early distribution of the guide books.

Planning for Support

A workshop can be very draining if you are “on” the entire time. In the preliminary stages of your workshop planning, consider ways to build in assistance during the workshop.

Co-Facilitating

Consider co-facilitating your workshop, especially if you are a new workshop facilitator. You may co-facilitate with one or two individuals who attended your facilitator training or with an experienced Project WILD facilitator in your city. Contact the Project WILD Coordinator for help in locating other facilitators in your area. Co-facilitating has many advantages, both for you as the facilitator and for the participants. You will have someone to share ideas with, to help plan the agenda and your delivery, to help gather necessary materials, and to share the responsibility for presenting activities and for fielding questions. Participants will have the advantage of seeing varying teaching styles and will learn from presenters with different areas of expertise.

If you do work with a co-facilitator, be as explicit as possible with each other before the workshop. It is important to identify what each of your roles will be. This cooperative planning early on will allow for smooth transitions between each of your presentations and will also enhance your working relationship.

Utilizing Resource Agency People

When possible, teams of workshop facilitators are recommended for planning and conducting a teacher workshop. Two or more people with a balance of wildlife and educational backgrounds are preferred. Their roles in the workshop should be identical. A wildlife professional and an educator bring a wealth of experience and insight to a workshop and tend to increase its credibility and overall effectiveness. Furthermore, team staffing allows the responsibilities to be distributed evenly and adds interest, variety and enthusiasm to the workshop. The ideal situation is to have a facilitator for every 10 to 15 workshop participants. However, there also may be times when workshops will be held with 30 to 40 participants and only one facilitator. If you can include a resource person from a state (contact Texas Parks and Wildlife for suggestions) or federal (U.S. Fish and Wildlife Service) resource agency, corporation or private conservation group (Audubon Society or Sierra Club) to participate in your workshop, your participants will gain new insights from them during the group activities. Additionally, the workshop can provide the basis for a support system between the participants and the resource people.

Generating Pre-Workshop Publicity

Pre-workshop publicity announces your workshop to those who may be interested in attending. An effective way of advertising your workshop is to post it on the TPWD Web site Calendar of Events. As soon as you have a workshop date, simply let the Project WILD office know the date, time, location, as well as the workshop contact person, their phone number and e-mail address, any fees or special notes (e.g., bring a sack lunch and wear comfortable clothing.) A lot of groundwork for a successful workshop lies in giving potential participants enough information in advance so they know what to expect, including:

- a brief summary about Project WILD
- the goals of the workshop and key concepts to be covered
- who will be conducting the workshop
- the sponsors
- the date, time, and location (including a map and directions, if necessary)
- attendance requirements if the workshop is in multiple sessions
- the registration fee
- whether college or district credit is available
- what participants will receive – Project WILD guides and supplementary materials
- contact person, address and phone number for further information
- appropriate clothing, dress comfortably!
- whether a bag lunch is needed

Full color descriptive Project WILD brochures are available upon request to distribute to potential workshop participants and generate interest in the workshop. Or, use your imagination to create a flyer, poster, or announcement that conveys this information. Sample flyers are included in this handbook (Appendix D) or, you can contact the Project WILD office if you want us to help customize your flyers. We will do what we can to accommodate your needs.

The workshop proposal form that you submit to the WILD Coordinator has the necessary information to post your workshop on the TPWD website calendar and create the registration/payment webpage if needed. Whether you handle registration and publicity yourself or let TPWD do it online, when registration is closed you will know exactly who will be attending as well as any other information collected. This above all is the greatest benefit to facilitators of the workshop fee. Use the information to finalize your agenda, contact participants in advance, or pre-print the certificates. Your workshop order will be generated from the number of paid registrants and shipped to the address you indicate on the workshop request form.

If you are planning a workshop on school property, be sure to follow the school's protocol. You may need to obtain permission from the district superintendent and school principal to conduct a workshop at a school. A good way to make connections with the district administrators is through an interested school teacher in that district. Have him/her organize the site logistics. You should still remain the main contact person for the workshop and follow up all assignments to others with a confirmation phone call. Always explain what Project WILD is to the administration, including the person in charge of staff development, and tell them how it can fulfill the need for in-service or other staff development programs. Since school districts can schedule workshops during in-service days or on Saturdays for staff development credit, make sure they know you are willing to schedule your workshop for one of their open dates. They may even assist you in organizing the workshop and help you make efficient use of existing communication channels within the school or district. Word-of-mouth is usually the best advertising. If you are inviting educators from more than one school site, send the flyer with a note stating "Please post," or ask one person at each site to help spread the word. Send extra announcements for that person to share. If possible, advertise through newsletters of various local educational associations, such as local science, social studies, or math councils; or environmental education or outdoor education organizations.

Offering Credit

Another “drawing card” for your workshop is TEA approved Continuing Professional Education (CPE) and TEEAC credit.

Continuing Professional Education. Project WILD workshops count toward continuing professional education credit (CPE) for the Texas Teacher certification. As of September 1, 1999, all new teaching certificates issued in the state of Texas must be renewed every five years. For renewal, teachers must document 150 hours of approved continuing professional education programs within the five-year period. WILD workshop documentation for Texas Education Agency certified CPE is on the WILD certificates you receive for each participant. A listing of other programs and sites that are certified by TEA can be obtained through TEA’s website: www.tea.texas.gov under “Texas Educators” tab.

Texas Environmental Education Advisory Committee. TEEAC stands for the Texas Environmental Education Advisory Committee, which was established by the 72nd Texas Legislature in Senate Bill 1340. TEEAC’s role is to advise and assist the Texas Education Agency in encouraging the integration of environmental topics into the regular curriculum, where appropriate. To promote environmental education throughout the state, TEEAC is offering teachers recognition for participating in environmental awareness workshops and seminars. When teachers take approved workshops, courses, or seminars through a TEEAC-endorsed site or program, they receive credit towards an environmental education Certificate of Recognition. Teachers collect this credit in the form of stickers which affix on a Coursework Verification Form. Each sticker is printed with the name of the institution that offered the in-service, the title of the workshop, the date it was taken, and the number of contact hours. When 45 contact hours of instruction have been received, the teacher may send a copy of the Coursework Verification Form to the Texas Education Agency and receive the certificate. The purpose of the Certificate of Recognition is to encourage a broad awareness of a variety of environmental topics and issues.

For your convenience TEEAC sticker is now printed on the Project WILD certificate. The Coursework Verification Form and a listing of other programs and sites that are endorsed by TEEAC can be found on TEA’s website by entering TEEAC into the search field.

Planning for Food and/or Beverages

Snacks and beverages will help participants feel comfortable and welcome. 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 providing a simple catered lunch or buying groceries for a sandwich, fruit, and cookie smorgasbord. Whatever you decide for lunch, be sure to allow the time needed for the type of lunch you plan. In addition, remember that participants will need to know what to expect ahead of time.

Be sure to recoup your costs for these kinds of expenses. Texas Parks and Wildlife **CANNOT** reimburse you for food purchases. Include the cost of your lunch or snack into your registration fee.

If you would like, you may lead participants in activities connected to snack or lunch time such as “What’s for Dinner?” or “What Did Your Lunch Cost Wildlife?” from the Project WILD K-12 Activity Guide, or “Water We Eating?” from the Aquatic WILD K-12 Activity Guide.

Gathering Equipment and Materials

Well before the workshop date, carefully plan what materials and equipment you will need for your workshop. The time you spend now will pay off. By planning well in advance you will avoid the last minute rushing that can spoil the workshop experience for you.

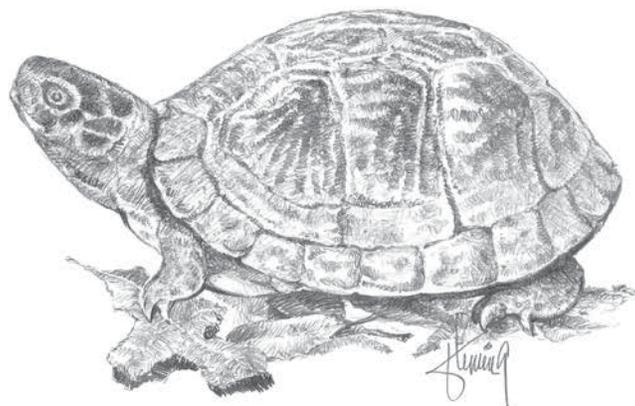
Typical workshop supplies you may want to gather:

- Flip chart or newsprint and easel
- Masking tape
- Non-permanent marking pens that won't bleed through paper
- Glue sticks
- Pens, pencils, markers and writing paper
- Scissors
- Projector and screen, or any other audio-visual equipment needed, including extra light bulbs and an extension cord/electrical strip
- Name tags for all participants
- Paper clips, rubber bands
- Supplies and props needed for specific activities such as blank paper, crayons, demonstration posters or books, and your instructions for activities

Preparing Necessary Visuals

Think about any visuals you will need, such as colorful flip charts or PowerPoint presentations, and prepare them before the workshop (see Appendix D for examples). PowerPoint slide banks are available on the facilitator page on the Project WILD section of the TPWD website. Develop a written agenda and write it on a flip chart and/or reproduce copies for all workshop participants. Remember: If you give the participants a copy of the agenda they will expect you to remain on time and include all items listed on the agenda (see Appendix A for sample agendas). Some facilitators prefer to allow flexibility in their workshop schedule by not including times on the participants' agenda. If you decide to do this, you may want to jot down a time reference on your copy of the agenda. It may help you maintain the pace you need to cover all workshop components. If you are co-facilitating, you may also wish to indicate who will conduct which activities. This will eliminate confusion.

Consider the group size when you choose audiovisual equipment. A video player and monitor work well with small groups; a projector is better suited for larger groups.



Designing the Workshop

Good workshops require careful thought and consideration. It is important that the workshop plan fits the needs of the participants and the workshop goals.

Considering the Audience

Knowing the needs and interests of your audience is helpful in planning. Let the WILD coordinator know what you would like to know about your audience and what you would like them to know. Typically you may ask what grade level or subjects they teach, or if they have prior experience with WILD. When you know a group has a special area of interest, you should tailor the workshop to suit their needs. For instance, you might announce the workshop as “Project WILD and the Texas Essential Knowledge and Skills (TEKS),” “Project WILD—Improving Elementary Science Instruction,” “Project WILD for the Social Studies Teacher,” “Project WILD and the Urban Environment,” “Project WILD for Summer Camp Staff,” or “Project WILD in the Outdoor Classroom.” You could plan a workshop agenda to fit the special interests of the audience, meeting your workshop goals at the same time.

Even if you do not know the specific needs of your audience, you can focus the workshop on a particular wildlife species, ecosystem, one of TPWD’s key messages, or issue of the local area. In any event, be prepared to show how Project WILD is what they need and how they can benefit from using it with their students.

Selecting Activities to Present

After you have considered your audience, you are ready to select the WILD activities to present. Do this in tandem with planning the agenda so that you get an idea of how much time you will have for activities.

The WILD activities you choose to conduct during the workshop should depend on the goals of your workshop, the interest areas of the participants, the time and space available, and your own personal preferences. When dealing with a diverse group of educators you should select activities that reflect the interdisciplinary nature of the materials, their usefulness in many subject areas and at all grade levels, and the range of concepts addressed by the Project WILD conceptual framework. If you know that the group you will be working with has a special area of interest, select activities to meet their needs.

Select activities that involve a variety of learning strategies, e.g., creative writing, simulation games, drawing, outdoor investigations, and mathematics. Give participants an opportunity to participate in some action-oriented activities. By providing 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.

In general, plan to include activities you find exciting—your enthusiasm and excitement will be contagious. If you feel ho-hum about a particular activity, that feeling may be passed on to your workshop participants. On the other hand, if you are genuinely enthusiastic about the activities you present, it will show—and there is nothing more delightful than a delighted person!

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

Feel free to modify any of the Project 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 point—Project WILD activities are highly useful as written, they are extremely flexible, and they can also serve as points of departure for embarking on new explorations. Conveying this flexibility during your presentations helps the workshop participants develop a greater comfort level, which increases their successful implementation of Project WILD with their students.

When you are selecting activities for your workshop you may design a matrix like the following sample, using criteria that fit the workshop needs. This may help you select a variety of activities that meet your workshop goals and your audience's needs.

Sample Matrix for Selecting Project WILD Activities

Activity	Grade	Subject	Project WILD Concepts	Skills	Indoors/ Outdoors	Length
Oh, Deer!	5-8	Science, Math Social Science EE, Expressive Arts	WP11A	Comparing, graphing, discussing	Either— need large running area	30-45 minutes

A good way to engage the participants in using the books is to have workshop participants present activities to each other. These participant-led activities will also count in meeting your five activity per workshop minimum. You should lead participants through a few activities initially and then form small groups to select, prepare, and present an activity to their larger group. To assist them in selecting an activity, you may direct participants to the cross-references (in the back of the guides) to select an activity according to the subject, skill, or topic of their choice. You may assign activities for which you have prepared supplies, or you may let the participants select activities they can do with what they have on hand.

Finally, you might consider including one activity from another WILD as a “teaser” to get participants interested in a return workshop. For instance if you are conducting a Project WILD workshop it might be a good idea to use an active, physically involving activity such as “Turtle Hurdles” from Aquatic WILD to finish the day. This gives you an opportunity to see if the participants would be interested in another workshop later in the year.

Deciding When to Distribute Project WILD Guides

Many facilitators find it helpful to conduct the majority of the workshop before distributing the Project WILD guides.

This prevents:

- Browsing through the guide rather than paying attention to the presenter
- Taking the book and not returning from lunch
- Cluttered workspace

Incorporating the “My Wild Plans” worksheet, gives the participant a place to make notes during the workshop activities. If your participants will be leading activities you may decide to distribute one guide per group or make copies of specific activities.

The best time to distribute the guides is just before the “Hike through the Guide Activity.”

Planning the Agenda

After you have selected your WILD activities you are ready to finalize the workshop agenda. The sample agenda on the next page and examples from actual workshops in Appendix A will give you some ideas about elements to include and approximate times to allow. Some of the critical elements are:

- Optional icebreaker (can use a WILD activity)
- A minimum of five activities
- AFWA overview and TPWD overview, including priority issues for Texas
- Philosophy of Project WILD
- Individual planning time for participants (using “My WILD Plans” worksheet is ideal for this)
- Hike, swim, or skip through the guide
- Participant surveys and certificate distribution
- Share resources and show the contents of the USB drive
- Optional doorprizes

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 activities. 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. An agenda planning sheet like this sample may be helpful to you.

Agenda Planning Sheet

When	What (activity)	Why (purpose)	Who	How (method)	Where (location)	Materials
9:00 a.m.	Welcome & Introduction	Introduce presenters & participants	Me	Roundtable	Conference Room # _____	Nametags
9:10 a.m.	Icebreaker	Participants know each other and become more comfortable	Me	Game	Conference Room # _____	Are you me? buttons

Be sure to include time for breaks. A 10-minute break in the morning and in the afternoon can do wonders for reviving everyone’s energy level.

The Project WILD National Program Committee established the minimum duration for each workshop. It provides sufficient time for participants to receive the information, develop interest in the program and gain the experience and motivation necessary to use Project WILD. It also gives the participants time to establish a healthy communications network among themselves, which promotes discussions as to how they will use Project WILD in their own classrooms.

WORKSHOP TYPE	WORKSHOP LENGTH
Project WILD	6 hours
Aquatic WILD	6 hours
Growing Up WILD	3 hours
Project WILD/Aquatic WILD Combo	10 hours
Project WILD or Aquatic WILD/ Growing Up WILD Combo	8 hours

Sample Project WILD or Aquatic WILD Workshop Agenda

Activity	Approximate Time Suggested
1. Welcome, introduce presenters, and brief overview of the agenda	5 min.
2. Getting Acquainted <ul style="list-style-type: none"> • Introductory Ice Breaker (ie. Good Buddies or Are You Me? activities from WILD guides) • Participant introduction of themselves and why they are interested in Project WILD, and what they hope to gain from the workshop 	20–30 min.
3. AFWA and TPWD overview and philosophy of Project WILD	10 min.
4. Discuss why Project WILD is just what they need (briefly): <ul style="list-style-type: none"> • a set of fun, hands-on, easy to use educational activities • can be used by both formal and informal educators • flexible and adaptable to local needs • easily supplements existing curriculum • introduces critical thinking, observation, classification and graphing skills • incorporates wildlife-related concepts into the classroom • designed by teachers for teachers and extensively field tested • activities are correlated to the state education standards (TEKS) • is appropriate for gifted students, impaired learners and mainstream students • uses a balanced and unbiased approach • establishes Texas Parks and Wildlife as teacher resource 	10 min.

- | | |
|---|--------------|
| 5. Selected WILD activities led by facilitator(s): | 100–120 min. |
| <ul style="list-style-type: none"> • note match to state education frameworks • note match to local objectives, or ask participants to comment on this • ask how participants might adapt activities to meet their needs • you might consider doing one or two activities now and others later in workshop | |
| 6. Hike/Swim through Project WILD guide(s): | 30 min. |
| <ul style="list-style-type: none"> • distribute Project WILD guide (one per participant) • point out three themes • refer to Project WILD conceptual framework • note activity components (background, materials, procedure, etc.) • note glossary • demonstrate cross-referencing by subject, skill, grade level and topic | |
| 7. Discuss other resources: | 30 min. |
| <ul style="list-style-type: none"> • local city parks, nature centers, conservation groups, zoos, etc. • Texas Parks and Wildlife – wildlife management areas, state natural areas, state parks, state historic sites, etc. • show the educator USB drive | |
| 8. Small groups select and lead Project WILD activities | 90–120 min. |
| <ul style="list-style-type: none"> • select activities to intentionally demonstrate a diversity of concepts, learning styles, or ages; or let participants choose their own | |
| 9. Individual classroom planning: | 30 min. |
| <ul style="list-style-type: none"> • “How will I use Project WILD in my classroom?” • “My WILD Plans” planning sheet • could use discussion format or divide into groups, work on issues separately, and present findings to large group | |
| 10. Wrap-up | 15–20 min. |
| <ul style="list-style-type: none"> • have participants complete the Project WILD survey form • wrap-up – were needs met? • thank you to participants and sponsors • collect survey forms from all participants • distribute Project WILD certificates • distribute supplementary materials supplied by Texas Parks and Wildlife | |

NOTE: The time allotted for each item on the agenda can vary according to response and enthusiasm of participants, but in order for a PW or AW workshop to meet credit requirements, it must contain at least six hours of instruction.

Remember to allow for lunch (not included in the six-hour workshop) and breaks (10 to 15 minutes each) in the morning and afternoon sessions.

Following are some suggestions for ways to present the items listed in the sample agenda. Use the suggestions if they work for you or design your own ways of presenting the various workshop elements.

See Appendix A for actual sample agendas used by facilitators.

Planning your Delivery

1. Welcome and Overview

Welcome the participants, introduce yourself and other presenters. 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 workshop. People feel more comfortable if they know what to expect and when.

2. Getting Acquainted

Allow each participant to briefly introduce themselves. They are coming together for the workshop as learners and, especially if they don't know each other beforehand, the learning environment can be enhanced by creating a friendly and informal atmosphere at the beginning of the workshop activities.

If appropriate, you may also take this time to do a quick needs assessment to pinpoint the specific needs and expectations of each participant. For example, each participant might say, "My name is _____, I teach at _____, and I am particularly interested in _____ from Project WILD." **A word of caution:** if people are allowed unlimited time to talk, this sharing session can take too long. You should specify a maximum time period for each participant, or ask participants to make their statement in 30 words or less.

It's fun to get the participants meeting and networking with each other right away. Try letting the participants pair up through a WILD icebreaker such as "Good Buddies" from the Project WILD Activity Guide or "Are You Me?" from the Aquatic Activity Guide. Have the "buddies" introduce their partners to the rest of the group. This activity allows participants to become at ease with each other and demonstrates from the very beginning Project WILD's activity-oriented program. You might even try a "human bingo" icebreaker in which participants circulate to find names of people they can write on their bingo card to make five in a row (see Appendix E). See the WILD facilitator web page for icebreaker suggestions.

3. Why Project WILD Is Just What They Need

This can be a brief pep talk in which you enthusiastically summarize the most desirable characteristics of Project WILD. You might run quickly through a general list, and then spend a few more moments targeting your audience's particular needs, if any. For instance, if your participants are elementary teachers interested in getting more science instruction into their classrooms, you can point out how Project WILD provides the necessary background to conduct these activities with students as well as how Project WILD can be used to teach many of the concepts from the Texas Essential Knowledge and Skills (TEKS).

4. Presenting WILD Activities (Peer-presenting and Facilitator-led activities)

Instead of just describing the activities, allow your audience to actively participate in them. Plan interesting and diverse activities in which everyone can take part. If you have a co-facilitator, schedule more than one activity simultaneously and have the large group of participants split into two groups and rotate through the concurrent activities. Task cards can also be used. Divide the participants into small groups; allow each group to pick a task card with an assigned activity. Give them 10 to 20 minutes to prepare the activities, and then let each group present their task card assignment to the rest of the participants. This is a very effective way to expose them to several different activities and it gives them a chance to start using their guides. To help educators reflect on activities, always debrief after each activity. Invite participants to share verbally or visually:

- what they have 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 (e.g., to fit a particular grade level);
- any classroom management ideas or other suggestions they might have; and
- give participants time to make notes in their book or on “My WILD Plans.”

5. Hike, Swim, or Skip Through the Guide

This component is essential to a successful workshop. The goal is to make sure each participant is comfortable with the contents of the guide. To help you find important sections, you might use plastic tabs in your own Project WILD guide or highlight the items in your guide’s table of contents. You may choose to conduct the hike-through (or “swim-through” the Aquatic guide) using the questions from the “Game Show” or the “Activity Guide Quiz” in a competition for freebies, or you may have each participant work individually with the “WILD Hike/Swim” worksheets (see Appendix D for samples). You may lead the whole group through the guide using the following suggestions for elements to point out.

How to use this book. Point out the guide’s “How to Use This Book” section immediately preceding the table of contents. Note how the activities correspond to the three major sections of the Project WILD Conceptual Framework, and briefly explain the goal of each section.

Activities. Have participants turn to an activity that they have participated in during your workshop. Point out the components of the activity, including objectives, method, background information, materials, and procedure. Also direct participants to the box on the first page of each activity that details planning information. This box of information will tell educators, at a glance, if a particular activity will be consistent with their teaching goals. When looking at the activities, reinforce the fact that Project WILD teaches a wide range of interdisciplinary subjects, concepts, skills and topics.

Glossary. Draw attention to the glossary in the back of the guide. The most common wildlife-related terms identified in the “key vocabulary” list for each activity are defined in the glossary.

Cross-references and alphabetical listing. Participants should understand that each activity in the guide is cross-referenced six ways; by grade, subject, skill, topic, indoor or outdoor setting, and activity length. In addition to the cross-references included in the guides, the conceptual framework correlations also provide a cross-reference. Show participants how they can use one or more of these cross-references and the alphabetical listing to identify the activities that will meet their needs.

Conceptual Framework. All Project WILD activities are based upon this conceptual outline. Each activity is keyed to one or more of the concepts presented. Some teachers will find the framework an excellent way to understand the “awareness to action” concept. For your convenience, you may want to refer to the conceptual framework summary on page 13.

Taking Action: Involving Students in Environmental Action Projects. Explain that this is a brief summary from Project WILD’s “TAKING ACTION: An Educator’s Guide to planning, implementing and evaluating effective environmental action projects.” This section briefly discusses what an “Action Project” is and ideas on how to become involved in a project with your students. It also briefly describes the “seven steps to action.”

Project Evaluation. Project WILD is monitored and evaluated on an ongoing basis to ensure its quality, effectiveness and neutrality on value-sensitive issues. Point out that Project WILD has undergone more extensive evaluation than most textbook series. All suggestions for improving Project WILD materials are welcomed and should be sent to the Texas WILD Coordinator. Emphasize that the evaluation/survey forms completed by the participants at the end of the workshop are a part of this ongoing evaluation program. Participants also may be contacted at a later time by the coordinator or the National Project WILD Director to provide additional feedback on the actual use of the materials.

Acknowledgments. You may quickly draw their attention to this section in the front and back of the guides to emphasize the number of organizations and variety of professionals who continue to make Project WILD such an excellent product.

6. Correlation with Other Resources

Participants and leaders usually share information about other resources, such as parks, zoos, wildlife management areas and refuges, available in the area. Information about local natural resource agencies and conservation organizations that can provide speakers also should be highlighted. In addition, it would be appropriate to discuss any posters, teachers' packets and other publications that could be used in the classroom. Be sure to mention how useful the **Texas Parks & Wildlife** magazine can be as an information and photo source. The TPWD Web site has many resources for teachers, including the Project WILD page with a searchable database of WILD activities correlated with TEKS.

7. Texas Supplementary Materials

The Texas Project WILD USB Drive is included with all PW and AW workshop orders and with G UW by request. It has many of the TPWD publications that are no longer in print as well as activity supplements, maps and images, regional information, and the TEKS correlations. Be sure to highlight your favorite parts and overview the rest.

8. Individual Classroom Planning

As participants become involved in the Project WILD activities of the day they are likely to be asking themselves, "How can I use these materials in my setting?" Allowing for individual planning is an essential part of your workshop even if it means you have to shorten something else. Once your workshop participants have become familiar with Project WILD and some of the activities, they need time to directly connect these new materials to the needs of their student audience and to their own teaching goals. You might lead a brainstorming session and ask everyone to share their ideas. Another approach would be to have participants form groups and devise plans for implementing Project WILD in their classrooms, and then come together for discussion with the full group at the end. A final alternative to both of the preceding ideas is to have each participant work individually using the "My WILD Plans" activity sheet (see Appendix E). This helps individuals plan for their specific circumstances.

9. Evaluation and Feedback

Plan time for each participant to complete a Participant Survey Form at the end of the workshop. This is a must!

Participant feedback is valuable in maintaining high-quality services. In addition, participant information is contained on the survey form and this data is TPWD's record of their attendance at a workshop. Be sure that you return these completed forms to the Project WILD state coordinator after the workshop.

A Word about Nervousness

If you are feeling nervous before your workshop, know that you are not alone—we all (yes, even the program coordinator) get a little anxious! In a survey cited by the **Book of Lists**, public speaking was found to be the number one fear in the United States—easily topping flying, loneliness, and even death itself. Getting up in front of a group of our peers makes us worry that we will make mistakes, look foolish—or worse, be rejected.

Contrary to popular belief, however, being nervous can be good for your workshop. Your adrenaline flows, which gets you charged up, makes your eyes shine, and gives your presentation sparkle. Try not to fight that anxious feeling ... accept it as a normal feeling and a positive influence.

Keep in mind that Project WILD workshop participants are almost always a supportive audience. Typically, they are there because they want to be. They are educators and resource professionals looking for innovative and quality education materials, and are eager to familiarize themselves with the materials so they can begin using them.

If possible, greet the participants as they arrive; this helps to break the ice ... for them and for you. An extended hand and a kind, warm smile can't help but jump-start the workshop! Also, take a moment for a deep breath right before you begin your workshop, and have a glass of water handy for those unexpected moments of "dry mouth."



CHAPTER 4

AT THE WORKSHOP SITE

Setting Up

Allow yourself at least 1 to 1-1/2 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 or easiest way outside (for emergencies and for outdoor activities), heat and air conditioning controls, light switches and plugs for audio-visual presentations. If you will be using any audio-visual equipment, test and set it up in advance. Also, check the restrooms to make sure it is sufficiently stocked with the necessary supplies, e.g., toilet paper, hand towels, etc.

Remember, 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 most appropriate. (See following page for room arrangement layouts.) The farther someone sits from the presenter and each other the more difficult it is to maintain engagement. Make sure everyone will be sitting within the community of the group.

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 Project WILD activities you will lead. Organize your materials either chronologically according to the agenda or by category. That way it will be easy in the course of the action to pick up your next prop.

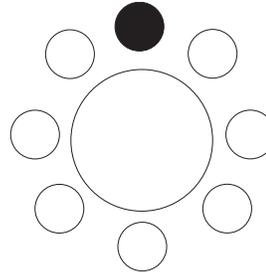
Set up a table near the entrance with a sign-in sheet, name tags and pens. If you like, make a sign that asks participants to make name tags for themselves and to print their names on the sign-in sheet.

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

You will need a table for Project WILD materials where participants may pick up the Project WILD guide and supplementary materials provided by the Texas Parks and Wildlife Department. If you have display materials such as children’s books about wildlife, sample student projects for specific Project WILD activities, or other teacher resources, set up a separate table where workshop participants can browse through them. If beverages or snacks will be provided, set up a separate snack area.

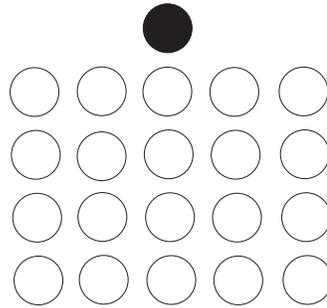
Analyzing Room Arrangement

1. Implies participation and work to be done by audience.
2. Will allow input from all participants on an equal level.
3. Suggests “we can all talk and listen.”



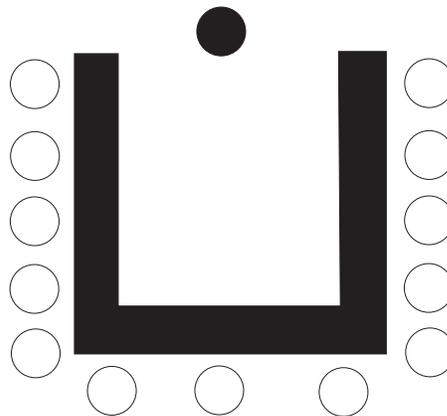
A

1. Will allow one to “axe-grind” the largest audience.
2. Implies “I will talk, you will listen.”
3. Will allow a maximum of information to be presented in a short period of time.



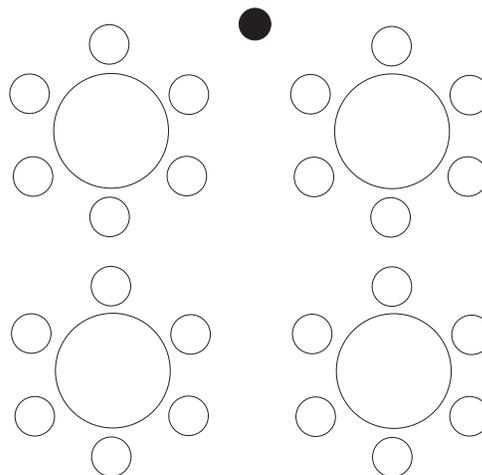
B

1. Implies participation and work to be done by audience.
2. Will allow for maximum participation by the most people on the same task in the shortest amount of time.
3. Suggests “we talk, you listen” or “you talk, we listen.”



C

1. Implies participation and work to be done by audience.
2. Fosters the development or confrontation of diverse or polarized interest.
3. Will allow a maximum of information to be considered or tasks to be achieved.



D

Beware of “energy holes” in arrangements A, C, & D. Begin with too few chairs rather than too many.

Conducting the Workshop

If possible, greet individuals attending the workshop as they arrive. This will help participants feel welcome and will also help you feel more at ease with the group as a whole, especially if you do not already know the workshop participants.

Begin the workshop on time to be fair to those who arrive on time. Throughout the workshop, keep in mind the characteristics of a good facilitator (see Appendix A). Keep an eye on the pacing of activities and when participants need a break or a change of pace.

Remember to sign a Project WILD certificate for each participant that completes the full duration of training. You might consider doing this during the lunch break so that you can distribute them at the end of the day.

Be sure to reserve time at the end of the workshop for participants to fill out the Participant Survey Forms. Do not try to squeeze it in as people are getting ready to leave. **It is very important that we receive a complete evaluation form from every participant! Count them!** In exchange for the completed forms, participants can receive their Project WILD certificates. If you know someone will be leaving the workshop in a hurry, give them an evaluation form and have them fill it out early. Go through the form with the participants to be sure all questions are clear. Honest and accurate evaluations are important for the future planning of Project WILD. These records will be used for the mailing list and to notify participants of additional workshop opportunities and resources. These records will also be used when we research the effectiveness of Project WILD in Texas.

If anyone expresses concerns about anonymity on the survey alleviate their concern by encouraging them to write their comments on unmarked paper, fold and tape it shut, and put it directly into the return envelope. Alternately, you may cut the surveys to separate the contact information from the evaluation section.

Keeping Momentum

Just a few tips for keeping the spark in your workshop day:

- Post your goals and agenda so everyone can keep track of where you are going and to set an air of anticipation.
- Participate! After outlining the assignment, join the participants in the activity. It's fun for you, and it can encourage others to join in even more wholeheartedly.
- Pay attention to their attention. Notice when participants need a break or change of pace, especially after lunch.
- If you can, include a period of "alone time" for reflection and assimilation. Activities such as "Animal Poetry" work well.
- Include a variety of learning styles and media in the Project WILD activities chosen.
- Be sure to include activities which can be carried over with ease for use on "Monday morning."
- Include time for discussion of activities and other applications participants think of, or have used before.
- Enjoy yourself!

Troubleshooting

These are a few of the situations which may come up in the course of a workshop. We cannot cover them all so be flexible, use your judgment and if in doubt, give the Project WILD office a call.

Someone wants to leave early. Occasionally something will come up and a participant will want to leave early. They must attend the full duration of training to receive the book. However, if you feel the person truly could not foresee this conflict and has participated in the majority of the day's activities and will make good use of the guide, go ahead and give them the guide. Encourage that participant to meet with someone who will complete the full workshop to go over what is covered in the portion they will miss. If you feel the person is just trying to get out early, explain that TPWD's sponsorship agreement with AFWA requires the specified minimum instructional time to receive each guide. To waive the requirement would be to jeopardize that agreement. Refer them to the state coordinator if they persist.

Someone wants a guide without attending the training. Texas Project WILD is a professional development that includes a book. **Everyone** must attend the full duration of a workshop before they can receive an activity guide. If you have someone who questions this, politely tell them that this is a national and state policy and that we find there is a much higher rate of use of the materials once an educator has taken the time to attend a workshop. If they are still not satisfied please refer them to the state coordinator. There are some rare cases when guides have been loaned out and subsequently lost. If workshop attendance can be verified in the state WILD archive, arrangements can be made to replace the guide without having them attend a workshop again. Encourage your workshop participants to keep their Certificate of Professional Development as proof of workshop attendance.

A group wants to shorten the workshop time. Sometimes a group may want to hold the WILD workshop in less than six hours. They may only have a four-hour staff training time available for your workshop. Please explain that six hours is the national and state policy for a minimum time in which to conduct a workshop. There are certain things that must be accomplished to fully prepare educators to use the materials and to short cut them is not fair to the educators or the program. Also research has shown that the rate of use of the materials is directly related to the amount of time spent in a workshop. If they still question this, please refer them to the state coordinator. The only exception is if you have an ongoing relationship with the group and can ensure additional instructional time. Contact the state coordinator to make special arrangements.

Bad weather. 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 which you can substitute if necessary. If the weather is so bad that you feel you need to cancel the workshop, give participants as much notice as possible and a new workshop date. Notify the state office to arrange for any necessary refunds.

Number of participants changes. Regardless of varying number of participants, remember that our ultimate objective is to make Project WILD and Texas Parks and Wildlife the first and most satisfying resource an educator seeks when planning to teach wildlife or habitat concepts and processes.

For the workshop itself –

- If fewer than expected, go ahead and conduct the workshop as long as you think you can do it effectively with the group at hand. You may substitute or modify activities, but do not abbreviate the instruction and content.
- If more than expected, you may allow the on-site additions to attend as long as you have room and people willing to share during the workshop.
- If you do not have room or supplies you may say that preregistration is required, you do not have materials, and turn them away. Similarly, if there are fewer than 15 and not enough people to make it worth your and their time you may cancel. These are completely within policy and you will be supported in this decision by the state office.

For materials –

- Keep any leftovers to be used as scholarships or buffer for future workshops (these represent workshop seats that have already been paid for).
- Materials for last minute additions can be shipped afterwards – preferably to one address such as the host site or the facilitator. Contact the state coordinator to make arrangements.

For registration fees –

- Workshop registration is like a theater ticket – it may be transferred to someone else, but not refunded (except in extreme circumstances). No-shows have forfeited their fee.
- If you or the host site is handling registration, collect the fee as you do for any others or refund if needed.
- If registration is being handled through TPWD’s online system, contact the state coordinator as soon as possible to either start the process of refunding or set up a late-payment webpage.

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 the data recorder or 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 “playing children’s games.” Go ahead and 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 and discuss their goals and expectations to try and meet their needs. In any case keep a positive attitude and continue to enjoy your workshop. Usually the materials themselves will win them over, especially if you and the other participants are having a good time!

Someone makes an inaccurate statement. If someone makes a statement in a workshop that you know is inaccurate, such as “people see mountain lions in our county all the time,” you will want to be very diplomatic in correcting them. They usually believe what they have said and have gotten the information from someone they trust. You might begin to correct them with a statement like “You know, many people believe that, but there has never been a confirmed sighting.” Then direct the discussion to how a sighting may be confirmed and documented. Thus, you lead them back to the way that WILD is about how to think, not what to think.

As a presenter you must guard against giving out inaccurate information. If a question comes up and you are unsure of the answer, do not guess or make up an answer. Don’t be afraid to say “I’m not sure, but I will try to find out for you.” Also feel free to refer them to the Texas Parks and Wildlife Department or go to a reference book to find out.

Controversial issues and difficult people. There are several value-sensitive issues related to wildlife, such as hunting, trapping, and land use, on which people have very strong opinions. There are many different approaches to handling difficult people, controversial issues, verbal confrontations, negative comments or extreme differences of opinion.

Project WILD has adopted policies and guidelines that state the program’s commitment to **neutrality on controversial issues**. Treat such issues fairly and honestly without advocating any particular point of view and recognize that people need information from a variety of sources to make their own informed decisions. Project WILD programs, activities and materials are not to be used to promote organizational policies or political points of view. Fall back on WILD’s emphasis on how to think, not what to think.

When dealing with difficult people, understand that most want **to be heard, to be listened to**, and to have their point of view recognized and acknowledged. Let the person know that you understand his or her concern by repeating the main points back or by asking clarifying questions.

When a person dominates a group conversation, try these tactics:

1. First, thank the person for sharing the information.
2. Acknowledge that his/her thoughts are important.
3. Remind the group that many activities provide the opportunity to debate two sides of an issue.
4. Bring the group conversation back to the focus of the workshop.

If someone insists on dwelling on an off-the-track question or issue, suggest that the topic be tabled for discussion during the break or after the workshop.

As a facilitator, your role is to provide a foundation for understanding ecological concepts so that people can make their own decisions. Please remember to refrain from stating personal opinions and philosophies, especially any that may conflict with the mission and purpose of TPWD and Project WILD.

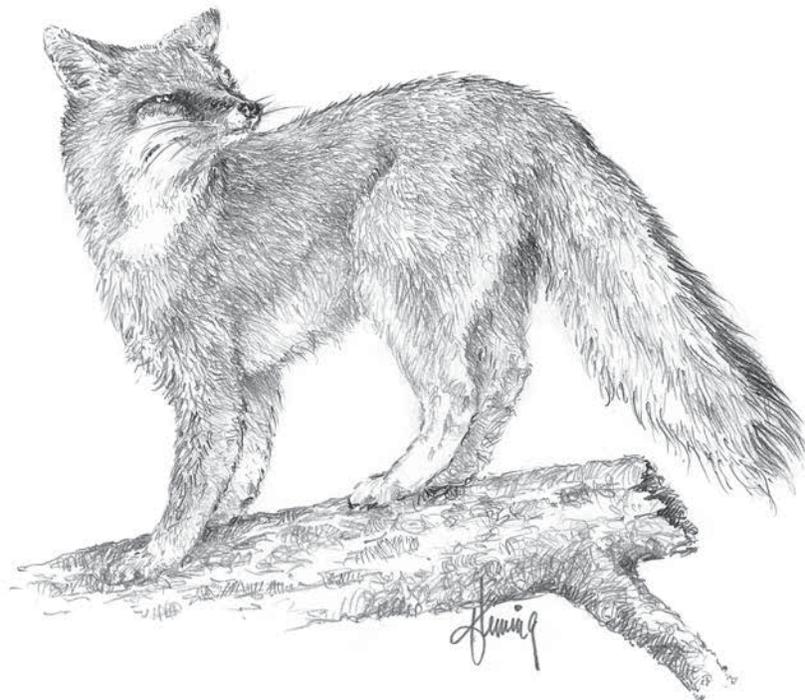
Ending the Workshop

A simple way to wrap up a workshop is to end with an activity from the guide which focuses on responsible human action. These usually generate discussions on our role in the environment as responsible citizens. Some other suggestions for ending workshops are:

- Ask the participants to draw a huge mural depicting the “big ideas” they have thought about during the workshop. A visual summary.
- Create “Principles Pictures.” Divide the group into several small groups and assign them one of the curriculum framework principles. Supply each group with paper and art materials and ask them to create a drawing representing the central message of their principle. Gather the groups and have them share their pictures and thoughts with each other.
- Tie it all together. Have each participant adopt the role of a plant, animal or other element in the environment. Then actually connect them with string or yarn to show their interrelationships.
- Summarize how the activities can fit into their daily activities and where they can find resource materials.
- Simply say “thanks” and end with an effective video which emphasizes the goals of Project WILD.

You may want to hold a certificate ceremony; calling out the participants one by one to receive their certificate while the surveys are being completed. An assistant can take a photo of each as well as the whole cohort at the end. This gives closure to the workshop, reinforces community, and ensures that everyone stays until the surveys are completed.

All sorts of things can work for achieving a sense of completeness at the end of the workshop. By pulling together all the varied experiences which have been offered, participants leave with a sense of excitement about what they can do with what they have learned. Use your own judgment about what makes sense in terms of your workshop, your participants and your style.



CHAPTER 5

AFTER THE WORKSHOP

You did it—good job! Take some time to evaluate the workshop for yourself. What went well and what things would you like to improve for the next workshop? Jot down your thoughts. These personal notes may be helpful when planning future workshops.

(Optional) Send thank-you cards or e-mails with a list of workshop participants contact info to all attendees and remind them of any future Project WILD opportunities.

Reporting your Workshop

Within two weeks of the workshop, log into your profile in the TPWD Volunteer Management System to complete the Facilitator Report. Step by step instructions are in Appendix B of this manual.

https://tpwd.samaritan.com/custom/1353/volunteer_login

You will need:

- Copy of workshop agenda
- Participant count from your sign-in sheet including gender and race
- Your memory of how many hours you spent (no special documentation needed)
- Any pictures or extras you want to share electronically (optional)

You may retain any leftover guides or supplementary materials for use in future workshops. Since the workshop fee has already been paid for these materials, you may use them to offer scholarships or allow for onsite registration.

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 a nice, added touch. This provides the participants with the start of their own local Project WILD network. If you did not distribute the certificates during the workshop, you may include them with a thank you note.

Teachers attending workshops often request information as to how they may become facilitators or attend another Project WILD workshop in the future. Many wish to participate in a workshop similar to their first one to exchange ideas and experiences with other participants and possibly to experience a different selection of WILD activities. Still others may want to participate in a more advanced Project WILD workshop. When you receive requests for information on follow-up workshops, feel free to offer them yourself or refer them to the state WILD Coordinator.

Curriculum specialists and mentor teachers may need additional follow-up to determine the long-term effectiveness of their inservice training programs. If this is your area of specialty, you may decide to contact a few of the participants to see how they are doing with the activities. If possible, schedule a meeting to bring the group back together at a future date, or suggest that they contact other workshop participants to compare notes regarding effective ways of using Project WILD. A brief follow-up questionnaire can be sent to some or all of your 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 offer suggestions for enhancing your future workshops. Please share any feedback with the state office.

APPENDIX A

Description of a Good Workshop Facilitator
Growing Up WILD Workshop Considerations

Facilitation Tips

Adult Learners Versus Child Learners: Is there a difference?

Teacher-centered Versus Learner-centered Instruction

Critical Thinking Through Socratic Teaching

Workshop Planning Checklist

Sample Agendas

Project WILD

Aquatic WILD

Growing Up WILD

PW/AW Combo

WILD Facilitator Support

Frequently Asked Questions



Description of a Good Workshop Facilitator

Remember a facilitator is not the same as an instructor. Your role is to provide opportunity and support for the participants to make the learning their own. A good workshop facilitator promotes participation during the course of a Project 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 name tags 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 the details of the workshop carefully, 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.

Growing Up WILD Workshop Considerations

Time:

3 hours – half-day workshop

Multi-tasking with the 'centers' is an efficient way to present the variety

Audience:

Assess knowledge and skills

Many professional early childhood educators have little science background

Many science educators have little early childhood background

Space:

Art/crafts, snacks, movement and such early childhood staples require more surface and open space than typical workshop formats

Preparation:

Setting up 'centers' where the participants can move at will among various examples of snacks, art/crafts, math and extensions allows you to demonstrate many facets of Growing Up WILD activities in a short period of workshop time. However, it involves much more planning and collecting and organizing of supplies. Give yourself time to pull it all together.

Expense:

Fresh snack items and art/craft supplies will be required. You may consider asking the host to charge a small fee to cover those expenses.

WORKSHOP FACILITATION TIPS

Adult Learners Versus Child Learners: Is there a difference?

When designing or planning the learning experience, keep these differences in mind and you can dramatically improve the effectiveness of your results. If your workshop participants are curriculum specialists or trainers you may want to overtly discuss these differences. The ability to switch presentation or delivery technique according to audience composition comes easily for some, for others it may require deliberate thought and planning.

	CHILD LEARNERS	ADULT LEARNERS
Application	Generally accept that the learning will be meaningful at some point in the future	Generally require the learning to have an immediate application or purpose
Independence	Usually rather dependent on the teacher for the learning environment and their understanding of the topic	Autonomous, self-directed, and independent in their approach to the learning environment, usually accept responsibility for their understanding of the topic
Prior experience	Sometimes rather limited	Usually a rich resource
Readiness to learn	Set by environment, interest level, and external factors	Associated with a transition point in job duties or need to perform a task
Motivation	External	Internal
Learning design/orientation	Focused on subject matter and content	Best when focused on a problem or tool
Participation in learning	Usually mandated	Usually voluntary

Teacher-centered Versus Learner-centered Instruction

Project WILD activities are best facilitated with emphasis on higher-order, critical thinking and hands-on learning activities. Learner centered instruction is an effective approach to achieve this.

TEACHER-CENTERED	LEARNER-CENTERED
Focus is on the teacher	Focus is on both the learners and the teacher
Focus is on language forms and structures (what the teacher knows about the language)	Focus is on language use in typical situations (how the learner will use the language)
Teacher talks; learners listen	Teacher models; learners interact with the teacher and one another
Learners work alone	Learners work in pairs, in groups, or alone depending on the purpose of the activity
Teacher usually monitors and corrects every learner utterance	Learners talk without constant teacher monitoring; the teacher provides feedback/correction when questions arise
Teacher answers learners' questions about language	Learners answer each other's questions, using teacher as an information resource
Teacher evaluates the learners' learning	Learners evaluate their own learning; teacher also evaluates
Classroom is quiet	Classroom is often noisy and busy

Critical Thinking Through Socratic Teaching

Critical thinking is the very essence of scientific investigation. Educators strive to create in our students the ability to pose a question, evaluate all of the possible answers, and then accept or reject those answers as valid.

One of the oldest and most powerful methods for nurturing the ability to think critically is Socratic teaching. Through this technique, educators demonstrate and model inquiry and the ability to delve deeper and deeper into a subject or thought process. In this approach, the educator plays the role of that inner voice which the mind develops through the process of critical thinking. The feedback from learners is equivalent to the many thoughts generated in one's mind. Each question or answer from students must be evaluated thoroughly and impartially. In so doing, the discussion is advanced and the educator models and fosters the development of critical thought. So, not only is a subject explored and taught, but participants build upon their ability to think intellectually.

The most effective questions in this approach are open-ended ones. Questions that learners can answer with a yes/no response may stall a discussion whereas good open-ended questions invite opinions, thoughts, and feelings. They encourage participation, establish rapport, stimulate discussion, and help to maintain the balance between the questioner and learner.

TYPES OF QUESTIONS:

Introductory questions (Get the discussion rolling.)

General – What do you observe?

Specific – Why do hermit crabs need a shell?

- How would you define erosion?

- Why do you think people throw trash on the ground?

Extending questions

What else can you add to that?

Clarifying questions

Could you explain that more fully?

Could you rephrase that observation?

What do you mean when you say_____?

How would you summarize what you learned today?

Justifying questions

What reasons can you give for that?

Redirecting questions

Jenny, what can you add to Randy's observations?

Motivation questions

Why would we want to study sharks?

Method/means questions

How did you know the skull was from a rodent?

Application questions

What steps can you take this week to conserve water?

Workshop Planning Checklist

It's time for a Project WILD Workshop!

BEFORE THE WORKSHOP

- Request permission for approval from your school system or organization (if necessary).
- Secure phone number of workshop site contact person in case of an emergency.
- Select and reserve workshop site for the date, time, and number of hours needed.
- Submit workshop plan to your district or college for approval (if necessary).
- Notify Project WILD coordinator of the workshop if you desire to advertise it on TPWD's calendar.
- Submit Workshop Proposal Form to Project WILD Coordinator as soon as you know you will be doing it.
- Develop and distribute promotional materials, e.g. flyers, pre-registration forms, posters, or articles (at least four weeks prior to the workshop date).
- Develop workshop design, taking into consideration:
 - the audience
 - workshop objectives
 - constraints such as space or time
 - strategies for overcoming constraints
 - requirements for credit (district, college or university) if offered
 - materials and equipment needed for activities
- Outline workshop agenda.
- If desired, contact/invite guest speakers or resource people.
- Arrange for refreshments and snacks.
- Gather support materials such as projector, A/V equipment, paper, pens and art materials.
- Photocopy any handouts you plan to distribute, (e.g., My WILD Plans, WILD Bingo, Hike/Swim Through the Guides, agendas, etc.)
- Send confirmations and maps (optional) to registrants.

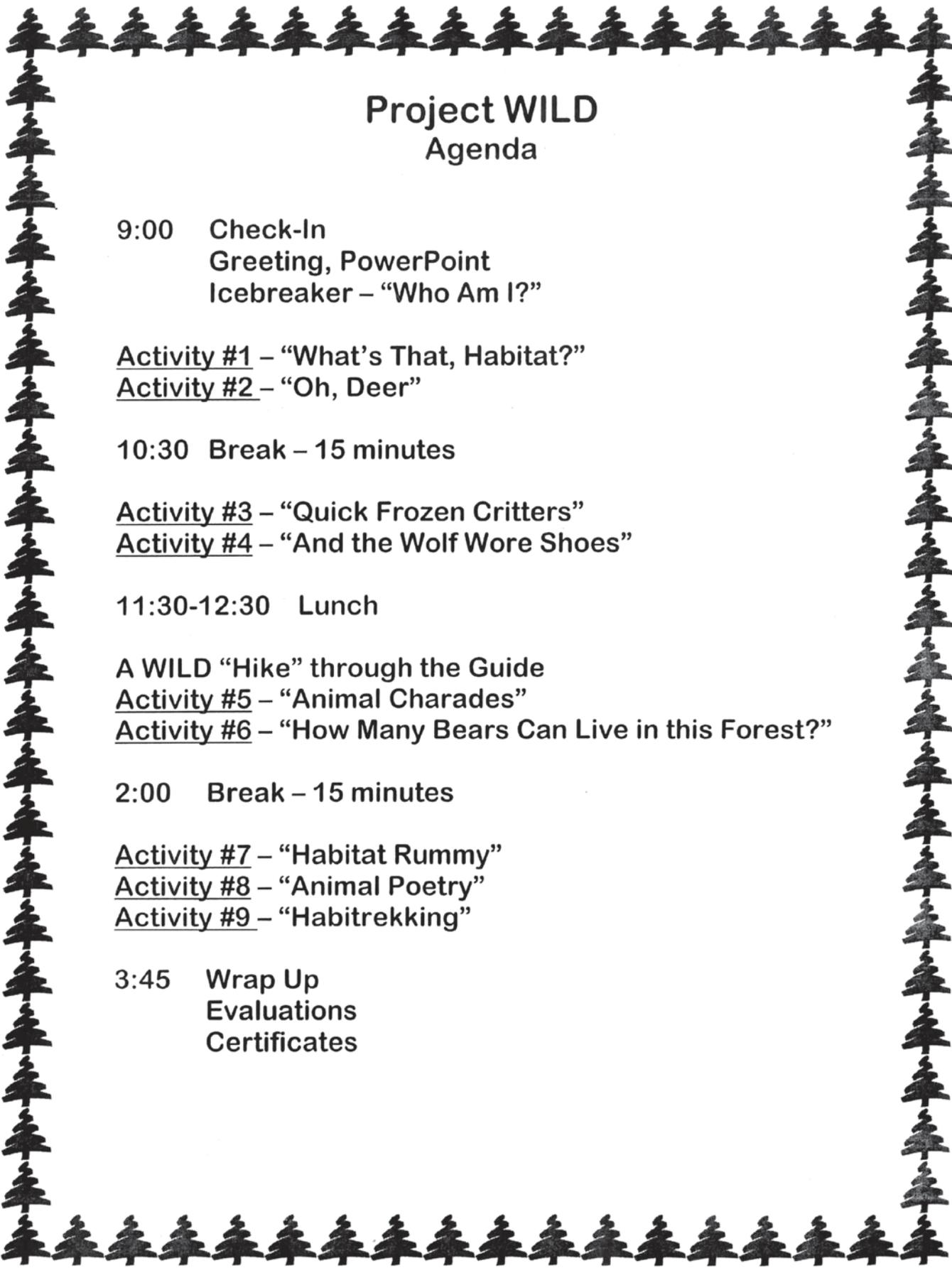
AT THE WORKSHOP SITE

- Set up workshop space (if possible, the afternoon or evening before).
- Check to be sure equipment is working.
- Check restrooms for adequate supplies.
- Locate restrooms, light switches, plugs, and easiest access to the outdoors.
- Select appropriate areas to conduct activities.
- During the workshop, orient participants to the restrooms and refreshments.
- Provide a brief overview of the agenda, including approximate times of breaks and lunch.
- At the end of the workshop, be sure each participant fills out a Participant Survey Form (evaluation).
- Distribute Project WILD certificates in exchange for the Participant Survey Forms.

AFTER THE WORKSHOP

- Collect leftover supplies, straighten room to leave it as it was before.
- Complete the Facilitator Reporting Form and send it with the agenda, roster/sign-in sheet, and completed Participant Survey Forms to:
 - Project WILD Coordinator
 - Texas Parks and Wildlife Department
 - 4200 Smith School Road
 - Austin, TX 78744

(Optional) Send thank-you cards or e-mails with a list of workshop participants contact info to all attendees and remind them of any future Project WILD opportunities.



Project WILD Agenda

9:00 Check-In
Greeting, PowerPoint
Icebreaker – “Who Am I?”

Activity #1 – “What’s That, Habitat?”

Activity #2 – “Oh, Deer”

10:30 Break – 15 minutes

Activity #3 – “Quick Frozen Critters”

Activity #4 – “And the Wolf Wore Shoes”

11:30-12:30 Lunch

A WILD “Hike” through the Guide

Activity #5 – “Animal Charades”

Activity #6 – “How Many Bears Can Live in this Forest?”

2:00 Break – 15 minutes

Activity #7 – “Habitat Rummy”

Activity #8 – “Animal Poetry”

Activity #9 – “Habitrekking”

3:45 Wrap Up
Evaluations
Certificates

Aquatic Wild
With A GT Focus

- 8:30-9:15 Introductions, people search, pretest, goals
- 9:15-10:00 Are You Me?
- 10:00-10:30 GT focus
- 10:30-10:45 Break
- 10:45-11:00 Fashion a Fish
- 11:00-11:30 GT connections
- 11:30-1:00 Blue Ribbon Niche, Riparian Retreat, Edge of Home and Lunch
- 1:00-1:30 GT discussion
- 1:30-2:30 Dragonfly Pond and Discussion
- 2:15-3:00 Galveston Bay Info and Birding
- 3:00-3:30 Closure and post test

Aquatic WILD™

Longhorn Cavern State Park

February 22, 2014



9:00

Introductions

9:15

Puddle Investigation

What is WILD?

Migration Headache

11:00 AM

Water Wings/Lunch

Dragonfly Pond

Water Works

1:30

Break

Swim through the guide

Wrap up

3:00

Adjourn



Texas Master Naturalist Meeting

October 23, 2010
1:00 pm – 4:00 pm

Hum a Tune

1:00

Activity page format

1:15

Looking at Leaves

1:20

What do we know?

1:45

Centers

2:00

You Lead One

2:30

Wrap up

3:45



Project WILD/Aquatic WILD Combo Workshop

21 February 2015

8:30 AM -6:30 PM

San Marcos Nature Center

8:30 Welcome!

Icebreaker – *Are You Me?*

Project WILD

Oh, Deer!

Ecosystem Facelift

Break!

Aquatic WILD

Edge of Home

What's in the Water?

12:00ish Working lunch

What Did Your Lunch Cost Wildlife?

Your turn – prepare and present activities

Group I PW activity

Group II AW activity

Group III PW activity

Group IV AW activity

Application and Discussion

6:30 Adjourn!

WILD FACILITATOR SUPPORT

ONLINE

Facilitator resources such as PPTs, videos, reporting forms, and FAQs are under “I am a Wild Facilitator” on the Texas Project WILD webpage

www.tpwd.texas.gov/projectwild

Password: keptexaswild

PHONE

Project WILD Coordinator (512) 389-4369

EMAIL

Education@tpwd.texas.gov

LOCAL

Contact the state coordinator to put you in touch with nearby WILD Facilitators. Contact information is shared by permission only.

PROJECT WILD FACILITATOR FAQS

I took the Project WILD Facilitator training; what does that certify me to teach?

The Facilitator training covers the entire suite of WILD manuals including Project WILD, Aquatic WILD, and Growing Up WILD.

What are the minimum requirements for a workshop?

WORKSHOP TYPE	DURATION	# OF ACTIVITIES
Project WILD	6 hours	5
Aquatic WILD	6 hours	5
Growing Up WILD	3 hours	*
Project WILD/Aquatic WILD Combo	10 hours	10
Project WILD/Growing Up WILD Combo	8 hours	5*

* Due to the interdisciplinary and interconnected nature of Growing Up WILD activities, no minimum is set. Facilitators are expected to sample enough of the book for the trainees to understand both the depth of each activity and the span of the book.

Does the workshop have to be done in one day?

No. The workshop hours can be done in one day or divided into sessions—whatever is most convenient for you and your participants. However, participants must attend all sessions to receive the manual.

What if someone doesn't stay for the entire workshop?

According to national requirements, a participant must attend the minimum hours of instruction to receive a guide.

How much time before a workshop do I need to close registration?

As soon as it fills—the earlier the better! Ideally 2 weeks, at least 10 days before the workshop typically allows enough time.

How do I get my workshop advertised on the TPWD website?

As soon as you know when you are going to do a workshop, let the coordinator know. It's great to have the information listed six months in advance. It is best to email or fax a Workshop Proposal Form, but an email to the state coordinator will do. Please follow up if you do not receive confirmation or see it posted in a few days.

How do I get my materials?

The warehouse order form is generated from the paid registrations and your Workshop Proposal Form. When registration closes, confirm where and when your materials will be shipped.

I want to get the Project WILD Supplementary materials Taking Action, WILD School Sites and WILD posters but I don't find them on the order form?

Taking Action, WILD School Sites, WILD about ELK and WILD posters are listed and described in the appendices of the Project WILD manual and can be ordered directly from the national office. Visit the national office website, www.projectwild.org or call (713) 520-1936 to order these materials.

I wish there was some type of video or PowerPoint program I could use for my workshop.

There is! There are PowerPoint slide-banks on the Facilitator website. You can download, select and customize them into your own, unique presentation. There is also a promotional video produced by the national Project WILD office available online: www.projectwild.org as well as a WILD segment of the TPWD TV show, available on the TPWD YouTube channel. Search for “Educating the Educators”.

How do I access the Facilitator website?

Go to www.tpwd.texas.gov/projectwild/

On the left-hand side of the page, click on “I am a Wild Facilitator.”

Password: keptexaswild

What should I do with the materials left over from the workshop?

Project WILD materials must always be delivered with the requisite training. As a WILD Facilitator, you are authorized to keep them until you can provide the training. Since the workshop fee has already been paid for these materials, it is up to your discretion to offer them as scholarships, keep them to allow for last minute additions, or reduce the fee for your next workshop. If you do not plan on holding another workshop any time soon, contact the WILD coordinator to put you in touch with a nearby facilitator who can use them.

Can I charge for a workshop?

National regulations prohibit making a profit from Project WILD workshops. However, you may add enough to the TPWD workshop fee to offset the costs. It is best to indicate what the extra covers such as admission, parking, or snacks. You or the host site will have to handle registration with extra fees because TPWD can only collect exactly the TPWD fee.

When should I send in the completed Facilitator Report and Participant Survey?

Within two weeks of completing the workshop, use the postage paid envelope included with your shipment to mail back the Facilitator Report and Participant Surveys. We must receive the completed participant surveys for each person that attended the workshop—this very important documentation is required by the Legislature. The future of the program depends on these documents. *On the report remember to include your prep and follow-up time contribution as well as the workshop time.

Where do I get the activity correlations to the TEKS?

The correlations can be found on the website: www.tpwd.texas.gov/projectwild/ as a searchable database and on the educator USB drive in spreadsheet form.

I’m moving out of state, can I still teach Project WILD?

Contact the Project WILD state coordinator in your new state to inquire about transferring. They will be able to verify your facilitator credentials with our (TPWD) office. A list of state coordinators is available via the National WILD office, www.projectwild.org

How do I contact the Project WILD coordinator?

The state coordinator is Kiki Corry and can be reached at (512) 389-4369 or (800) 792-1112.

E-mail at kiki.corry@tpwd.texas.gov

Fax number is (512) 389-8673

Mailing address is 4200 Smith School Road, Austin TX 78744

APPENDIX B

Project WILD Sample Forms

Although WILD workshops can be paperless (except for the book), you may find yourself in a situation where electronic/internet-based resources don't make sense. Please let the WILD office know which ones you will need so they can be included in your book shipment along with a postage-paid envelope. Otherwise, it will be assumed that you will do all the reporting and send participant certificates electronically.

These sample forms are provided as a back-up in case you need to make copies for your workshop.

Workshop Forms

- Workshop Proposal Form

- Sample Certificate

- Activity Cover Sheet (for giving out a copy of an activity)

Reporting

- Profile Creation and Reporting Online

- Optional hard copies

 - Facilitator Report Form

 - Participant Sign-in Sheet

 - Participant Survey Form

 - Presentation Report Form

TPWD Volunteer Insurance

- TPWD Insurance Policy

- Coverage Summary

Incident Reporting Worksheet



Project WILD Workshop/Event Proposal



Fill in as much as you know - don't worry about the rest.

Who
Facilitator(s)
lead - name: _____
phone #: _____
email: _____
assistant- name: _____
phone #: _____
email: _____
Host (if different than Facilitator)
name: _____
phone #: _____
email: _____
notes: _____

What
workshop: _____
event: _____

When
date & time: _____

Where
Facility
address: _____
Shipping (if you will need materials, where should they be shipped?)
address: _____
name: _____
phone #: _____
email: _____
Special Instructions: _____

Registration/Payment

Is TPWD handling registration? (yes/no)

If TPWD is handling registration:

Is there anything
you want included
in the registration
information ?

Is there any
information you
want to collect
from the
registrants ?

If TPWD is not handling registration:
Who will pay TPWD?

Publicity

Post it on the TPWD Calendar? (yes/no)

Notes

Is there anything else the WILD office should know?



Texas Project WILD

CERTIFICATE OF PROFESSIONAL DEVELOPMENT

This recognizes your successful completion of a workshop within the Texas Project WILD suite, and acknowledges your commitment to educate the youth of Texas about conservation, wildlife, the environment and responsible human action.



SAMPLE

NAME _____

NUMBER OF CONTACT HOURS _____

PROJECT WILD FACILITATOR _____ DATE _____



Life's better outside.®

CPE Provider #500121 Texas Parks and Wildlife Department
4200 Smith School Road, Austin, Texas 78744 • (512) 389-4369



Project **WILD**[®]



The activities that you have participated in today are part of the educational curriculum, Project WILD. Project WILD is the most widely-accepted and popular wildlife education program nationally. Project WILD capitalizes on the natural interest that children and adults have in wildlife by providing hands-on activities that enhance student learning. Project WILD helps educators guide students through a process that begins with awareness, moves towards understanding, challenges preconceived notions, and instills the confidence, skills and motivation to take responsible action on behalf of the environment.

The Texas Project WILD Suite available through attendance at a workshop. Visit the Project WILD website, www.tpwd.texas.gov/projectwild/, for a listing of scheduled workshops. We are also happy to work with you to provide a workshop to your school, site or group. To schedule Project WILD workshops contact:

Kiki Corry
Project WILD Coordinator
Texas Parks and Wildlife Department
4200 Smith School Road
Austin, TX 78744
(512) 389-4369
Kiki.Corry@tpwd.texas.gov

Project WILD is sponsored by the Texas Parks and Wildlife Department.

TEKS Correlations

Project WILD TEKS Correlations are available for all grade levels and subjects at www.tpwd.texas.gov/projectwild/ in an online searchable database.

Profile Creation With Samaritan

In order to report your workshops online you will need a volunteer profile in Samaritan. If you already have a profile you are halfway there!

You will also need to be signed up for the "Project WILD Facilitator" opportunity, this allows us to mark you as a facilitator in our system.

1. Login or create a volunteer profile by going to <https://tpwd.texas.gov/volunteer/> and clicking on the blue Volunteer button
2. Regardless of whether you have a profile or not, click "Search" in the upper right corner and on the next page you will be prompted to search for an Opportunity.
3. In the Keyword field enter "Project WILD Facilitators" and search. Only one result will appear; click on it.
4. Click on the blue Sign Up button. If you have a profile, select Login, if not, select New Volunteer.
5. If you already had a profile you are done. If you are creating one, then you will be taken to the profile creation page. This page contains simple waivers, the background check consent, contact info, and so on. Please do not opt out of "Personal" messages, this is how we will contact you about your workshops. You need not provide references, or emergency contact info, that is for State Parks volunteers and Hosts.
6. Accept & Submit and you are done!

Reporting Online With Samaritan

Now that you have a profile reporting is easy! Simply login to your profile at https://tpwd.samaritan.com/custom/1353/volunteer_login, select Report Your Service, locate your workshop from the drop-down, and fill out the short survey! There is a place to attach your sign-in sheet, and coming soon, places for your agenda, photos, and anything else you might want to add.

Things to remember:

- Workshop names are formatted as "yymmdd Workshop Location" eg: 210224 Dallas Zoo
- Workshops MUST be reported within 45 days of the start date, or they will have to be mailed in the old-fashioned way.
- Assistant Facilitators are encouraged to report their service, but only the Lead Facilitator should report participant numbers.
- Your reports are important to us! Even if you are reporting your hours to another program, such as Texas Master Naturalist, we want to know that you put in the hard work for Project WILD!



Facilitator Report Texas Project WILD



Event Date(s): _____

Workshop Location: _____
(Facility Name) (City)

Workshop Summary:

Facility Type (Please check one):

- City/County Park Church/Religious Building Community/Public Building
- College/University Museum Nature/Environment Ed. Center
- School/ISD Site Scout Facility/Youth Camp TPWD Site
- Other

Workshop Type (Please check one):

- Project WILD Aquatic WILD AW / PW Combo Facilitator
- Science & Civics Projecto Growing Up WILD
- Advanced or Other Combo (please describe): _____

Facilitator Name (Please print)	Day-time Phone (Please include area code)	Lead Instructor (If yes, please check)	Signature (hereby certify that I contributed my time as noted.)	Prep & Follow-up Hours	Workshop Hours
		<input type="checkbox"/>			
		<input type="checkbox"/>			
		<input type="checkbox"/>			
		<input type="checkbox"/>			
TOTALS:					

***Has your address, phone or E-mail recently changed? If so, please include information on separate sheet.*

Within 2 weeks of workshop, please submit the following documents:

- Copy of Workshop Agenda
- Surveys from Workshop Participants
- Workshop Roster/Sign-In Sheet
- Facilitator Report Form

**Mail to: Project WILD Coordinator
Texas Parks & Wildlife Department
4200 Smith School Road
Austin, Texas 78744**

**Staff Contact:
Kiki Corry: 512-389- 4369; Kiki.Corry@tpwd.Texas.gov**

(For TPWD use only:)
Workshop ID # _____



Texas Project WILD Workshop Participant Survey Form



PLEASE PRINT ALL INFORMATION CLEARLY

About the workshop -

Date of Workshop: _____ Facilitator's Name: _____

Type of Workshop: Project WILD Aquatic WILD Growing Up WILD
 Combo _____
 Other _____

Overall rating of the workshop:

Excellent – one of the best I have ever attended
 Good
 Okay, but could have been better
 Pretty bad – one of the worst I have ever attended

Please give us your comments, suggestions or accolades:

About you -

Your Name: _____

Mailing Address: _____

City: _____ County: _____ Zip code: _____

Primary Phone: _____ Alternate Phone: _____

Email address: _____

The following information is used to ensure that our workshops reach all Texans.

I most closely associate myself with:

Female American Indian Asian Black/African American
 Male Hawaiian/Other Pacific Islander Hispanic/Latino White
 Other: _____

Would you like to attend other Project WILD workshops?	<input type="checkbox"/> yes	<input type="checkbox"/> no
Would you like to learn to train other educators in the use of Project WILD materials?	<input type="checkbox"/> yes	<input type="checkbox"/> no

Please feel free to contact the Texas Project WILD office with any comments, questions or concerns: Kiki.Corry@TPWD.Texas.gov

TPWD INSURANCE POLICY

TPWD provides personal liability insurance for certified, registered TPWD/Project WILD volunteers. Three policies exist. The policies provide protection for a personal injury or a property damage liability claim arising out of the performance of the volunteer's duties. This coverage is secondary and in excess of and non-contributing with any other valid and collectible insurance the volunteer may have.

What IS Covered:

- Personal Liability Coverage: 1 Million (\$1,000,000); does not cover auto accidents
- Auto Liability: \$500,000 per event for volunteer's personal vehicle or rental vehicle; secondary to volunteer's personal auto insurance policy; covers liability to third parties for injury
- Medical Policy: \$25,000. Covers most accidents or personal injuries to a volunteer, and is secondary to the volunteer's personal medical coverage
- Any registered volunteer if they harm someone or property in the course of performing a TPWD approved volunteer service
- Volunteer in transit to and from assignment

What is NOT Covered:

- General sickness, disease or hernias of any kind
- Criminal Acts
- Harm caused by gross negligence, reckless misconduct, conscious indifference to rights or safety of the person harmed, or criminal misconduct
- A Volunteer When Not Partnered with TPWD
- Volunteer Performing Restitution of Any Sort
- A Volunteer driving a TPWD motor vehicle

COVERAGE SUMMARY:

The primary policy is a standard accident policy, which covers all “registered volunteers” for most medical expenses, as well as accidental death and dismemberment, incurred as the result of most types of accidents involving a volunteer. The coverage applies while volunteers are performing volunteer “assignments” and while the volunteer is traveling to and from his or her volunteer site. This policy will cover the volunteer’s medical expenses for injuries incurred in the operation of motor vehicles.

The primary exclusions to this particular policy are accidents resulting from the following: acts of war, injuries incurred “in flight,” and injuries incurred while acting as a volunteer fireman, rescue squad member or sports team member. The policy does not cover general sickness or disease, nor does it cover hernias of any kind. If the volunteer has his own personal insurance, this coverage will provide for medical expenses in excess of those covered by the volunteer’s personal insurance. If the volunteer does not have any insurance coverage, this coverage will then serve as the volunteer’s primary coverage.

Volunteers should not drive TPWD motor vehicles (excludes mules and golf carts) as they could be personally liable, since they do not fall under the limitations of the Tort Claims Act.

Volunteer insurance policies are administered through SORM (State Office of Risk Management)

HOW TO REPORT AN INCIDENT:

In the event of an accident, within one (1) business day of the occurrence the volunteer should contact the Program Volunteer Coordinator and request a **PWD-009 form (Injury, Incident, Property Report Form)**. TPWD’s Legal Division (512-389-4804 or 512-389-8626) should also be contacted to insure proper tracking and guidance for filing a claim.

INCIDENT REPORTING WORKSHEET

Incident Date: _____ Time: _____ Date Reported to Supervisor: _____

Short Description of Incident (Use this naming structure): Incident Type/Affected Person's Last Name/Result
(Examples: Injury at Goliad SP/Jones/Broken Arm or Prop Damage/Smith/Collision or Heat Exhaustion/Doe/Govt' Canyon SNA)

Incident Location Description: _____

Detailed Description of Incident (full description of incident):

Investigating Agencies: FLE Medical Examiner Sheriff TPWD Fire Marshall TXDPS
Other: _____

Incident/Injury Source: _____

Incident Cause(s): _____

Emergency Services Notified Air Evac Animal Control EMS Fire Dept Law Enf. Agcy

Affected Employee: Name: _____ Phone: _____
Address: _____

Affected Non-Employee: Name: _____ Phone: _____
Address: _____

Witness: Name: _____ Phone: _____
Address: _____

Affected State Property: Property Number/Description: _____

Vehicles Involved: License Plate Number: _____ State: _____
Driver License Number: _____ State: _____
Insurance Agency: _____ Policy: _____
Year: _____ Make: _____ Model: _____
Police Report Number: _____

Important: Remember to take pictures that can be submitted with the report.

APPENDIX C

Sample Workshop Publicity Ideas

This appendix contains a sample press release and a sample flyer you can use in designing your own announcements.

Sample Press Release

Project WILD Workshop

If you are a teacher, youth group leader, or nature educator, you will soon have a chance to participate in a Project WILD workshop. A Project WILD workshop will be held at (site) on (day, date). Project WILD, a wildlife education program, is sponsored in Texas by the Parks and Wildlife Department. The program is designed to help educators and youth group leaders teach about wildlife and the environment through stimulating, hands-on instructional activities. Once you attend this workshop, your kindergarten through twelfth grade students can learn about wildlife and its habitat while learning basic skills in all subject areas from math to music!

At the workshop, you will participate in WILD activities and learn how to use them with students. You will also find out how to obtain information about Texas Parks and Wildlife resources. You will receive a Project WILD activity guide and a supplementary packet of additional information about Project WILD and wildlife resources in Texas.

For further information about Project WILD or to register for the workshop, contact (name) at (address, city, state, zip code), or call (phone number).

Attention Educators!



WORKSHOP

DATE/TIME

LOCATION

COST

REGISTER NOW!

Space is limited to first __ registrants

For more information or to sign up, contact:

The Texas Project WILD Suite is professional development for educators that is certified by the Texas Education Agency for Continuing Professional Education and by the Texas Environmental Education Advisory Committee for Environmental Educator recognition. It includes Project WILD K-12, Aquatic WILD K-12, and Growing Up WILD curriculum and activity guides as well as Texas-specific resources. Although the certification and credit is primarily for formal educators, it is appropriate for anyone who works with children or creates educational opportunities for the public. www.tpwd.texas.gov/projectwild

APPENDIX D

Sample Workshop Visuals

Following are examples of flip charts or PPT slides you can make for your workshop or use to spark your own ideas.



Great (and WILD) Expectations...

Leave this blank for participants to fill in their expectations or concerns. Put the chart on the wall with directions so that when participants sign in, they add their ideas or, take a few minutes at the start of the workshop to get their input. Be flexible so you can address concerns during the workshop, or allow for a review and check-back time at the end of the workshop.

Today's Workshop Goals

- Become more aware of the importance of including environmental education in all subject areas
- See how Project WILD can help you do that
- Experience Project WILD activities you can incorporate into your everyday teaching
- Spark ideas for encouraging your students to move from awareness to informed personal action

Project WILD's Goal

To assist learners in developing

- awareness
- knowledge
- skills
- commitment

to result in informed decisions, responsible behavior, and constructive actions concerning wildlife and the environment.

How?

By encouraging educators to approach learning and teaching with an environmental perspective

**Project WILD is not an add-on.
It is ... just what you need!**

Benefits to students—they

- learn HOW not WHAT to think
- develop creative and critical thinking skills
- relate subject skills to “real world” relevant learning
- have fun while learning!

Benefits to teachers—

- ready-to-use Project WILD guides
- over 200 activities in the Aquatic and WILD guides
- varied teaching and learning styles – cooperative learning
- correlates to Texas Essential Knowledge and Skills (TEKS)

**The “WILD”
Process of Learning**

Education

Understanding

Awareness

Experience

Action

**Group Presentations...
Getting You Started***

Project WILD Activity Guide

- Microtrek Treasure Hunt (I)
- Animal Poetry (III)
- Muskox Maneuvers (I)
- Checks and Balances (III)
- Does Wildlife Sell (III)
- Ethi-Reasoning (II)
- Arctic Survival (II)

Aquatic Activity Guide

- Aqua Words (I)
- Are You Me? (I)
- Wetland Metaphors (I)
- Fashion a Fish (I)
- Migration Headache (I)
- To Dam or Not to Dam (III)
- Dragonfly Pond (III)

**How will I use
Project WILD?**

(Record participants’
brainstormed ideas)

*This is a sample list of activities from which participants may select an activity to present to their colleagues. Have available a “goody box” of materials for the activities you list. The Roman numerals indicate the section of the guide in which the activity can be found.

APPENDIX E

Hikes, Swims, Skips and other ways to explore the guides

A WILD Hike Through the Guide
A WILD Swim Through the Guide
A WILD Skip Through the Guide
Project WILD Activity Guide Quiz
Project WILD Game Show
WILD Bingo
Aquatic WILD Bingo
My WILD Plans

A WILD “Hike” through the Project WILD Guide

This is an opportunity for a “WILD Hike!” It’s a way for you—alone or with others—to investigate the Project WILD Activity Guide, finding out more about what it contains and how it can be used. Enjoy the “hike”—and welcome to Project WILD!

1. What are the three major sections of the activity guide and where are they described?

a. _____

b. _____

c. _____

2. Each Project WILD activity is divided into seven main parts. What are they?

a. _____

e. _____

b. _____

f. _____

c. _____

g. _____

d. _____

3. Each activity includes key references that look like “EC1B, EC11A, HI11B1,” and so on.

Where do these references appear and what purpose do they serve?

4. Each activity contains key vocabulary words identified in the small box found at the end.

What is the easiest way to find the meaning of these words?

5. In the appendices, the activities are cross referenced in six different ways. What are they?

a. _____

d. _____

b. _____

e. _____

c. _____

f. _____

6. For each subject listed below, name one activity that would be most appropriate.
- a. Science: _____
 - b. Mathematics: _____
 - c. Social Studies: _____
 - d. Language Arts: _____
 - e. Environmental Education: _____
 - f. Expressive Arts: _____

7. What is the most efficient way to find the information necessary to answer question #6?

8. Name at least three forms of evaluation and assessment that Project WILD recommends to assess student learning. (Hint: check the appendices)
- a. _____
 - b. _____
 - c. _____

9. How many activities are most appropriate for an outdoor setting and where do you find such information?

**Owl Pellets
Oh Deer!
What's For Dinner?**

10. Invent a poem using any combination of Project WILD activity titles.
(You can modify titles and add other words. Be creative!!)

A WILD “Swim” through the Aquatic WILD Guide

This is an opportunity for a “WILD Swim!” It’s a way for you—alone or with others—to investigate the Project WILD Aquatic Activity Guide, finding out more about what it contains and how it can be used. Enjoy the “swim”—and welcome to Aquatic WILD!

1. What are the three major sections of the Aquatic Guide and where are they described?
 - a. _____
 - b. _____
 - c. _____
2. Find the conceptual framework. How is this section related to each activity?

3. The box in the blue bar on the first page of each activity contains several key vocabulary words. What page should you go to for the definitions of these words? _____
4. Activities in the Aquatic Guide are cross referenced in six ways. What are they?
(Not including the Table of Contents)
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
5. For each subject listed below, name one activity that would be most appropriate.
 - a. Science: _____
 - b. Mathematics: _____
 - c. Social Studies: _____
 - d. Language Arts: _____
 - e. Environmental Education: _____
 - f. Expressive Arts: _____
6. What is the most efficient way to find an activity that teaches a certain skill?

7. Who are the principal sponsors of Aquatic WILD?
 - a. _____
 - b. _____

8. How many activities are most appropriate for three class periods and where would you find this information?

How many? _____ Where? _____

9. Where might you look to find justification for having a classroom aquarium?

10. Make a quick sketch of an aquatic ecosystem, with labels on the various components.
(Hint: Use one of the appendices not mentioned yet).

11. Let's create a Haiku poem by writing about some type of aquatic related animal, plant or concept. The emphasis in Haiku is syllabic, not rhyming, and a poem must consist of three lines. The first line has five syllables, the second has seven, and the third has five again.

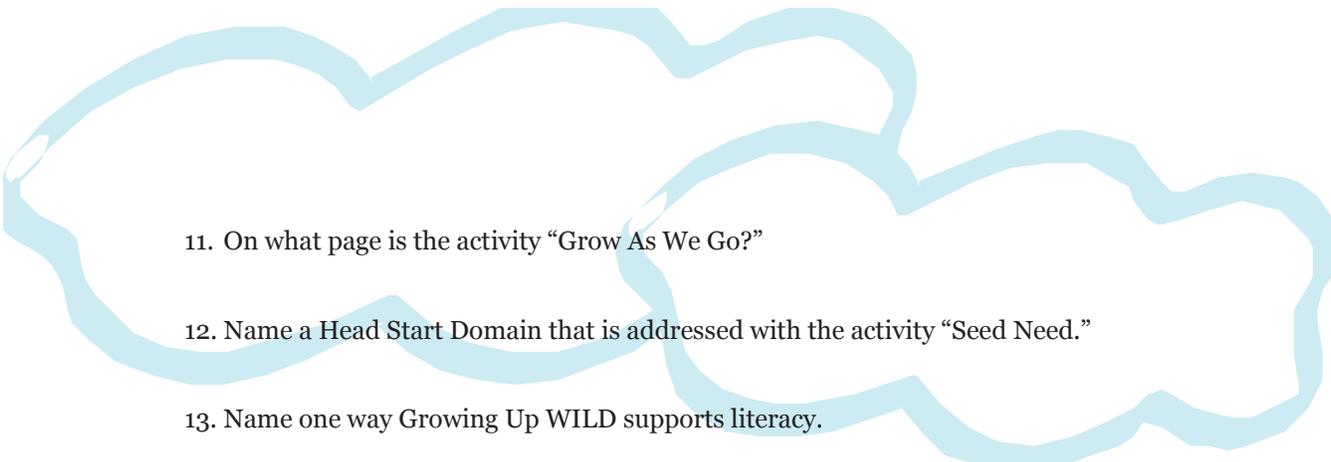
EXAMPLE: Ancient, old and now,
me and a manatee swam
alone and unfound.



Skip Through the Guide

1. Explain a benefit of spending time in nature.
2. How do children in the early childhood years learn?
3. What is developmentally appropriate practice?
4. What are the Wild Wonderful Words for the activity “Wildlife is Everywhere!?”
5. What is the objective or brief description for the activity “Fishing Fun!?”
6. How can you incorporate math with the activity “Spider Web Wonders?”
7. Sing a song that relates to the activity “Wiggling Worms.”
8. Perform a movement related to the activity “Bird Beak Buffet.”
9. What health concept can be taught with the activity “In a Grasshopper’s World?”
10. Define dispersal.



- 
11. On what page is the activity “Grow As We Go?”
 12. Name a Head Start Domain that is addressed with the activity “Seed Need.”
 13. Name one way Growing Up WILD supports literacy.
 14. Describe one of the Home Connections for “Terrific Turkey.”
 15. What is the ISBN number for the book Mister Seahorse?
 16. What is the criterion for NAEYC Standard 2.G.03?
 17. What can educators and caregivers do to get children outside related to the activity “Aqua Charades?”
 18. Name a non-fiction book related to the activity “First Impressions.”
 19. Name a NAEYC criterion that is addressed with “Lunch for a Bear.”
 20. What conservation project can young children do related to the activity “Looking at Leaves?”
 21. Name a snack children can eat while learning about “The Deep Blue Sea.”
 22. How can educators and caregivers teach young children to have respect for living things?
 23. How is nature play important to children’s healthy development?



ACTIVITY GUIDE QUIZ

1. Where is a one sentence description of Project WILD found? _____
2. How many procedural steps are given in the activity "Animal Poetry"? _____
3. How many activities are geared toward expressive arts? _____
4. Which pages list activities by grade level? _____
5. What are the key vocabulary words for the activity "Cartoons and Bumper Stickers"?

6. How many activities could be used to teach predator/prey relationships? _____
7. Where are the outdoor activities listed? _____
8. What do you multiply square miles by to get square kilometers? _____
9. On what page is the activity "No Water Off a Duck's Back" found? _____
10. On what page is the evaluation section of "Shrinking Habitat" found? _____
11. What is the recommended grade level for the activity "Habitat Lap Sit"? _____
12. On what page is the definition of stewardship given? _____
13. What is the setting for the activity "Muskox Maneuvers"? _____
14. Which sections of the Conceptual Framework are presented in the activity "What's for Dinner"?

15. How many objectives are listed for the activity "First Impressions"? _____
16. How many activities are recommended for the kindergarten through grade 4 level? _____
17. On what page are the problem solving activities listed? _____
18. What is the second concept in the Conceptual Framework? _____
19. How long does the activity "Quick Frozen Critters" take? _____
20. How many students are required for the activity "Habitat Rummy"? _____

GAME SHOW

To help teachers learn how to use the Project WILD Guide.
Page numbers are based on the 2014 guide.

- 1. On what page is the goal of Project WILD found?**
Answer: Page vi, first paragraph of the Preface.
- 2. How is the Table of Contents arranged?**
Answer: By the three basic concepts in the conceptual framework – found on page i.
- 3. Where is a one sentence description of Project WILD found?**
Answer: Page vi, first sentence of the Preface.
- 4. How many procedural steps are given in the activity “Animal Poetry”?**
Answer: Three – found on page 282-284.
- 5. How many activities are geared toward mathematics?**
Answer: Fifteen– found on page 494 in Skills Index.
- 6. Which pages list activities by grade level?**
Answer: Pages 494-502 – in the Skills and Topic Index.
- 7. What are the key vocabulary words for the activity “Cartoons and Bumper Stickers”?**
Answer: Stereotypes, media and attitudes – found on page 192.
- 8. How many activities could be used to teach predator/prey relationships?**
Answer: Seven – found on page 511 in the Expanded Topic Index.
- 9. Where are the outdoor activities listed?**
Answer: Pages 494-497 in the Skills Index.
- 10. What do you multiply square miles by to get square kilometers?**
Answer: 2.6 – found in metric conversion chart on page 536.
- 11. On what page is the activity “No Water Off a Duck’s Back” found?**
Answer: Page 305 according to the Alphabetical Listing on last page.
- 12. What are three types of evaluation or assessment suggested by Project WILD to assess student learning were used for Project WILD?**
Answer: Pages 492-493 under Evaluating and Assessing Student Learning list many suggestions.
- 13. On what page is the evaluation section of “Shrinking Habitat” found?**
Answer: Page 313.

- 14. What serves as the conceptual basis for Project WILD activities?**
Answer: The Conceptual Framework – found on pages 458-469.
- 15. What is the recommended grade level for the activity “Habitat Lap Sit”?**
Answer: Grades 5-8 (also younger and older – found on page 61 in the boxed data. Grades 5-8 in the Skills Index on page 495 or in the Topic Index on page 500.
- 16. On what page is the definition of stewardship given?**
Answer: Page 520 in the Glossary.
- 17. What is the setting for the activity “MuskoX Maneuvers”?**
Answer: Outdoors – found on page 130 of the activity in the boxed data or on page 496 in the Skills Index.
- 18. Which sections of the Conceptual Framework are presented in the activity “What’s for Dinner”?**
Answer: ID1A, ID1B, ID11B2– found on page 96 in the boxed data.
- 19. How many objectives are listed for the activity “First Impressions”?**
Answer: Two – found on page 178.
- 20. How many activities are recommended for the early childhood level?**
Answer: 5 – found by counting the “P’s” in the grade level columns, of the Skills Index or Topic Index.
- 21. On what page are the problem solving activities listed?**
Answer: Page 494 – in the Skills Index.
- 22. What is the second concept in the Conceptual Framework?**
Answer: Social and Political Knowledge – found on page 462.
- 23. How long does the activity “Quick Frozen Critters” take?**
Answer: 20 to 45 minutes – found on page 122 in the boxed data, or on page 501 in the Topic Index.
- 24. How many students are required for the activity “Habitat Rummy”?**
Answer: Groups of two to three students – found on page 14 in the boxed data.

WILD BINGO

Knows the four components of HABITAT	Can name a migratory species	Knows what "TPWD" stands for	Has helped injured wildlife	Can define symbiosis
Photographs wildlife and wild places	Has a favorite wild animal	Knows who sponsors Project WILD in Texas	Likes to birdwatch	Knows what the state mammal of Texas is
Has binoculars (and uses them)	Can complete the phrase "Like water off a _____ back"	FREE	Knows what an owl pellet is	Enjoys nature programs on television
Knows what a "terrestrial" animal is	Subscribes to Texas Parks & Wildlife magazine	Knows the state insect of Texas	Knows what the acronym WILD stands for	Owens a current fishing license
Can name four main characteristics of mammals	Has seen a wild animal ... in the wild	Knows where the nearest state park is	Has seen an endangered species	Has already used a Project WILD activity

WILD BINCSO - KEY

Knows the four components of HABITAT Food, water, shelter, space	Can name a migratory species Possible answers: ducks, geese, salmon, butterflies, hummingbirds	Knows what "TPWD" stands for Texas Parks and Wildlife Department	Has helped injured wildlife	Can define symbiosis Relationship of two or more different organisms in close association that may benefit each other (but not necessarily)
Photographs wildlife and wild places	Has a favorite wild animal	Knows who sponsors Project WILD in Texas Texas Parks and Wildlife Department	Likes to birdwatch	Knows what the state mammal of Texas is nine-banded armadillo
Has binoculars (and uses them)	Can complete the phrase "Like water off a _____ back" duck's	FREE	Knows what an owl pellet is Prey's undigested bones, skeletons, teeth, hair and feathers, regurgitated by owl	Enjoys nature programs on television
Knows what a "terrestrial" animal is ground dweller	Subscribes to Texas Parks & Wildlife magazine	Knows the state insect of Texas Monarch butterfly	Knows what the acronym WILD stands for Wildlife In Learning Design	Owens a current fishing license
Can name four main characteristics of mammals hair, live birth, warm-blooded, feed young milk	Has seen a wild animal ... in the wild	Knows where the nearest state park is Facilitator should check this before the workshop	Has seen an endangered species	Has already used a Project WILD activity

AQUATIC WILD BINGO

Knows the chemical formula for water	Knows what a manatee eats	Can define the term "precipitation"	Has been in a hail storm!	Can name the chemicals used to kill harmful organisms in our drinking water
Knows how much of the earth's surface is covered by water	Knows how much of the human body is made of water	Knows who sponsors Project WILD in Texas	Can name the largest river in the United States	Can complete the phrase "Like water off a _____ back"
Has slept on a waterbed	Can name five uses for water	FREE	Knows which state the largest natural lake is in	Knows the name of the aquifer that supplies their drinking water
Marine creature that cries tears of salt to rid its body of excess salt	Has tried to drink eight full glasses of water a day	Knows the state fish of Texas	Knows what the acronym WILD stands for	Owens a current fishing license
Has eaten squid	Knows where pearls come from	Knows where the nearest lake is	Knows where a salmon travels in its adult life	Can name a toothed whale

AQUATIC WILD BINGO - KEY

Knows the chemical formula for water H ₂ O	Knows what a manatee eats Water hyacinth	Can define the term "precipitation" to condense fro a vapor and fall as rain or snow	Has been in a hail storm!	Can name the chemicals used to kill harmful organisms in our drinking water chlorine
Knows how much of the earth's surface is covered by water 75%	Knows how much of the human body is made of water 75%	Knows who sponsors Project WILD in Texas Texas Parks and Wildlife Department	Can name the largest river in the United States Mississippi	Can complete the phrase "Like water off a _____ back" duck's
Has slept on a waterbed	Can name five uses for water	FREE	Knows which state the largest natural lake is in Lake Okeechobee in Florida	Knows the name of the aquifer that supplies their drinking water
Marine creature that cries tears of salt to rid its body of excess salt sea turtle	Has tried to drink eight full glasses of water a day	Knows the state fish of Texas Guadalupe bass	Knows what the acronym WILD stands for Wildlife In Learning Design	Owens a current fishing license
Has eaten squid	Knows where pearls come from oysters	Knows where the nearest lake is facilitator should check this before the workshop	Knows where a salmon travels in its adult life to sea, then returns to natal stream	Can name a toothed whale orca

Name _____ Grade I Teach _____ Subjects _____

MY WILD PLANS

Project WILD activity (page)	Subject	Why I want to use this activity (concepts/objectives)	When I will use the activity	Teaching method this activity uses
Oh, Deer	Science and Math	I want my 4th grade class to understand the components of habitat and be able to define and list limiting factors for white-tailed deer in Texas	When we study graphing in the fall	<ul style="list-style-type: none"> • a physically involving activity • students become deer • they use hand symbols to represent habitat components



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