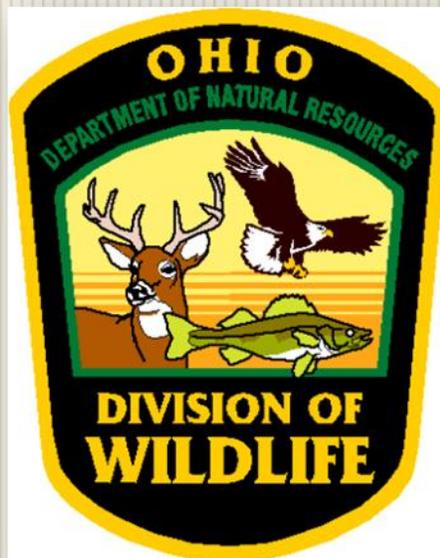




Ohio Facilitator Handbook

Project WILD is implemented in Ohio by the
Ohio Department of Natural Resources-Division of Wildlife



Mission Statement: To conserve and improve fish and wildlife resources and their habitats for sustainable use and appreciation by all.

Contact Information:

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**Project WILD is administered on the national and international level
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Background

This section contains information on the background and premise of Project WILD and wildlife education programs from the Ohio Division of Wildlife.



What is Project WILD?

Project WILD is an interdisciplinary, conservation and environmental education program emphasizing wildlife.

The goal of Project WILD is to assist students of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior, and constructive actions concerning wildlife and the environment.

Project WILD is administered by the Council for Environmental Education and is cosponsored by the Western Association of Fish and Wildlife Agencies.

What is a Project WILD Workshop?

For our purposes, a workshop is defined as an educator training experience. It is designed to show the participants how to use the guides and the activities, learn more about Ohio's wildlife, and learn new teaching techniques. It should be an instructional experience that is involving, inspiring, informational and motivating. A Project WILD workshop enables participants to use the Project WILD materials and strategies in instructional settings like classrooms, outdoor study areas, urban environments, or any place where people are interested in learning about wildlife and wildlife habitats.

What is the Purpose of this Handbook?

This facilitator handbook is designed for the planning, offering and leading of Project WILD workshops. Its purpose is to provide guidance and assistance as you build on your own talents, preferences, and expertise. It offers helpful hints for avoiding mishaps, learning styles, and suggestions for things to consider.

A Philosophy of Wildlife Education

Ask any wildlife biologist to name the key to wildlife survival and they will answer without hesitation "Habitat!" Wildlife cannot exist without the terrestrial or aquatic environment in which to find food, water, shelter, and space in a suitable arrangement. This may be the single most important concept conveyed in Project WILD.

Although the importance of habitat is the central theme of Project WILD, many other themes are presented as well. These are described in the Conceptual Framework found in the Appendices of the main Project WILD guide, Aquatic WILD guide, and Science and Civics guide. For your convenience, the major themes of the Conceptual Framework are summarized here. Please review them closely.

Ecological Knowledge—Activities found in this section are generally introductory lessons that focus on awareness. They are designed to develop a basic understanding of the characteristics of environments and comprehend how they function. The activities are broken down into five areas of study:

- **Wildlife Populations:** addressing characteristics and population dynamics.
- **Habitats, Ecosystems, and Niches:** addressing distribution and importance of these concepts.
- **Interdependence:** addressing commonalities and interactions among living things.
- **Changes and Adaptations:** addressing environmental changes and organism adaptations.
- **Biodiversity:** addressing types of biodiversity, human influence, and the importance of habitat.

Social and Political Knowledge—This section builds on awareness and moves 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:

- **Cultural Perspectives:** addressing cultural development, expressions, and appreciation of wildlife and natural resources.
- **Economic, Commercial, and Recreational Considerations**
- **Historical and Geographical Development:** addressing the development of society and commerce as related to natural resources.
- **Political and Legislative Frameworks:** both domestic and international.

Sustaining Fish and Wildlife Resources—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:

- **Attitudes and Awareness:** including human perspectives and values.
- **Human Impacts:** both positive and negative.
- **Issues and Trends:** in global perspectives, land use, consumptive and non-consumptive uses of wildlife and wildlife populations.
- **Wildlife Management:** addressing basic concepts related to management considerations and practices.
- **Responsible Action and Service:** focusing on how students and others can take action on behalf of wildlife and the environment.

These are the basic themes of Project WILD. Although the WILD activities are designed to teach skills in many different subject areas, they are also meant to convey these themes and to

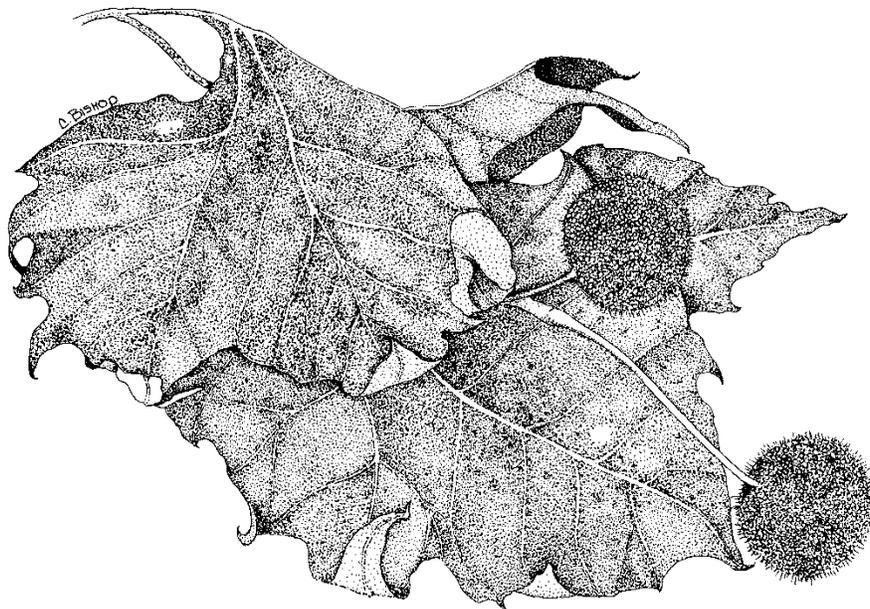
engender a sound philosophy of wildlife and wildlife management. Remember the goal of Project WILD: to assist students of any age in developing awareness, knowledge, skills, and commitment to result in informed decisions, responsible behavior, and constructive actions concerning wildlife and the environment. Keep this goal and the themes upon which it rests clearly in mind as you plan your Project WILD workshops.

Association of Fish and Wildlife Agencies' Conservation Education Core Concepts

In addition to the Conceptual Framework, you can find information on key conservation education concepts that have been developed for state fish and wildlife agencies across North America to use as the basis for any education and outreach effort. These concepts were compiled and developed into tools and strategies by the Association for Fish and Wildlife Agencies, the national professional organization of North American fish and game agencies.

These concepts are addressed by Project WILD through their correlations document that can be found online at www.projectwild.org

You can also find additional information on AFWA's Conservation Education Strategy at www.fishwildlife.org



The Basics of Planning and Conducting Any Project WILD Workshop

This section covers the basic thoughts, considerations and logistics of conducting any type of Project WILD workshop in Ohio.



Before the Workshop

Identify Your Audience

Who is coming to your workshop? Teachers, principals, superintendents, naturalists, community volunteers, etc.? The list could be endless and can obviously be diverse. It is important to have a clear idea in advance of who your audience will be. If that's not possible, make sure you find out at the beginning of the workshop and make adjustments, if necessary, in how you facilitate the workshop agenda and flow.

Your Workshop Goal

All of your planning should be focused around how to most successfully accomplish your workshop goal. Likely, your goal is for participants to become acquainted with Project WILD and prepare to use it effectively and enthusiastically. But it could be something such a wetlands education workshop, using Project WILD as a basis. Whatever your specific goal, be mindful of it throughout your planning.

Arrange for Workshop Logistics

Any workshop requires considerable attention to detail. Find a location appropriate to your audience and your workshop goal. Amenities are important, such as having food and drinks for snacks. This doesn't mean you have to go to a lot of expense; you could have the participants bring in snacks and drinks to share. Minimum "creature comforts" are an important part of any workshop's success. That doesn't mean a workshop can't be entirely outside and in a rustic setting. Some of the most successful are! Equally, many successful WILD workshops are in urban and indoor settings. Just make sure that people know in advance what they are getting into and what to bring, like hiking boots, coffee cups, rain slickers, etc.

Announce the Workshop

Much of the groundwork for a successful workshop lies in giving participants enough information ahead of time through the use of emails and e-blasts, electronic newsletters, websites, flyers, brochures, personal invitations, media exposure, or other means of spreading the word. Let prospective participants know what to expect, including:

- What is Project WILD?
- The Goal of Project WILD?
- Staff Leading the Workshop
- Other Resource Personnel Involved, Including Sponsors
- Date and Time



- Is Academic or Professional Development Credit Available?
- Workshop Location (including full addresses, maps and directions when possible)
- What they will receive (Project WILD guides, materials FREE OF CHARGE)
- A name, address, and phone number to contact for additional information.

Use your imagination in creating emails, flyers, posters, letters, announcements, or articles that convey these messages as well as your own unique tone. Make use of existing communication channels within your local school district, county or state education system. And, as with so many kinds of advertising, word-of-mouth is often the best. So try to find good contacts in the local education community that can help you spread the word through their own networks. This includes sending them any electronic communications about your workshop so they can easily pass it along.

It may help to get on your local school districts' in-service calendar with a workshop description that makes Project WILD stand out from other offerings.

If appropriate, announce your workshop through the newsletters, e-blasts, and websites of various educational associations (such as teacher's union letters, science, social studies, language arts, or math councils, and environmental or outdoor educational associations.)

It is best with most workshops to distribute some kind of registration form in advance, especially making sure there is a clear statement of the workshop goal: what this workshop is going to accomplish. That way, people come in the door already having made a choice to participate in something they value. They have seen the description, read the purpose, and made a judgment that this workshop somehow matches their wants and needs. You should restate and reaffirm that goal at the beginning of the workshop. Prior information does much to reduce the likelihood of disappointment, confusion, and disgruntlement.

In summary, use whatever formats and avenues for announcing your workshop that make the most sense in your setting.

Workshop Design

Every workshop should be participatory. It should be designed for participants to be actively involved in learning something of interest and use to them.

Every workshop is filled with people of diverse learning styles, personalities, and values. One of our most important responsibilities as facilitators is to provide an environment where each participant successfully accomplishes the workshop goal. Honor diversity. Be as flexible as possible. If you have identified your audience, have consistency in your workshop goals, have "done your homework," and are in a suitable setting, it's smooth sailing... almost!

Staffing a Workshop

Where possible, teams of workshop facilitators are recommended. That is, two or more people with a balance of wildlife and education backgrounds and experience are ideal. Their roles in the workshop can be essentially the same with facilitating Project WILD activities, guiding Peer Teaching, working registration, etc. But each will bring a wealth of experience and knowledge and that combination tends to increase the credibility of the workshop and its overall effectiveness.

Even if there were not strengths in having both educational and wildlife knowledge and experience, there are benefits to team teaching. No one person carries the full burden for the workshop and inherent differences of teaching style tend to add interest, variety, and vitality to the workshop's substance and pace.

However, there are some people who are terrific alone, and prefer to facilitate a workshop on their own. In that case, such persons should be strong in both education and wildlife knowledge and experience.

Learning Styles

Understanding of the various ways humans learn continues to evolve. For example, we have begun to realize that activities like music, dance, artwork, and other forms of creative processing are important components in the way we comprehend, internalize, and communicate learning. Making sure that instructional programs consciously include use of auditory, tactile, and visual learning methods is recognized as being important. Use of these methods is seen as complementary, rather than distracting, to the traditionally-valued skills of reading, writing, and listening. They ensure that persons that process information in different ways, i.e. learning styles, will understand the information being conveyed. Project WILD did this in designing their activities. What does this have to do with your workshop? Using various approaches to your presentation will accommodate those different learning styles and, again, ensures that all of your participants will "get the message." For example:

1. Try to relate the subject matter to the audience's personal interest or background.
2. Use multiple delivery mediums to present the topic, i.e. lecture, video, PowerPoint or overheads, handouts, posters, whiteboard, etc.
3. Always provide an opportunity for hands-on learning.
4. Demonstrations, role playing, simulated experiences, and peer teaching should be used whenever possible.
5. Always try to conduct at least one activity or session outdoors. This will go a long way in encouraging your participants to do the same with their students.

Every person will vary in how important each of these component experiences may be, based on individual preferences for particular learning styles. Yet, everyone can benefit from learning experiences which involve all of these components.

Obviously the same principles apply whether you are designing an instructional program for a group of students or facilitating a workshop for a group of teachers. The group will be made up of a variety of people, each representing a preference for various learning styles. The most successful workshop is one that plans and provides for this diversity, thus honoring each individual learner and creating a rich, interesting, effective, and useful workshop.

Human Values and Wildlife

Just as any workshop will include participants of a variety of learning styles, so too will it include participants who hold a variety of values related to wildlife and other natural resources. Research has shown that the general public is interested in wildlife, but do not have a strong base of knowledge and experience. People value wildlife in a variety of ways. Information alone will not change people's values. Thus, any Project WILD workshop, just like the Project WILD material, is designed to create awareness, knowledge, and skills...recognizing and acknowledging our own and other's values in the process of moving toward informed constructive actions for wildlife and the environment upon which all life depends. It is important, as the facilitator, to maintain an environment in your workshops where everyone's values are respected, regardless of differences.



Choosing WILD Activities

Your choice of Project WILD activities should depend upon the goals of your workshop, the interest areas of your participants, the time and space available, and your own personal preferences. Ideally, you should select activities which reflect the interdisciplinary nature of the materials, the variety of learning styles, the diversity of instructional strategies, the range of people's values related to wildlife, and a selection that ranges throughout the sections of the conceptual framework. This may sound very complicated or difficult, but it really isn't. Such planning provides for an accurate reflection of what's offered in the Project WILD Activity Guides and also makes for an enjoyable and successful workshop.

It's best if you can tailor your selections to the needs and interests of your participants. For example, you don't want to do a series of elementary level activities if your audience is

primarily high school biology teachers. If you have enough lead time, you might include a short questionnaire with the workshop registration and announcements to find out the needs and/or preferences of your participants. Never hesitate to modify any of the WILD activities with your own ideas to fit local issues or interests, the time and space available for the workshop, and your own leadership style. And don't forget to highlight these adaptations in your presentations as a teaching opportunity on the adaptability of the WILD activities.

If you know beforehand that the group you'll be working with has a special area of interest, feel free to tailor the entire day to suit it. For example, you may announce the workshop as "Project WILD-Improving Elementary Science Instruction," or "Project WILD for the High School Biology Teacher," or "Project WILD and Endangered Species," and so on. Then select WILD activities and an agenda that is appropriate to the theme. Through your variations, you'll be emphasizing an important point: WILD activities are usable as written, or they can serve as a point of departure for trying new things. Again, don't hesitate to make this flexibility explicit.

In general, it's important to include activities you (and your co-facilitators) find exciting because your enthusiasm and excitement will be contagious. If you don't care for an activity, neither will your workshop participants. But if you are genuine in your enthusiasm, it will show.

If you intend to have the participants present activities, i.e. Peer Teaching, provide time in the agenda for them to select and plan their presentations. Peer teaching is a very effective way for the participants to gain a comfort for activities that they will use in their classes or programs, as well as an opportunity for them to learn how to modify the activities and be creative. So be sure to guide them in picking activities they will likely use. Peer teaching also gives you an opportunity to assess their understanding of the format of the activities and their comfort with the use of the guide.

Materials and Equipment

So now you're finished with all the planning and you're ready to order your materials. You must first send in a workshop proposal form with a copy of your agenda and any announcement materials you use.

THE AGENDA AND THE ANNOUNCEMENTS MUST HAVE THE FOLLOWING STATEMENT ON THEM:

"PROJECT WILD MATERIALS ARE PROVIDED FREE OF CHARGE BY THE ODNR-DIVISION OF WILDLIFE."

Once you have sent in a proposal form indicating the number of participants you are expecting, in addition to the Project WILD Activity Guides, the Project WILD coordinator will send you the following (copies are in the Appendices):

- **Project WILD Workshop Participant Survey Forms:**

These serve two functions: they let us know the participant's reaction to the WILD materials and the workshop itself, as well as enabling us to include their names and addresses in a participant database. If we don't get one of these back from each participant, we have no record that they were ever there. This makes it difficult for us to keep an accurate count on annual participants. It also makes it virtually impossible for someone to get a new book should they lose their original.

- **Project WILD Facilitator Reporting Form:**

This is so that you can provide us with pertinent information about the workshop. Please complete and return it, along with the Participant Survey Forms, the agenda and any unused materials you don't need, **WITHIN TWO WEEKS OF THE COMPLETION OF YOUR WORKSHOP**. This form allows us to track the number of volunteer hours spent by facilitators on this program, which may impact future funding.

- **Additional Materials:**

This is optional, and depends in part on what you request on your initial Workshop Proposal Form. Examples might include life history notes, posters, field guides, etc.

Note: You will need to give the Project WILD Coordinator AT LEAST 4 WEEKS NOTICE to ensure that the WILD guides and materials reach you in plenty of time for your workshop. Failure to do so can result in workshops without materials, which is never fun to explain to participants.

In addition to the materials sent to you, you may wish to develop and bring the following supplies and equipment, or arrange for them to be at the workshop site for you:

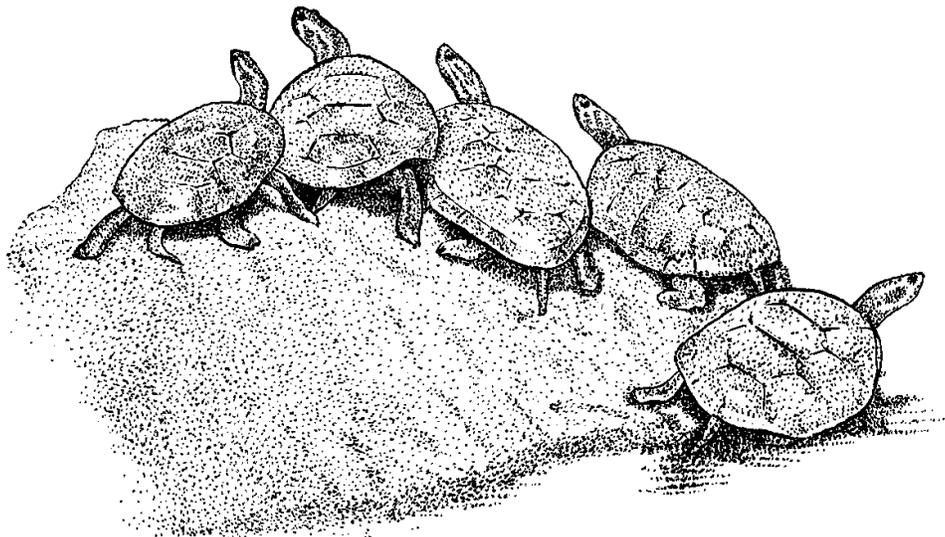
- Flip charts for posting information and use in activities.
- Masking tape for posting your visual and verbal activities for all to see.
- Non-permanent marking pens of different sizes and colors that don't bleed through paper.
- Scissors, glue, string, and other miscellaneous workshop tools and supplies commonly used in activities.
- Any needed audio-visual equipment, i.e. PowerPoint or LCD projector and laptop, overhead projector, screen, extra bulbs, power strips, and extension cords.
- Displays based on WILD activities. Participants can experience these shortened versions of the activities during breaks or as additional activity time.

- Other resource books, curriculums, reading materials, etc. that pertain to the topic or goal of your workshop.

If acquiring any of these materials is prohibitive for you, but feel you absolutely need it, please contact the Project WILD coordinator or one of your regional Education Specialists well in advance of your workshop for assistance. Some of the above materials are available in our Facilitator Loaner Trunks available at each District office for you to borrow when you do workshops.

Resources

When possible, we recommend involving resource managers, representatives of conservation groups, industry and government agencies, community volunteers and others as participants, guest speakers, or "resource" personnel with any workshop. All of these persons have the potential to educate our children on the environment and wildlife. And we can learn from each other. As we learn, our ability to make informed and responsible decisions about our environment is enhanced. And we are better equipped to provide similarly rich learning experiences and perspectives to others. Environmental Education is about teaching all sides of the issues, not just yours or the Division of Wildlife's. Your goal should always be to pass on the philosophy to teach children how to think, not what to think. Everyone attending the workshop, whether it is a biologist, school superintendent, scout leader or classroom teacher, should participate in all of the workshop activities and sessions. In this way, each person's expertise contributes naturally in the context of exploring Project WILD activities. Besides the benefits derived from each person's on-the-spot information and insights, meeting and working together in the course of the workshop, as well as afterwards, can provide a basis for long-term mutual support in making the most effective use of Project WILD and environmental education.



Sample Agenda

Here is a sample agenda of a basic Project WILD Workshop for you to utilize in the planning of your workshops. There are many ways to put together a successful Project WILD workshop. There are additional sample agendas in the Appendices. Explanations for each agenda item follows.

A WILD Workshop!

8:30am-9:00am	Registration and Refreshments
9:00am-9:05am	Welcome, Purpose and Getting Acquainted
9:05am-9:20am	Perspective on Project WILD (PowerPoint or Background)
9:20am-10:00am	A Walk Through the Guides/Guide Safari
10:00am-10:45am	Sampling of Project WILD Activities
10:45am-11:00am	Break
11:00am-11:45am	More WILD Activities
11:45am-12:30pm	Lunch
12:30pm-1:15pm	Another WILD Activities session
1:15pm-1:30pm	Peer Teaching Preparation
1:30pm-3:00pm	Peer Teaching
3:00pm-3:45pm	Classroom and Program Planning
3:45pm-4:00pm	Closing, Certificates, and Evaluations

A few comments about the Sample Agenda:

Welcome and Purpose

No matter how clearly you've stated workshop purposes and time frames in your pre-workshop publicity, restate them both as you begin the workshop. People tend to feel more comfortable when they know what to expect and when.

Getting Acquainted

Give the participants a way to "break the ice." They are coming together for the workshop, perhaps as strangers, and the learning environment can be enhanced by

creating a friendly and informal atmosphere at the beginning of the workshop. In fact, if there is a registration area, you can do an activity before the workshop begins: hand out instructions for a "warm-up" activity during registration, like making name tag that includes their name and a drawing that interprets an activity title. For example, Turtle Hurdles could be drawn as turtles jumping over real hurdles. Have a master list of the activity names and have the participants go around and try to figure out which activity each person has by what they drew. Also, try to have coffee, tea, juice, and munchies available for self-service.

If appropriate, you might want to take a few minutes of this "Get Acquainted" time to do a quick "wants and needs assessment" to pin point the expectations of the group. An easy way to do this is to have the participants introduce themselves to the group, state their occupation, and why they came to the workshop or what they are most interested in. Not only does this help you get a fresh perspective in your mind of what you should concentrate on, but it gives a visual opportunity for participants to find others in the group that have common interests. One word of caution on using this technique, make sure you give a specific time limit on their introductions, such as 30 seconds. If you don't, this exercise can take up a significant chunk of your morning.

Icebreakers are not a requirement and can be dropped from the agenda if the group is all from the same school or organization, or if time doesn't allow for it.

A Perspective on Project WILD (PowerPoint or Background)

A PowerPoint presentation or brief spoken account will effectively cover the history of Project WILD's development, philosophy, goals, sponsors and unique characteristics. A PowerPoint presentation is available for you to use and is found on the Facilitator Corner of the Division of Wildlife website.

A Walk through the WILD Guide/Guide Safari

Some mechanism or technique is needed in any Project WILD workshop for introducing participants to the structure and organization of the Project WILD Activity Guides. This includes the organization of each activity as well as the various components of the guides. Certainly you can "talk them through" the guides, but this tends to be boring. There may be occasions, however, when this approach may be the most effective, i.e., if you are short on time. However, there are other, more participatory ways to do this. For example, a "Walk through the WILD Guide" is basically a guided activity where the participants compete for prizes to answer questions about the guides and their components. This can be done by having them stand or raise their hand as soon as they know the answer and coming up to get a prize, or handing out marbles for each correct

answer and the participants with the most marbles get first pick on the prizes. There are examples of various “Walks” in the Appendices. If you do this technique, make sure you walk through the guides with them first, pointing out key parts, so that they aren't fumbling through the guides blindly to find the answers. This can create great frustration for some participants.

Another technique is to break them into pairs or small groups and have them work through a worksheet. We call this the "Guide Safari." Again, samples can be found in the Appendices. If you make up your own "Guide Safari", make sure that you ask questions that force the participants to explore all the sections of the guide, help them understand the layout of the activities, and that they walk away feeling comfortable in using the guides.

Some questions that should always be included are:

- ✓ Where do you find information on how to use the Project WILD Guide?
- ✓ What are the common parts of each activity?
- ✓ Glossary-have them define a wildlife related word found in the glossary.
- ✓ Direct them to the various indexes, appendices, and the alphabetical listing in the back of the book.
- ✓ Reference the conceptual framework and how to use it to find key concepts through the activities. (This is also found in the appendices of your facilitator handbook.)
- ✓ Agencies and Organization Listing

A Sampling of WILD Activities

Participants need to "do" the activities. They should never just be told about them-they need to be able to experience them. If you're facilitating the workshop alone, plan an interesting and diverse sequence in which everyone will participate. If you are co-facilitating (often the best way to go!), you can schedule concurrent activity sessions and rotate the participants through or divide them into groups based upon their interests.

Peer Teaching Planning/Peer Teaching

This is the time to introduce Peer Teaching. Peer Teaching is where the participants are broken up into small groups and each group picks an activity to teach to the rest of the participants. This allows the participants to not only experience some more activities, but it gets them comfortable with using the guides and teaching the activities. A workshop can be done without Peer Teaching, but it is recommended that you include

it, if time allows. Increased comfort with leading the activities leads to increased use back in their classes or programs.

Be sure to allow enough time to for the groups to prepare for their presentations. Each group should stay within a 15-20 minute presentation length. You can help with this by using one of two methods; 1) You can allow groups to select any activities that they can use when they go home. However, they'll likely need to gently steer them to activities that will work better in the given presentation time frame. Remind them that they can modify the activities as well. You'll also need to have a wider variety of materials available for them to present with; 2) Pre-pick a suite of activities that will still meet the groups' interests, but it can reduce the amount of support materials needed. This can work well if you know the age/grade level that the participants are interested in working with ahead of time.

Classroom and Program Planning

This is one of the most important components of your workshop, so allow adequate time for it even if you have to shorten something else. At this point, the participants should have a good idea of how Project WILD might fit into their day-to-day teaching. But time to do some actual planning, brainstorming with other participants, and then sharing is also needed. This can be accomplished through "A Walk through the WILD Guide" and its debriefing, or through Peer Teaching. No matter how you do it, it is essential! This is a good time to highlight the fact that Project WILD activities are referenced throughout the Ohio Department of Education's Model Curriculum for Science in the Instructional Strategies and Resources section at every grade level. The Model Curriculum can be found online at <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Science>

Closing and Evaluation

There are lots of effective ways to close a workshop. Certainly the simplest is a heartfelt "Thank you for coming" and an enthusiastic "If you need anything, don't hesitate to contact me!" One way to stimulate follow-through on the part of all participating is a quick calling for examples of what people are going to do immediately to make use of Project WILD, i.e. "Use Oh Deer in class next week" or "develop a six-week unit on wildlife this spring in my senior composition class", or "report back to my faculty and encourage a school-wide Project WILD workshop." Again, use your best judgment on what makes sense in terms of your workshop, your participants, and your own personal style. You'll receive a standard set of certificates to distribute at the end of your workshop. Knowing the names of your participants beforehand is an advantage here.

Having the certificates filled out before the participants come makes for a quick and organized ending to your day.

Make sure each participant completes a Project WILD Participant Survey Form at the end of the workshop. Again, they were not there if they don't turn in a survey form!!! This information is used to tally participation stats, funding, federal aid dollars, and more. These forms are essential to the continuation of Project WILD in Ohio. So please take the time to have the participants fill out the forms and submit them properly.

After They've Gone Home...

The extent of your post-workshop follow-up will depend on your available time and resources. You can consider the following options:

- It's an excellent reinforcement to send a personalized thank you note or email to each participant, recapping key concepts and providing a contact list of other workshop participants so that they have the beginning of their very own Project WILD network. A Project WILD workshop certificate, if not given at the workshop, could be sent afterwards with such a note.
- If participants are receiving college or district credit for attending your workshop, be sure to finish whatever paperwork or other follow-up that is needed promptly so there is no delay. Frequently, academic credit requires that a paper or lesson plan be written. These are usually terrific sources of ideas for sharing with teachers and others, such as a state or national Project WILD list-serve or newsletter. If you receive such papers, and can send them along to either the state or the national WILD offices, it would be greatly appreciated!
- At some later time, you may want to phone or email a few of the participants to see how they are doing with the activities. If it seems appropriate, you might suggest they get in contact with some of the other participants for support or inspiration.
- If you are really ambitious, you might send a brief follow-up questionnaire to some or your entire group at the end of the school year or after a calendar year has passed to see what overall success they have had with the activities. You can use this information to support future workshops as well as indicate where your workshop might benefit from changes or modifications. Again, any pertinent findings you can forward to the state or national Project WILD offices would be appreciated.
- Often, educators want an opportunity to attend another WILD workshop a year or two after their first workshop, especially if it is on a new or more focused topic. Some of those same educators could be used as a resource person at your future workshops to

pass on their knowledge and experience at using Project WILD in their classes or programs. These opportunities reinforce what they are doing now and assist them in finding additional ways to strengthen and expand their classes or programs.

All in all, follow up is very important. It may not always be possible, but whenever it is, it helps to create and support a long-term commitment to the use of Project WILD and therefore, conservation education.

A Final Thought...

Thank you again for your interest in being a Project WILD facilitator. On behalf of all of us who share this great state of Ohio and this planet, your effort, commitment, knowledge and skills are greatly appreciated. Without you, Ohio's Project WILD program would not be what it is today.

Stay in touch...and enjoy the outdoors!



Appendices

The following pages contain reference materials for you to use as you plan your workshops. These materials can be copied for your participants where appropriate. You can also find most of these materials online* at the Project WILD Facilitator Corner at www.wildohio.gov



** If you have or develop materials of your own that you feel are particularly helpful, please feel free to forward them to the State Project WILD Coordinator to be included online.*

Ohio Project WILD Workshop Policies and Procedures

The following pages contain policies, procedures and checklists you will want to utilize when planning and conducting any type of Project WILD educator workshop. Please read through all pages before you begin your preparation. If you have any questions or need help, don't hesitate to contact us at 1-800-WILDLIFE.

National and Ohio Contact Hour Requirements for Conducting Project WILD Workshops

The following are contact hour requirements for all four Project WILD curriculums. These include combination workshop requirements, which are always encouraged. In particular, we strongly recommend combining Project WILD and Aquatic Project WILD in your workshops.

Project WILD Workshops-minimum of 5 contact hours; participants only receive the *K-12 Project WILD* guide.

Aquatic WILD Workshops-minimum of 4 contact hours; participants only receive the *Aquatic Project WILD* guide.

Combined Project WILD Workshops-minimum of 6 contact hours; participants receive both the *K-12 Project WILD* and *Aquatic Project WILD* guides. This is the preferred workshop format when distributing either of these guides.

Science and Civics Workshops-minimum of 3 contact hours; participants only receive the *Science and Civics-Sustaining Wildlife 9-12* guide.

Growing Up WILD Workshops-minimum of 3 contact hours; participants only receive the *Growing Up WILD-Exploring Nature with Young Children, Ages 3-7* guide.

Combination Workshops-any combination of these curriculums requires at least 6 contact hours. We encourage the combination of curriculums whenever possible and appropriate. This includes with Project WET and Project Learning Tree. In general, contact times for combination workshops are as follows:

- If participants will be receiving two different WILD guides, contact hours should be at least 6.
- If participants will be receiving two different Projects' guides (WILD and WET, WILD and PLT), contact hours should be at least 8.

- If participants will be receiving three different Projects' guides, contact hours should be at least 12.

There is some flexibility with these requirements if needed. Contact the state Project WILD office for more information and guidance when planning combination workshops.

Distribution and Workshop Format Policies for Ohio Project WILD

The following policies apply to all Project WILD workshops. Some exceptions and additions apply for Growing Up WILD, which can be found on page 24.

Workshop Fees and Acknowledgement Policy: Project WILD guides and materials are intended to be distributed free of charge. Workshops that involve any registration fees (other than those associated with accredited college course work that includes Project WILD) must have approval from the Division of Wildlife prior to conducting the workshop.

The Division of Wildlife must be acknowledged in any agendas, announcements, publicity, or materials as the provider of Project WILD by using the following statement:

**Project WILD materials are provided free of charge by
the Ohio Division of Wildlife.**

Copies of any agendas, announcements, publicity or materials must be submitted with workshop proposals for prior approval.

Facilitators are considered volunteers of the Division of Wildlife and as such, should not be paid in any way to put on Project WILD workshops, outside of their regular duties assigned by their employer. Any appearance of a facilitator making money off of Project WILD or the Division of Wildlife's materials and programs is strictly prohibited.

Rationale: *Project WILD facilitators are trained and supplied by the ODNR-Division of Wildlife. Project WILD facilitators pay no "dues", sign no contracts, and are provided with minimal procedural guidelines. Yet, they are entrusted as partners in the Project WILD program and the Division of Wildlife's mission. Project WILD facilitators, as a group, are unique. There are many things they have in common with each other, yet they are diverse in many ways. Commonalities include commitment to youth, education, and a conservation ethic with a strong concern for the future of Ohio's wildlife resources. Facilitators embrace Project WILD for a variety of practical reasons in addition to their philosophical support for its mission, style and impact. Some Project WILD facilitators host educator workshops as part of their "regular" jobs. They may be a park naturalist, litter agency program person, soil and water district education specialist or school district curriculum coordinator. A Project WILD workshop blends with their agency or organization's mission and their job description.*

A dilemma emerges when Project WILD workshops present the image of a "for profit" business. This happens when a workshop registration fee does not specifically state its purpose or is excessive in price. And, unfortunately, some former facilitators have tried to use Project WILD to advance their own professional status as a "consultant" or in other ways to try to profit monetarily from their Project WILD training. This can be unfair to not only the Division of Wildlife and the facilitator's employing agency, but most of all to the participant. Participants who pay an unreasonable fee may not realize that, for example, next month there will be exactly the same workshop at a nearby location that is free of charge. It simply isn't fair.

In addition, we, the Division of Wildlife, are contractually obligated with the National Project WILD office to administer Project WILD in Ohio "for non-profit educational use. Under no circumstances shall Project WILD materials be offered for sale or profit." Also stated in our contract is "workshops are to be provided at no or minimal cost to the participants. Any funds generated through WILD programs and activities are to be used to continue or expand the programs. . . "

Registration fees are justifiable. Expenses such as snacks, copying, facility fees, and boxed lunches can be recouped by charging a nominal fee to the participants. These fees must be pre-approved by the state Project WILD coordinator. Whenever possible, such expenses should be sponsored by the employing agency of the facilitator or a local conservation club or group. The additional critical consideration is that when a small fee is approved, it should be made clear to the participants that the activity guides and materials are free, and provided to them by the ODNR-Division of Wildlife. What should be avoided is the impression that Project WILD is a "for sale" item and/ or that the leaders are collecting professional fees for the service of putting on the workshop.

Any facilitator found violating this policy will no longer be permitted to conduct educator workshops in partnership with the Division of Wildlife and Project WILD.

Funding Information: In Ohio, Project WILD, Science and Civics, and Growing Up WILD guides are purchased with funds generated from the sale of hunting and fishing licenses, as well as donations to the Ohio Division of Wildlife's Wildlife Diversity Fund and through the purchase of Cardinal License Plates and the Ohio Wildlife Legacy Stamp. Aquatic Project WILD guides are purchased with funds from the federal Sportfish Restoration Fund, which receives money from excise taxes on the sale of fishing equipment and motor boat fuel.

Activity Requirements: A minimum of eight activities must be experienced by each participant in the 6 contact hour format. This can include Peer Teaching. In combination

workshops, activities should be evenly represented from each guide or Project as much as possible. Lesser numbers of activities are permitted in workshops that are shorter in length.

Techniques: A variety of teaching styles should be demonstrated, such as hands-on opportunities, outdoor experiences, simulations and discussions.

Program Overview: An explanation of the purpose of the materials, philosophy of the program, structure of the guides, teaching strategies and the multidisciplinary nature of the activities should be presented. Background information of sponsoring agencies (DOW, CEE and WAFWA) and any workshop sponsorship should be included.

Use and Distribution of Non-Project WILD or Non-Division of Wildlife (DOW)

Materials: The use and distribution of non-Project WILD or non-DOW materials to supplement Project WILD activities or to provide additional information at Project WILD workshops is encouraged. The source of all non-Project WILD or non-DOW materials should be clearly marked. The following are guidelines to selecting appropriate materials:

- The final decision involving distribution of non-Project WILD materials rests with the individual state or organizational sponsor. Consultation with the state coordinator is encouraged.
- All non-Project WILD materials should be evaluated and offered based on their usefulness in augmenting Project WILD activities and helpfulness in achieving the stated goals of Project WILD.
- Materials judged by the state coordinator to contain inaccurate information, present an opposition to the mission of the Ohio Division of Wildlife, or present value-sensitive issues in an unfair or unbalanced manner, should not be used unless approval is granted by the state coordinator **prior** to the workshop.

Distribution and Workshop Format Policies for Ohio Growing Up WILD

The following policies ONLY apply to Growing Up WILD workshops.

Workshop Fees: In certain situations, it may be required that you charge a fee for Growing Up WILD workshops. The following are guidelines in determining if a fee is required:

- If your workshop is *limited to a particular audience* and the workshop cannot be advertised to the public, you are **required** to charge a fee for at least the Growing Up WILD guides. Fees are outlined below. Examples of this type of situation include college and university courses, teacher in-service training, or faculty/staff training.
- If your workshop is part of an overall *conference or training* that is taking registration, you are **required** to charge a fee for the guides.
- If your audience has a budget to pay for guides, it is encouraged, but not required to charge a fee, *as long as that workshop is open to the public.*

Examples include Head Start groups, Early Childhood Education regional offices, and individual centers.

- **Only workshops that are open to the public are required to be free of charge.**

How to Order Growing Up WILD Guides for CLOSED Workshops: Once you have scheduled your workshop, you'll need to order your guides. Please make sure all the following issues are addressed before placing your order:

- *Orders must be placed at least **6 weeks** in advance of your workshop date.* The guides come from Colorado and we cannot guarantee delivery time without advanced notice.
- *Make sure it is possible to pay for the guides ahead of time.* This could be through your agency, organization, university or school. The Division of Wildlife does not and cannot process payments for guides. The Council for Environmental Education is the vendor for the guides. They will not accept individual participant checks as payment for guide orders.
- *Make sure you have a plan in place for what to do with any extra guides as refunds of materials are not permitted.* Since your agency or organization purchased the G UW guides, they are yours to do with as you please. So, it is to your advantage to limit registration to the number of guides that you ordered. Additional guides may be purchased, but it may be difficult to receive them in time for your workshop if not enough notice is given.

Once all the previous issues are addressed, you may contact the state Project WILD office to receive the most current G UW Guide Order Form. Fill out that order form with the appropriate information, including a proper Ship To address, and return it to the state Project WILD Coordinator via mail, email or fax. The state coordinator will forward the order form to the National Project WILD Office for fulfillment. **All Ohio G UW guide orders must come through the state Project WILD office to receive the discounted rate on G UW guides.** Otherwise, the cost will be the current full retail price. The Council for Environmental Education will then invoice your agency/organization directly. All invoices and payments are to be directed to the Council for Environmental Education, NOT the Ohio Division of Wildlife.

How to Order Growing Up WILD Guides for Public Workshops: Follow the same procedures as other Project WILD workshops for ordering materials and guides. Since no fees will be charged for G UW guides in public workshops, you do not need to place special orders.

Workshop Planning Checklist

- Decide what type of workshop you want to conduct i.e. WILD, Aq. WILD, S & C, GUW, or a combination of several.
- Get help!! Remember, more facilitators are a good thing.
- Determine your target audience: all teachers, youth leaders, park naturalists, variety.
- Contact school systems and other interested agencies to determine that there are no major scheduling conflicts (conferences, testing, etc.) that would limit attendance in your area.
- Set date and time; select and secure location. Be sure to give yourself at least 4-6 weeks to prepare and advertise your workshop.
- Set a maximum number of participants, based on presenter comfort and facility limitations. Minimum should be around 12 to make it worth your while.
- Select activities and draft your agenda. Take into consideration:
 - Constraints, including time, budget, space, location, etc.
 - Target audience.
 - Available supplies and materials.
 - Create promotional materials, i.e. flyers, emails, posters, articles, etc.
 - Determine if fees need to be charged, in particular for Growing Up WILD Workshops, if you're offering a meal or snack, or if you need to recoup facility rental fees or material costs. Contact the Project WILD Coordinator if you have questions on appropriate fee amounts.
- If offering college credit, determine requirements and set up enrollment procedures.
- Send in the workshop proposal, agenda and any advertising materials you will use to the state Project WILD office at least 4 weeks in advance. Be sure to be specific if you need certain materials from our office, i.e. field guides, etc.**
- Distribute promotional materials. Be sure all promotional materials include the statement: ***Project WILD materials are provided (free of charge) by the Ohio Division of Wildlife.*** If conducting a Growing Up WILD workshop that has a fee, you can leave off the free of charge part of that statement.

- Set up a registration process. This should include contact information and as much background as you can get, including employer and what age/grade levels they teach. This can also include any special interests and dietary restrictions if you're serving food.
- Gather workshop supplies, including reserving a facilitator trunk from your district office if needed. This should also include securing use of any AV or electronic equipment you might need.
- Order snacks and meals if necessary.
- Send confirmations to registered participants.
- Conduct your workshop!
- After your workshop is completed, send in the evaluations, agenda, flyers and the Facilitator Reporting Form to the state Project WILD office within two weeks of the completion of your workshop.**

Notes: _____

Sample Agendas and Promotional Items

The following pages contain sample agendas and promotional flyers, announcements, and other materials that other facilitators have used. Feel free to copy formats and designs. Division of Wildlife and Project WILD logos are found online on the Project WILD Facilitator Corner or by contacting the state Project WILD office.



Project WILD
**Growing Up Wild...Exploring Nature with Young
Children**

Edison College, Piqua, OH 45356

Wednesday, March 25, 2015~ 6-9 p.m.

6:00 – 6:05 pm ~ Introductions

6:05 – 6:20 pm ~ “Take A Skip Through the Guide”

6:20 – 7:05 pm ~ “Wiggling Worms”

7:05 – 7:50 pm ~ “Tracks!”

7:50 – 8:30 pm ~ “Team Work – using the Growing Up WILD curriculum

8:30 – 9:00 pm ~ Team Applications / Presentations” and “Wrap Up”

Project WILD materials are provided FREE of charge by the

Ohio Dept. of Natural Resources, Division of Wildlife

Workshop is sponsored & lead by the Shelby Soil & Water Conservation District

Lynda Adams, Education Coordinator

Lynda.adams@oh.nacdnet.net

(937) 492-6520, ext. 117

With assistance from Maureen Woodson, Childcare Director,

Sidney-Shelby County YMCA

FREE
Training
Educator's Guide

Saturday,
December 5, 2015
9 am – noon

To register call Patty Rickard
330.823.7487 or e-mail
rickarpa@muc.edu



Join us!

The John T. Huston – Dr. John D. Brumbaugh
Nature Center of Mount Union College

Growing Up WILD is an early childhood education program that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them.

Project WILD materials are provided free of charge by the ODNR Division of Wildlife

GROWING UP WILD: Monday, June 29, 2015 6:00pm – 9:00pm



Growing Up WILD is an early childhood education program that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them through music & movement, outside activities, art projects, literature, math, and home connections. Through a wide range of activities and experiences, *Growing Up WILD* provides an early foundation for developing positive impressions about the natural world and lifelong social and academic skills. \$5 workshop fee.

These workshops are coordinated by the Delaware Soil and Water conservation District.

Registration Information

- Each session is a complete workshop including: introduction to the program, instructor led activities, participant driven learning and evaluation.
- Snack break will be provided.
- Participants may choose to attend one or both of the workshops. You will receive documentation of the nature of the workshop and your contact hours of participation to add to your individual development plan for approval by your local professional development committee.

For more information contact:

Dona Rhea at the Delaware SWCD, (740) 368-1921 or dona-rhea@delawareswcd.org

Attention Pre-School and Early Childhood Educators!



"FREE"
PLT materials
till June 30 !!!

Get into your 'WILDER' side and bring it to the classroom...with the award winning programs...
"Growing Up WILD" and PLT's "Early Childhood" Educator's Certification Workshop

When: June 14, 2010 9:00 am to 4:00 pm

Where: ODNR, District 4, Div. Of Wildlife
360 East State Street, Athens, Ohio

Co-sponsored by Athens SWCD & ODNR, Div. of Wildlife

Pre-registration required: Deadline is June 7, 2010

To register contact Teresa Caldwell

at teresacaldwell@athensswcd.org or (740) 797-9686 x106

Spaces are limited, so register TODAY!

Project WILD materials are provided FREE of charge by the ODNR, Division of Wildlife



Project WILD!



Project WILD is a hands-on multidisciplinary curriculum supplement emphasizing wildlife conservation concepts. Activities are suitable for all ages and settings.

Perfect for teachers, youth leaders, camp counselors and naturalists and all who enjoy nature. Visit www.projectwild.org for information on correlations to national and state education standards.

Participants will receive Project WILD, Aquatic WILD and the NEW Growing Up WILD! Early childhood activity manuals ALL provided free of charge by the ODNR Ohio Division of Wildlife and will explore Mount St. John ecosystems & Sacred Ground Art and Education exhibit

Presented by:

Marianist Environmental Education Center (MEEC)

Facilitator:

Leanne Jablonski FMI, PhD



**Saturday April 10, 2010
10 a.m. – 4 p.m.**

**Marianist Family Room, Marianist Center Building
Mount Saint John 4435 E. Patterson Rd., Dayton, OH**

Space is limited. **Registration deadline is Tuesday, April 6th**

Dress for outdoor activities. Full Buffet Lunch, snacks and handouts will be provided.

Complete the form below & return with a check for \$18 (\$13 for UD education majors) payable to MEEC:



**Marianist Environmental Education Center
St. Joseph Hall, Mount St. John 4435 E. Patterson Rd.
Dayton, OH 45430-1095**

Call (937) 429-3582 or e-mail meeec@udayton.edu for more information. Map & Directions: <http://meeec.udayton.edu>



NAME _____

MAILING ADDRESS _____

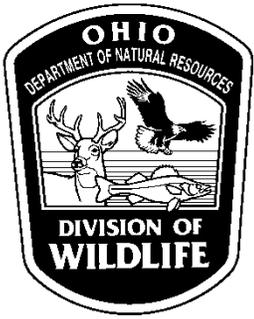
PHONE NUMBER _____ E-MAIL _____

ORGANIZATION (if applicable) _____

SCHOOL, GRADE & SUBJECT TAUGHT (OR MAJOR) _____

I am a UD education major.

Registration Deadline is Tuesday, April 6th



Science and Civics Workshop

**Brookville Local Schools
February 16, 2015**

Ohio Division of Wildlife

- 8:30 Welcome/Introduction to WILD and Science and Civics
- 8:45 Walk through the guide. Questions/Comments?
- 9:00 Let's Dive into the Guide.
Then and Now.
- How could you use this in your classroom?
 - Resources for maps
- 9:30 What's Their Difference?
- 10:00 Limits to Living Here
- 10:15 Notice how activities build on each other. All activities encourage service learning. Discuss other grant opportunities, i.e. Learn and Serve, OEEF.
- 10:30 Closing: Questions, Certificates, Handouts and Other Resources, Evaluations

**Jen Dennison
Wildlife Education Coordinator
ODNR-Division of Wildlife
2045 Morse Rd. Bldg G
Columbus, OH 43229
1-800-WILDLIFE
614-262-1171 fax**

outdoor.education@dnr.state.oh.us





Science & Civics—Sustaining Wildlife Educator Workshop May 22, 2015 Agenda

9:00 Introductions, Review Agenda

9:10 Overview of Science & Civics
History of Project WILD
History of Science & Civics Development

9:30 Walk Through the Guide

10:00 Break

10:15 Awareness Activity: *Then and Now*
Ecology Begins at Home

11:15 Participatory Democracy Activity: *The Law Before and After*
review other activities

12:00 Lunch

1:00 Habitat Exploration Activity: *Limits to Living Here,*
review other activities

2:00 Taking Action: *What Did they Do Over There?*

2:45 Break

3:00 Application to Educator Needs
Service Learning in Ohio
Correlations to State Science and Social Studies Standards Resources
available, sources of information, assistance

3:45 Certificates, Evaluations, Closing



Jen Dennison
Wildlife Education Coordinator
State Project WILD Coordinator
614-265-6316
jen.dennison@dnr.state.oh.us



Saturday, March 19

10:00 AM—3:00 PM
(5 Contact Hours)

Camp Molly Lauman
Lucasville, OH

Facilitators:

Jenny Richards, Naturalist
Shawnee State Park

Jessica Waddell
Camp Director and
Program Manager
Camp Molly Lauman

Jeff Montavon, Educator
Scioto Soil and Water
Conservation District

This workshop is available at no cost,
but participants must register.

Contact Jessica Waddell for registration
information.

Phone: (740) 259-4287
Email: JWaddell@gsohiosheartland.org

Project Wild is presented at no cost by:



Project WILD, WET, Learning Tree Combined Workshop

Day 1 1:00-4:00

1:00-1:30	Awareness activity, icebreakers "Are You Me?" "Raining Cats & Dogs"
1:30-2:00	Introduction, announcements, history of the Projects
2:00-3:00	Activity "Oh Deer!" "Muskox Maneuvers", debrief, extension, discussion on simulations
3:00-3:30	Activity "Tree Cookies", debrief, extensions
3:00-3:30	Project Safari, discussion and homework assignment
3:30-4:00	Peer Group preparation

Day 2 10:00-4:00 (We will work through lunch)

10:00-10:30	"H2Olympics, debrief, extensions
10:30-11:00	"Incredible Journey" debrief, extensions
11:00-11:30	"Every Tree for Itself" debrief, extensions
11:30-12:00	"What Did Your Lunch Cost Wildlife?" debrief, extensions
12:00-1:45	3-4 Project Learning Tree Activities, debrief
1:45-2:15	Discussion of internet resources
2:15-3:45	3-4 Project WILD/Aquatic WILD activities, debrief
3:45-4:00	Review of the Day

Day 3 10:00-1:00

10:00-10:30	Rainstick activity
10:30-12:15	3-4 Project WET activities, debrief
12:15-1:00	Evaluations, certifications, sharing additional materials

- We will be exploring school curriculum connections and Ohio proficiencies during the remainder of the quarter.
- The students will be developing a one- to two-hour program plan utilizing some of the activities in the books.
- They will also be critiquing activities for various local festivals and programs.

Project WILD Activity guides are furnished free of charge by the ODNR Division of Wildlife.



Project WILD/Aquatic WILD Agenda



March 21 - 21, 2015 (tentative)

Friday, March 20 (optional)

- 6:30 – 7:00 Participants arrive, register, and take belongings to dorm
- 7:00 – 8:30 Live Birds of Prey Demonstration; Birds of Prey activity, p. 111 WILD guide
- 8:30 – 9:00 Owl Pellets, p. 100 WILD guide
- 9:00 – 10:00 Guided hike to explore and call owls
- 10:00 Campfire (optional)

Saturday, March 21

- 9:00 Icebreaker – Good Buddies, p. 91 WILD guide
- 9:20 Introductions, Agenda, Housekeeping
- 9:30 – 11:30 Activities with break midway
 - Grasshopper Gravity, p. 4 WILD guide, gr. K-4
 - Oh, Deer! p. 36 WILD guide, gr. 5-8
 - Net Gain, Net Effect, p. 85 Aquatic WILD guide, gr. 5-8
 - Quick Frozen Critters, p. 122 WILD guide, gr. 5-8
 - Bottleneck Genes, p. 172, gr. 9-12
- 11:30 – 12:15 Lunch, WILD Walk thru the Guide – Jeopardy Style!
- 12:15 – 12:45 Hooks and Ladders, p. 43 Aquatic WILD guide
- 12:45 – 1:15 Peer Teaching Prep
- 1:15 - 2:30 Peer Teaching – at least 3 activities will be conducted. Choices may include:
 - Thicket Game, p. 114, gr. P-4
 - What’s Wild, p. 7, K-4
 - Are You Me?, p. 2 Aquatic, gr. K-4
 - Move over Rover, p. 144, gr. 5-6
 - How Many Bears, p. 23, gr. 5-8
 - Wetland Metaphors, p. 39 Aquatic, gr. 5-8
 - Does Wildlife Sell?, p. 213, gr. 5-8+
 - Ethi-Reasoning, p. 203, gr. 5-8+
 - Hazardous Links, p. 326, gr. 7-8
 - A Picture is Worth a Thousand Words, p. 409, gr. 9-12

note: similar in structure to First Impressions, p. 178, gr. K-4
- 2:30 – 2:45 Resources – Internet and Print
- 2:45 – 3:00 Evaluations and Wrap Up

*This workshop is presented by the Environmental Education Council of Ohio (EECO) Region 6 and Mohican School in the Out-of-Doors, Inc. as part of the GREET Workshop Series. Your facilitators are Joanne Mudra, Co-Chair EECO Region 6; Steve James, Program Coordinator, Mohican School in the Out-of-Doors, Inc.; and Susan James, Operations Coordinator, Mohican School in the Out-of-Doors, Inc.. Project WILD and Aquatic WILD Activity Guides are furnished free of charge by the Ohio Division of Wildlife.





Project Wild and Aquatic Project WILD



October 21, 2015

Camp YNoah, Clinton, OH

Camp Professionals Workshop

Ohio Division of Wildlife

8:30 am – 9:00 am	Registration and Refreshments
9:00 am – 9:05 am	Welcome, Purpose and Brief Overview of activities
9:05 am – 9:45 am	Getting Acquainted
9:45 am – 9:55 am	A Perspective on Project WILD (PowerPoint)
9:55 am – 10:00 am	Why Project WILD is Just What We Need
10:00 am – 10:45 am	A Sampling of Project WILD Activities
10:45 am – 11:00 am	Break
11:00 am – 12:00 noon	More WILD Activities
12:00 noon – 12:45 pm	Lunch
12:45 pm – 1:30 pm	Another WILD Activities session
1:30 pm – 2:30 pm	A Walk thru the WILD Guides—with prizes! Camp Planning and Peer Teaching Preparation
2:30 pm – 2:45 pm	Break
2:45 pm – 4:00 pm	Peer Teaching
4:00 pm – 4:30 pm	Closing and Evaluation

Schedule subject to change

Colonel Crawford Schools In-Service Project Wild Workshop

October 19, 2015

Facilitators:

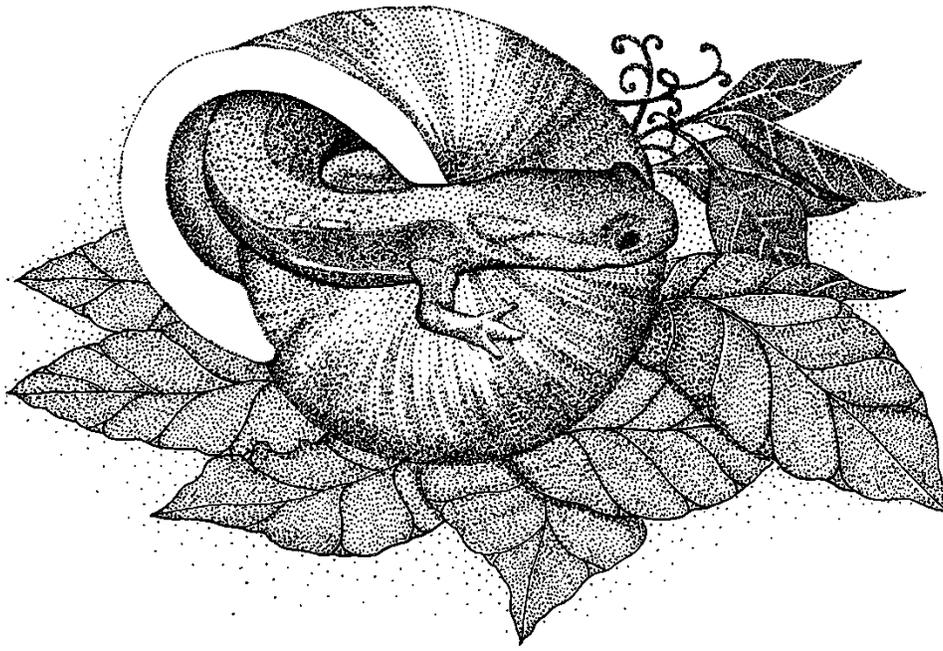
Joshua Dyer, Mary Lee Minor, Chuck Worth

- 8:00 Welcome/Introductions/Agenda
About Project WILD
- 8:15 Intro Activity- "Habitat Lap Sit"
- 8:30 Session 1
- 9:30 **BREAK**
- 9:45 More about Project WILD/DOW Resources
- 10:00 Session 2
- 11:00 **LUNCH**
"What Did Your Lunch Cost Wildlife?"
- 12:00 WILD School Sites
- 12:15 Session 3
- 1:15 **Break**
- 1:30 A Walk Through the Guides
- 1:45 Activity- "Oh Deer"
- 2:15 Wrap-up/Closing Remarks

Note: All participants will be divided into 3 groups.
Sessions will include 2-3 activities that groups will rotate through.

Forms and Certificates

The following pages include all the forms that you will need to conduct any type of Project WILD workshop. These include the Workshop Proposal Form, the Facilitator Reporting Form, the Participant Survey Form, and Workshop Certificates for the various curriculums. These can also be found online at the [Project WILD Facilitator Corner](#).





Ohio Project WILD PROJECT WILD WORKSHOP PROPOSAL



TODAY'S DATE: _____

YOUR NAME: _____

AFFILIATION: _____

DATE OF PROPOSED WORKSHOP: _____ TIMES: _____

LOCATION (*Please include the physical address*): _____

CITY: _____ COUNTY: _____

FACILITATOR(S): _____

TYPE OF WORKSHOP (*Check one*):

- Project WILD Workshop (5 hours minimum)
- Aquatic Project WILD Workshop (4 hours minimum)
- Combined Workshop (6 hours minimum)
- Presentation (less than 3 hours) Type: _____
- Science & Civics Workshop (3+ hours minimum)
- Growing Up WILD Workshop (3+ hours minimum)
- WILD School Sites Workshop (any time frame)
- Other (*Specify*): _____

AUDIENCE (*Check as many as apply*):

- | | |
|---|---|
| <input type="checkbox"/> All Educators | <input type="checkbox"/> Youth Leaders |
| <input type="checkbox"/> Elementary Teachers | <input type="checkbox"/> Resource Agency Personnel/Non-formal Educators |
| <input type="checkbox"/> Secondary Teachers | <input type="checkbox"/> Pre-school Teachers |
| <input type="checkbox"/> Pre-service Teachers | <input type="checkbox"/> Other (<i>Specify</i>) _____ |

PROPOSED NUMBER OF WORKSHOP PARTICIPANTS: _____

THIS WORKSHOP IS OPEN FOR GENERAL REGISTRATION: Yes No

THIS IS A CLOSED WORKSHOP, BUT OTHER INDIVIDUALS MAY REGISTER, SPACE PERMITTING: Yes No

IF YES EITHER ABOVE: Registrants should call _____
(name)

(area code) -- (phone number)

NUMBER OF PROJECT WILD GUIDES NEEDED:

- _____ Project WILD Guide
- _____ Project WILD Aquatic Guide
- _____ Science & Civics Guide
- _____ Growing Up WILD Guides
- _____ WILD School Sites Materials

DO YOU WISH TO HAVE A DIVISION OF WILDLIFE REPRESENTATIVE PARTICIPATE IN YOUR WORKSHOP? Yes No

ADDITIONAL MATERIALS REQUESTED:

FEES:

WILL THE FACILITATOR(S) RECEIVE A STIPEND OVER AND ABOVE A REGULAR SALARY OR WAGE? Yes No Amount _____

WILL WORKSHOP REGISTRANTS BE ASSESSED A REGISTRATION FEE? Yes No Amount _____

JUSTIFICATION OF REGISTRATION FEE _____

REGISTRATION FEES REQUIRE DIVISION OF WILDLIFE APPROVAL.

APPROVED BY _____ DATE _____

The following statement must be included in all workshop promotional materials: Project WILD materials are provided free of charge by the ODNR Division of Wildlife.

ADDRESS TO WHICH MATERIALS SHOULD BE SENT (*Please include a street address for UPS delivery*):

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

ATTENTION: _____ DAYTIME PHONE: _____

THIS ADDRESS IS: Residential Business

DATE BY WHICH MATERIALS SHOULD ARRIVE: _____

Attach a tentative agenda, promotional materials and other necessary paperwork to the Project WILD Workshop Proposal and mail at the earliest possible date in advance of the workshop (four weeks is recommended) to:

**Project WILD Coordinator
Division of Wildlife, Outdoor Education Section
2045 Morse Road, Bldg. G-1
Columbus, OH 43229-6693**

Return all unused materials, participant surveys, and facilitator reports to the above address immediately following the workshop.

Continuing Education Units (CEUs) are determined by Local Professional Development Committees (LPDCs). It is the responsibility of the individual educator to follow the procedures and criteria of their LPDC. Contact participating school(s).

THANK YOU!



Division of Wildlife
Ohio Department of Natural Resources



FACILITATOR FINAL REPORT FORM

TODAY'S DATE: _____

YOUR NAME: _____ AFFILIATION: _____

DATE OF EVENT: _____ TIMES: _____

LOCATION: _____

TYPE OF EVENT (Check one):

- Traditional Project WILD Workshop
Aquatic Project WILD Workshop
Science & Civics
Combined Workshop
Presentation
Growing Up WILD
WILD School Site Workshop
Other (Please specify): _____

AUDIENCE (Check as many as apply):

- Elementary Teachers
Middle School Teachers
College Students
Secondary Teachers
Pre-school Teachers
College Faculty
Principals
Head Start Teachers
Other (Specify): _____
Superintendents
Resource Agency Personnel
Curriculum Specialists
Youth Organization Representatives
Pre-service Teachers
Conservation Group Representatives

WHICH OF THESE BEST FURTHER DESCRIBES THE MAJORITY OF PARTICIPATING TEACHERS.

- Rural or County
Small Town, Exempted Village
Suburban, Small City
Large City, Suburban
Large City, Inner-city
Does Not Apply

Voluntary completion of this section will help the Division of Wildlife assure that equal opportunity is provided to individuals without regard to race, color, national origin or disability.

HOW MANY WORKSHOP PARTICIPANTS ARE:

- Disabled
Native American Indian/Eskimo
Hispanic
African American
White
Asian/Pacific Islander
Gender: Male Female

TOTAL NUMBER OF PARTICIPANTS: _____

Was a fee charged for this workshop Yes \$ No

Reason for the fee: _____

MATERIALS DISTRIBUTED TO PARTICIPANTS (Check as many as apply):

- Project WILD Guide
Project WILD Aquatic Guide
Growing Up WILD Guide
Science & Civics Guide
WILD School Sites Material
Other (Please list): _____

INDICATE WHETHER ACADEMIC OR OTHER CREDIT WAS PROVIDED: Yes No

If yes, what kind: _____ How many units: _____

From: _____

OVERALL PARTICIPANT RESPONSE (Check one):

- Very interested
- Generally interested

- Somewhat interested
- Not at all interested

SUMMARY OF PROJECT WILD EVENT

PREPARATION: Briefly describe what means were used to announce this event. Include sample materials, e.g., flyers, if possible. _____

PROGRAM AGENDA: Check which of the following components was a part of your event. Please attach an agenda if possible.

- Introduction / Background to Project WILD
- Ice Breaker Activity
- Facilitator-led Activities
- Peer Teaching
- Walk Through the Guides
- Evaluation
- Other (Specify): _____

Identify the activities introduced in this event (by title).

BUDGET:

Item	Source	Dollar Amount or Equivalent Value

DIRECT DOLLARS: _____
 IN-KIND CONTRIBUTION: _____
 TOTAL: _____

VOLUNTEER HOURS: Please indicate hours volunteered for this event by **all** Project WILD facilitators. Include hours spent **preparing, traveling, and presenting** the event.

Facilitator (Please print)	Dates Volunteered	Hours Volunteered (each date)	Signature

Please fill in volunteer hours with each facilitator's signature. This information is critical to the continuation of Project WILD in Ohio.

GENERAL COMMENTS: _____

Thanks for your time and effort in offering Project WILD, and in providing this information.

RETURN THIS FORM WITH ATTACHMENTS (Participant Survey Forms, agenda, sample hand-outs, etc.) to:

Project WILD Coordinator
 Division of Wildlife, Outdoor Education Section
 2045 Morse Road, Bldg. G-1
 Columbus, OH 43229-6693



Ohio Project WILD Certificate of Completion



This certifies that

recognizes the importance of educating young persons in awareness, appreciation, and wise use of Ohio's wildlife and natural resources and has demonstrated an exemplary commitment to motivating young persons to take intelligent and constructive action to conserve and manage our wildlife and natural resources by participating in a **Project WILD Workshop** at:

Presented this _____ day of _____

[Signature]

Project WILD State Coordinator



Project WILD Facilitator



Ohio Project WILD

Science and Civics: Sustaining Wildlife

Certificate of Completion

THIS CERTIFIES THAT

RECOGNIZES THE IMPORTANCE OF EDUCATING YOUTH IN AWARENESS, APPRECIATION, AND WISE USE OF OHIO'S WILDLIFE AND NATURAL RESOURCES AND HAS DEMONSTRATED AN EXEMPLARY COMMITMENT TO MOTIVATING YOUNG PEOPLE TO TAKE INTELLIGENT AND CONSTRUCTIVE ACTION TO CONSERVE AND MANAGE OUR WILDLIFE AND NATURAL RESOURCES BY PARTICIPATING IN A

PROJECT WILD, SCIENCE AND CIVICS TEACHER TRAINING WORKSHOP AT:

PRESENTED THIS DAY OF 20

A handwritten signature in black ink, appearing to read "John C. Davis".

PROJECT WILD STATE COORDINATOR

PROJECT WILD FACILITATOR

— *contact hours*



Ohio Project WILD

Growing Up WILD-Exploring Nature with Young Children Certificate of Completion

THIS CERTIFIES THAT

recognizes the importance of educating youth in awareness, appreciation, and wise use of Ohio's wildlife and natural resources and has demonstrated an exemplary commitment to motivating young people to take intelligent and constructive action to conserve and manage our wildlife and natural resources by participating in a

GROWING UP WILD EDUCATOR WORKSHOP AT:

For Contact Hours

PRESENTED THIS DAY OF

Jennifer C. Dennison
PROJECT WILD STATE COORDINATOR

PROJECT WILD FACILITATOR

WILD Walks and Guide Safaris

A “walk” through any of the Project WILD guides is a popular workshop activity. The intent is to provide participants with an opportunity to take a closer look at what the guides have to offer. The “walk” may be treated as an individual assignment or facilitated for small or entire groups.

The following pages are examples of WILD walks and Guide Safaris for each of the guides. These may be duplicated, adapted, or used in a variety of ways. Or, you can plan your own original activity to familiarize your participants with the activity guides.



WILD WALK WITH PRIZES

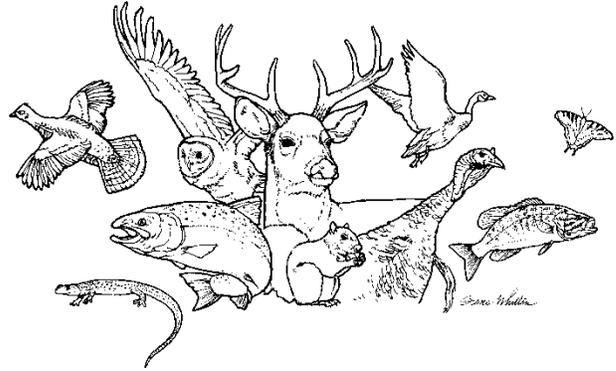
For K-12 and Aquatic guides. Check pages numbers for reprint changes.

1. On what page does the table of contents begin?
1 (both guides)
2. How many activities begin with the letter W?
19 (14 aquatic)
3. Read the definition of dabbling duck (smolt-aquatic):
...ducks which frequent shallow marshes and tip up to feed. (Glossary)
4. You want to incorporate environmental education into a math lesson for your 7th graders. Name an activity that will help you do this outside.
*(Skills index—How Many Bears, Oh Deer, Seed Need, Spider Web Geometry, etc.)
(aquatic—Alice in Waterland, Net Gain-Net Effect, Plastic Jellyfish, Puddle Wonders, Watershed, Where Does Water Run?)*
5. How many activities fall under the topic of adaptations?
(topic index—18 & aquatic)
6. Your students are doing a report on the endangered species act. Where would you find the address information for the USFWS?
Agencies and Organizations
7. You are subbing for a science teacher who is in the middle of their ecosystem unit, but you haven't had this stuff since your college biology class. Where can you brush up on ecosystem concepts?
A Guide to the Ecosystem Concept
8. Read the 1st conceptual framework reference for the activity "MuskoX Maneuvers" ("Turtle Hurdles" aquatic)
*CAIIA—all life forms exhibit adaptations to the environment they live in.
IT IB1—wildlife issues can affect global and international as well as national, regional and local politics.*
9. Your students really want to have an animal in the classroom, but you hate snakes, rodents and bugs. How do you find out how to set up an aquarium in your classroom?
Aquatic guide
10. You want your student to understand more about wildlife and how much of an impact humans have on wildlife. Pick an activity that falls under this section.
Table of contents

Project WILD Guide Safari

Learning to use the guides

For K-12 and Aquatic guides. Check pages numbers for reprint changes.



Directions: Choose a partner and explore the WILD guides to find the following:

1. What is the intended result of Project WILD, as mentioned in the goal statement? (Hint: Look in the Preface)

2. What two organizations are the primary sponsoring agents of Project WILD at the national level? (Again, look in the Preface)

3. What are the three main concepts under which all of the Project WILD activities apply in the Conceptual Framework?
 - a.
 - b.
 - c.

4. How is the term “wildlife” different from the broad group of living things called “animals”? (Hint: See the activity “Animal Charades”)

5. What are the specific names given to the following:
 - a. a baby bear _____ (Hint: see the
 - b. an adult female bear _____ activity “Bearly
 - c. an adult male bear _____ Growing”)

6. Write down one new interesting fact you learned about the behavior of black bears from this activity.

7. What student skills could result from the activity “Wildlife in National Symbols”? (Hint: use the Skills Index)

8. What are some of the educational benefits of visualization or guided imagery as described in the activity “Stormy Weather?”

9. What are the components of an animal’s habitat as listed in the Background section of the activity “Habitat Lap Sit” or the Procedure section of the activity “Oh Deer?”

10. If you wanted to teach the topic of “food chains”, how many activities would you have to choose from in the Aquatic Guide?

11. What is the meaning of the word “crepuscular?”

12. What are the main sections of every Project WILD activity? Name an eighth section found in some activities such as “The Thicket Game” or “Oh Deer”?

1.	5.
2.	6.
3.	7.
4.	8.

Aquatic Project WILD *Swim Through the Guide*

Learning to use the guide



Directions: Choose a partner and explore the Aquatic WILD guide to find the following:

1. What is the goal of Project WILD, as mentioned in the goal statement? (Hint: Look in the Welcome)

2. What two organizations are the primary sponsoring agents of Project WILD at the national level? (Again, look in the Welcome)

3. Into what three main sections is the Aquatic Project WILD guide organized? (pg xxvii)
 - a.
 - b.
 - c.

4. What is the definition of a Field Investigation? (pg xiv)

5. What is the meaning of the word “riparian?” (Glossary)

6. Name the different stages in the life cycle of a salmon:

- a.
- b.
- c.
- d.
- e.

(Hint: See the activity “Hooks and Ladders”, pg 84)

7. What are the new sections found in the Aquatic WILD activities? (pg vii)

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.

8. Describe one suggested evaluation technique found in the Appendices “Evaluating and Assessing Student Learning” on pg 333.

9. List the categories of data that are typically collected when conducting a habitat inventory on a school site.

(Hint: see “Inventory Methods”, pg 335)

- a.
- b.
- c.
- d.
- e.
- f.

10. If you wanted to teach the topic of “food webs”, how many activities could you choose from in the Aquatic Guide? (pg 324)

***Science and Civics: Sustaining Wildlife
Walk Through the Guide***

The Science and Civics Guide is divided into 3 main sections. This “Walk Through the Guide” will introduce you to each section. Choose another workshop participant to work with and discuss each question.

Part One – Overview

According to Barry Commoner, what are the basic needs for all living things? Do you agree? P. 5

What are the four main components of the Science & Civics Guide? Pg. 9

There are obstacles in getting students outside and involved in action projects. Review the section beginning on page 19, choose one that you have or think you will encounter. Will the information given help?

What are two methods of assessment used in the Guide. Pg. 21

Part Two – Activities

How will activities in the Awareness Section benefit students? Pg. 29

Describe how the Endangered Species Act is used in the Participatory Democracy strand. Pg. 65

How do the activities in the Habitat Exploration section involve students in evaluating a study site? Pg. 139

Describe a “Taking Action” activity that helps develop student communication skills. Pg. 278

Part Three – Appendix

Select one of the Appendices in the back of the guide. How will it help students implement a selected project? Starts on Pg. 284.

Your students want to conduct an inventory of local amphibians. How would you conduct such a project? Starts on Pg. 315.

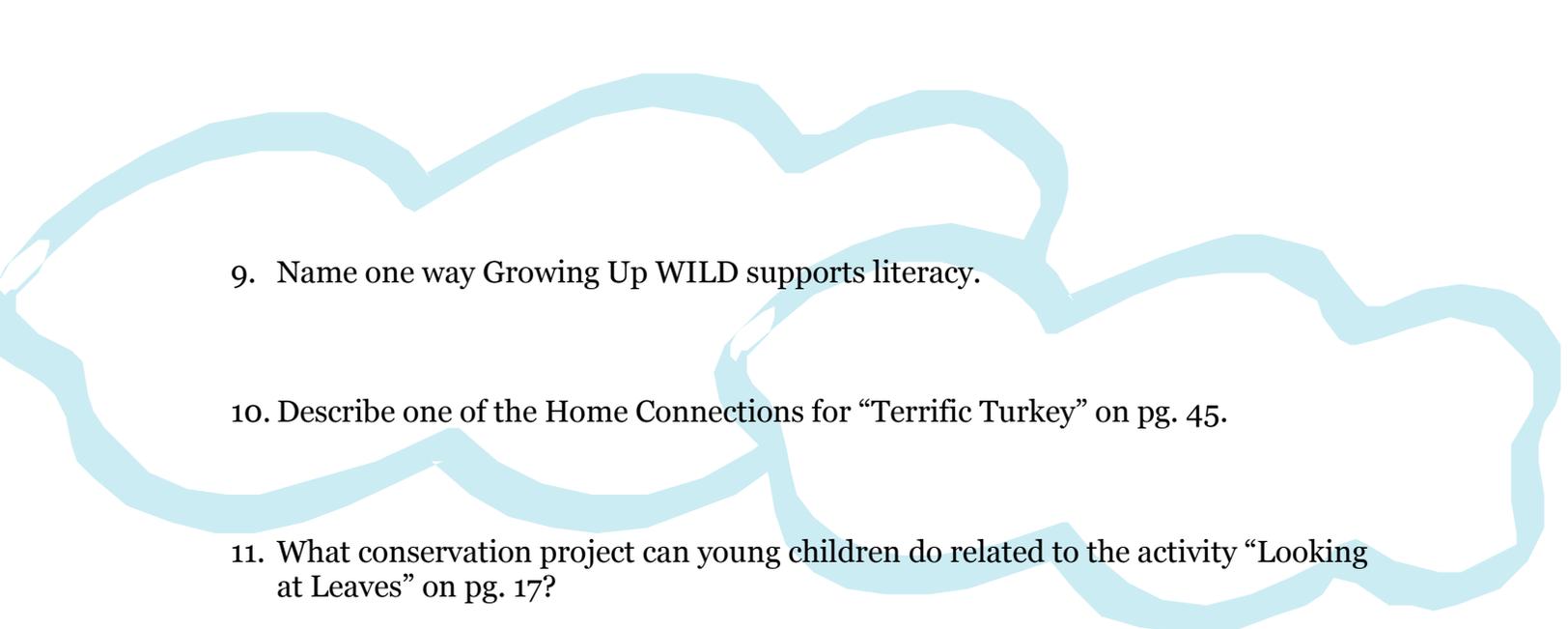




Skip Through the Guide

1. From pg. 4, list a benefit of spending time in nature.
2. Also from pg. 4, how do children in the early childhood years learn?
3. From pg. 4, list an example of a developmentally appropriate practice?
4. What are the Wild Wonderful Words for the activity “Wildlife is Everywhere!” on pg. 24?
5. What is the brief description or objective for the activity “Fishing Fun!” on pg. 32?
6. How can you incorporate math with the activity “Spider Web Wonders” on pg. 15?
7. What health concept can be taught with the activity “In a Grasshopper’s World” on pg. 19?
8. Define dispersal.





9. Name one way Growing Up WILD supports literacy.

10. Describe one of the Home Connections for “Terrific Turkey” on pg. 45.

11. What conservation project can young children do related to the activity “Looking at Leaves” on pg. 17?

12. Name a snack children can eat while learning about “The Deep Blue Sea” on pg. 29.

13. List one way that educators and caregivers can teach young children to have respect for living things?

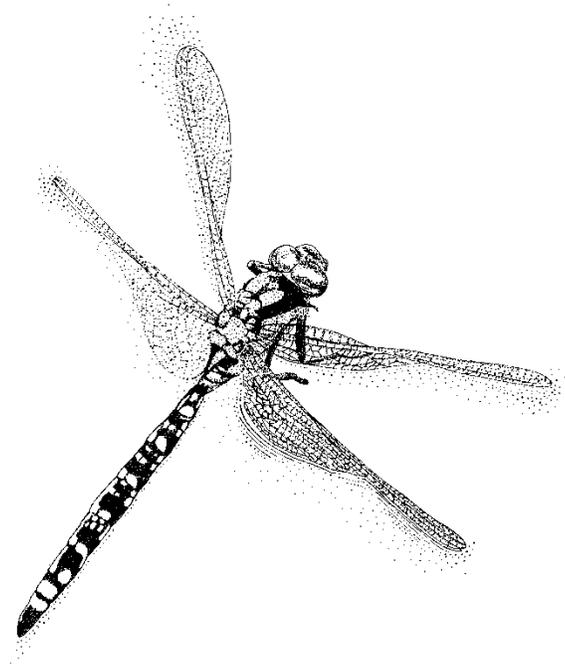
14. List two things you like about this guide.

15. List two things you’d change about this guide.



Additional Information

In this section, you will find additional information to help make your workshops even more successful. Please feel free to add to this section by submitting any of your ideas and resources to the state Project WILD office for inclusion in the next printing of this manual, as well as online at the Project WILD Facilitator Corner.





Using the Conceptual Framework for Project WILD

The Conceptual Framework serves as the conceptual basis for the activities in the Project WILD, Aquatic Project WILD, and Science and Civics guides. In other words, it is the science behind every activity.

The framework is broken down into three main sections:

Ecological Knowledge—Activities found in this section are generally introductory lessons that focus on awareness of wildlife issues and habitat.

Under Ecological Knowledge, you'll find the following sub-topics:

(WP) WILDLIFE POPULATIONS—addresses characteristics and population dynamics

(HN) HABITATS, ECOSYSTEMS, AND NICHES—addresses the importance of these topics as well as distribution.

(ID) INTERDEPENDENCE—addresses commonalities and interactions among living things.

(CA) CHANGES AND ADAPTATIONS—addressing environmental changes and organism adaptations.

(BD) BIODIVERSITY—addressing the types of biodiversity, human influence, and the importance of habitat.

Social and Political Knowledge—Activities found in this section build on awareness and move the student toward knowledge and understanding by examining human cultures, economics and politics and their effects on people's attitudes towards natural resources.

Under Social and Political Knowledge, you'll find the following sub-topics:

(CP) CULTURAL PERSPECTIVES—addresses cultural development, expressions, and appreciation of wildlife and natural resources.

(EC) ECONOMIC, COMMERCIAL AND RECREATIONAL CONSIDERATIONS: Addresses how these impact wildlife and the environment

(HG) HISTORICAL AND GEOGRAPHICAL DEVELOPMENT—addresses the development of society and commerce as related to natural resources.

(PL) POLITICAL AND LEGISLATIVE FRAMEWORKS—addresses both domestic and international issues.

Sustaining Fish and Wildlife Resources—Activities found in this final section 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 that reflect the knowledge and skills they've acquired in earlier activities.

Under Sustaining Fish and Wildlife Resources, you'll find the following sub-topics:

(AA) ATTITUDES AND AWARENESS—addresses human perspectives and values towards wildlife and the environment.

(HI) HUMAN IMPACTS—addresses both positive and negative impacts on wildlife and the environment.

(IT) ISSUES AND TRENDS—addresses issues and trends in global perspectives, land use, consumptive and non-consumptive uses of wildlife, and wildlife populations.

(WM) WILDLIFE MANAGEMENT—addresses basic concepts related to management considerations and practices.

(RA) RESPONSIBLE ACTION AND SERVICE—focuses on how students and others can take action on behalf of wildlife and the environment.

Basically, you need to know this in order to learn how the activities are laid out. The teachers will need to know it in case they want to find an activity that meets a specific concept or topic they are trying to teach. So how do you find that?

Using Oh Deer as an example:

Lower left corner, gray box, you'll see the conceptual frame work references as follows:

WPIIA, WPIIA2, WPIIA2a, WPIIA2a1, WPIIA2a2b, WPIIA2a2ci, WPIIA2a2cii.

Basically, you use these letters and numbers to find what specific concepts this activity meets. You just need to match up the numbers and letters as follows:

Each of the three big sections does not have a code, so you'll need to find where the first two letters fall under. Each section's code is in front of its title above. In this case, you'd go to WP or Wildlife Populations. You then find the Roman numeral and capital letter, then number, then lower case letter, etc. etc.

So for Oh Deer, the codes represent the following concepts:

WPIIA—Wildlife numbers and species compositions are not static but are constantly changing.

WPIIA2—Some wildlife populations exhibit cyclic patterns over time.

WPIIA2a—Living things tend to reproduce in numbers greater than their habitat can support.

WPIIA2a1—Carrying capacity is the dynamic equilibrium expressed by the availability of habitat components and the number of animals the habitat can support.

WPIIA2a2b—Carrying capacity may fluctuate from season to season and year to year.

WPIIA2a2ci—The number, health and distribution of wildlife are related to carrying capacity.

WPIIA2a2cii—Carrying capacity limitation can result in competition between and among domestic animals, wildlife and humans.

If you'll remember playing Oh Deer, you'll likely agree that this is pretty accurate.

If you want to use this in reverse, meaning find an activity by concept, you can do this. You use the table of contents. You find a concept in the conceptual framework that you want to address, match its location up with the table of contents, and look through the activities that are in the book in that same area.

For example:

You want to teach an activity on the fact that all forms of life depend on food, water, shelter and space in a suitable arrangement (IDIA1). This concept is under Interdependence in the conceptual framework. Under Interdependence in the table of contents, you will find the following activities: Environmental Barometer; Habitrekking; Microtrek Treasure Hunt; Stormy Weather; Ants on a Twig; Good Buddies; What's for Dinner?; Seed Need; Owl Pellets; Eco-Enrichers; Energy Pipeline; Birds of Prey.

After taking a look at the above activities, you might decide to use Habitrekking or Ants on a Twig, because they both contain that exact conceptual framework reference (IDIA1) in their gray boxes.

That's the basics of how to use the Conceptual Framework and how to teach it in your workshops. Please don't hesitate to call or email the state Project WILD coordinator if you have questions or are still confused.

CONTINUING EDUCATION UNITS (CEU)

The *Teacher Education and Licensure Standards* (Administrative Code Chapter 3301-24, adopted October 15, 1996 and effective January 1, 1998) and Senate Bill 230 change the mechanism for certificate and license renewal for Ohio's educators. The Ohio Department of Education will no longer approve Continuing Education Unit (CEU) providers or grant CEU credit after June 30, 1998. CEU credit is now determined locally by Local Professional Development Committees (LPDCs) based on locally determined criteria.

A major purpose for establishing LPDCs is to ensure that professional development aligns with the ongoing continuous improvement of a district and school. These committees also serve as a mechanism through which educators can maintain credentials (certificates and licenses) and participate in a broad range of meaningful activities.

Local Professional Development Committees may choose to work with professional development providers to develop meaningful, relevant programs that are accessible to local educators and for which the LPDC would award credit. In turn, professional development providers may consider the following in order to facilitate the awarding of local CEU credit for the participants in their programs:

- Create an informational letter/brochure that communicates the types of professional development services offered.
- Provide clear, detailed information in publicity materials for specific programs, including the goals and objectives of the program, types of activities included, and the contact time.
- Conduct a needs assessment of members and/or target audience to ensure that program offerings match local and individual needs.
- Provide participants with a certificate of participation, including the goals and objectives of the program, types of activities included, and the contact time, which the participant can then submit to the LPDC as verification.

It is the responsibility of the individual educator to follow the procedures and criteria of their LPDC, which may include a rationale for their participation as well as verification of their attendance. Relevant programs and well-developed publicity materials and verification forms can assist in this communication.



Project WILD Training Program Prospectus



Provider: ODNR-Division of Wildlife
 Old Woman Creek National Estuarine Research Reserve
 2514 Cleveland Rd. E.
 Huron, OH 44839

Partners: Huron SWCD, Erie SWCD, Seneca SWCD

Sample!

Program Information:

Title	Aquatic Project WILD Training
Contact Hours	12
CEUs	Final approval determined by LPDC
Program Site	Old Woman Creek Reserve
Date	June 18-19, 2015
Target Audience	Formal Pre-K through 12 Educators
Presenters	Jen Dennison, Celine Hemminger, Ann Keefe, Frank Lopez, Dave Klarer
Instruction Techniques	Lecture, Hands-On Activities, Discussion, Demonstration, Peer Teaching
Assessment techniques	Written Evaluation, Activity Participation, Discussion, Planning, Peer Teaching

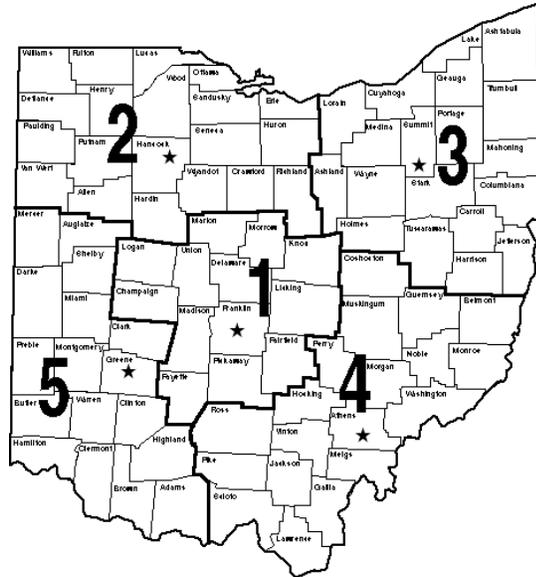
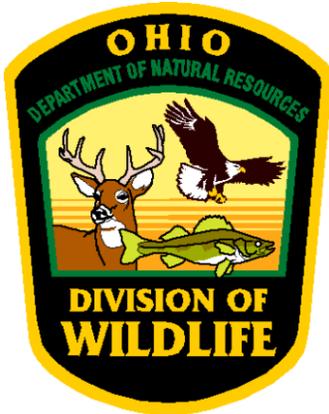
Program Description

The Division of Wildlife and the area SWCD education specialists bring staff and volunteers to provide a comprehensive training and experience utilizing the award winning Aquatic Project WILD curriculum supplement. Participants will receive Aquatic and K12 Project WILD Activity Guides, several other support publications, and a wealth of other resources. The focus will be on how to use Project WILD within the classroom and existing curriculum and programs. Participants will also experience several examples of field investigation techniques that can be used with their students. A field trip to Ohio State’s Stone Laboratory on Lake Erie will provide additional hands-on opportunities for the participants to experience aquatic science lessons.

Program Goals

1. Become knowledgeable about Project WILD and its role within current education priorities.
2. Build support systems for Project WILD implementation
3. Increase awareness and knowledge about Ohio’s aquatic wildlife and their habitats
4. Explore ways to put Project WILD and other lessons into action

For More Information on Ohio's Wildlife and Project WILD, Contact Your Local Office:



These materials are provided free-of-charge by the ODNR-Division of Wildlife and are funded by generous support to the Wildlife Diversity Fund's Income Tax Check-Off program and Wildlife License Plate program.

- **ODNR-Division of Wildlife, Central Office**
2045 Morse Rd., Bldg G., Columbus, OH 43229

1-800-WILDLIFE or 614-265-6316
outdoor.education@dnr.state.oh.us
www.wildohio.gov
- **Division of Wildlife-District One Office**
1500 Dublin Rd., Columbus, OH 43215

614-644-3925
- **Division of Wildlife-District Two Office**
952 Lima Ave., Findlay, OH 45840

419-424-5000
- **Division of Wildlife-District Three Office**
912 Portage Lakes Dr., Akron, OH 44319

330-644-2293
- **Division of Wildlife-District Four Office**
360 E. State St., Athens, OH 45701

740-589-9930
- **Division of Wildlife-District Five Office**
1076 Old Springfield Pk., Xenia, OH 45385

937-372-9261