



## 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 nonconsumptive 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 stuff 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?

We'll use 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. I put each section's code 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.

WP1IA2a1—Carrying capacity is the dynamic equilibrium expressed by the availability of habitat components and the number of animals the habitat can support.

WP1IA2a2b—Carrying capacity may fluctuate from season to season and year to year.

WP1IA2a2ci—The number, health and distribution of wildlife are related to carrying capacity.

WP1IA2a2cii—Carrying capacity limitation can result in competition between and among domestic animals, wildlife and humans.

If you'll remember playing Oh Deer, I think you'll 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:

I 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, I 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, I would 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 if you have questions or are still confused.