

Growing Up WILD

Facilitator Resource Guide

Last Updated: March 2015

Welcome To Growing Up WILD

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

The GUW guide is designed to teach children **ages 3-7** through 27 field-tested, hands-on activities. These activities include outdoor explorations, scientific inquiry, art projects, music and movement, conservation activities, reading and math connections, healthy snacks aligned with "My Plate" standards and "Healthy Me" activities uniting with the Let's Move Campaign.

GUW entails social, emotional, physical, language, and cognitive fields to help foster learning and development in all areas. The activities support developmentally appropriate practices allowing children to learn at levels that are individually, socially, and culturally appropriate. Best of all, GUW activities are correlated to the National Association for the Education of Young Children (NAEYC) Standards and the Head Start Domains.

Growing Up WILD is a program designed by the Council for Environmental Education. In Maryland, Growing Up WILD is sponsored by the Maryland Department of Natural Resources. This guide is designed to assist you as a facilitator with the Growing Up WILD program.

Larry Hogan, Governor
Mark Belton, DNR Secretary
March 2015

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Toll Free in Maryland: 1-877-620-8DNR,
ext.8540



Facilitator Roles and Responsibilities

As a Growing Up WILD facilitator, you are certified to conduct educator workshops for others who are interested in the Growing Up WILD program. During workshops, you should model Growing Up WILD activities and share your extensive knowledge about wildlife and conservation education.

In addition to conducting workshops, facilitators are responsible for maintaining regular communication with their Growing Up WILD State Coordinator to learn of new wildlife "happenings," advise of upcoming workshops, order Growing Up WILD guides and other materials, and submit required program paperwork including completed workshop evaluations. Facilitators are also expected to work with their State Coordinator to advertise and promote their upcoming workshops.

Why Be a Facilitator?

Workshop facilitators are the frontline of our program. Without the time and energy provided by facilitators such as you, Growing Up WILD would not be able to reach so many educators and classrooms in Maryland.

Growing Up WILD Facilitator Roles

The facilitator will:

- Aid participants in developing their own observations, interpretations and conclusions about Growing Up WILD
- Demonstrate how to use Growing Up WILD activities as a tool to connect young children with nature
- Assist educators in finding ways to utilize Growing Up WILD activities in a specific subject area or interdisciplinary manner
- Demonstrate to non-formal educators how to utilize Growing Up WILD activities to enhance or compliment their work with students
- Model effective teaching strategies and encourage educators to explore new ways of teaching
- Use hands-on instructional methods to aid participants in solving any problems they may foresee using new methods with their students

Note: To maintain your facilitator certification, you will be required to conduct or cofacilitate one training with at least 15 people per year.



National and Maryland Contact Hour Requirements for Conducting Growing Up WILD Workshops

The following are contact hour requirements for all Growing Up WILD curriculums. These requirements are set forth by the national Growing Up WILD office and are also conditions that have to be met for the MD Department of Natural Resources to continue offering Growing Up WILD books at no cost to facilitators. The following list includes combination workshop requirements, which are always encouraged.

Growing Up WILD Workshops - minimum of 3 contact hours to receive the *Growing Up WILD* guide.

Growing Up WILD/Aquatic WILD Workshops - minimum of 6 contact hours; participants receive the *Growing Up WILD* and *Aquatic WILD* guide.

Combined Growing Up WILD/Project WILD Workshops - minimum of 8 contact hours; participants receive the *K - 12 Growing Up WILD* and *Aquatic Growing Up WILD* guides. This is the preferred workshop format when distributing either of these guides.



Workshop Planning Checklist

- Decide what type of workshop you want to conduct i.e. Growing Up WILD, Aq. WILD, or a combination of several.
- Think about including a possible co-facilitator.
- Decide if you have a target audience or if you are going to have a general workshop
- Contact school systems and other interested agencies to determine 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. Growing Up WILD coordinator can help with advertisement.,
- Set a maximum number of participants, based on presenter comfort and facility limitations. Minimum should be around 10 to make it worth your while.
- Select activities and draft your agenda. Take into consideration:
 - Time, budget, space, location constraints, etc.
 - Audience.
 - Available supplies and materials.
- Create promotional materials, i.e. flyers, emails, posters & articles; consider advertising via social media outlets
- Determine if fees need to be charged. For example, if you're offering a meal or snack, or if you need to recoup facility rental fees or material costs. Contact the Growing Up WILD Coordinator if you have questions on appropriate fee amounts. You cannot charge a fee for your time or for the books.
- Send in the workshop proposal and tentative agenda to the state Growing Up WILD office at least 4 weeks in advance.
- Distribute promotional materials.
- 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. Consider reserving an education trunk to showcase at the workshop!
- Order snacks and meals if necessary.
- Send confirmations to registered participants.
- Conduct your workshop and have fun!
- After your workshop is completed, send in the workshop sign in sheet, evaluations, and the Facilitator Reporting Form to the state Growing Up WILD office within one week of the completion of your workshop.

Factoring in Your Audience

Growing Up WILD workshops should not be conducted in a one-size fits all manner. To ensure your participants will use the material, it is important to tailor the workshop to your audience. In the registration process before the workshop, try to get a feel for the people who will be attending your workshop. Are they formal or non-formal educators? What grade levels to they primarily teach?

Even if you do not know the specific needs of your audience before you begin planning, try to imagine what the audience would want from the workshop. Furthermore, consider whether there are any local issues or current movements in education or natural resources that the participants might be concerned about or interested in discussing. If you identify possible issues or trends, think about how you could address these during the workshop so that each person has an opportunity to participate.

For a diverse group of educators, select activities that demonstrate the interdisciplinary nature of the materials, their usefulness in many subject areas, and applicability to several grade levels. If you know that your audience has a special interest or age group, select activities to meet their needs. If the workshop focuses on a particular theme, choose activities connected with that theme. If you are working with primarily formal educators, then be sure to show how the different activities connect with state and national learning standards.

Be sure to provide a variety of activities- both indoor and outdoor- which tap into different learning styles from creative to kinesthetic. Include activities that foster individual learning as well as ones associated with group learning. Also, be sure to select activities that YOU are enthusiastic about as your energy level will be passed on to your audience.



Planning the Agenda

After you have considered your audience and have begun selecting activities to present, you are ready to plan the workshop agenda. The following sections will give you some ideas. Workshops should follow these steps to lead the participant from an *awareness* of the project to *knowledge* on the specifics of the program to an opportunity to *learn* about environmental concepts presented in activities and then, finally, to *action* – to use project materials in their teaching. See the end of document for a sample agenda.

The most important workshop elements to include in an agenda are

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

Welcome, Agenda Overview, and Workshop Goals

Plan how you will welcome the participants, introduce yourself and other presenters, and give a brief overview of the agenda. Allow 15–20 minutes to do this. Gather supplies for name tags, such as markers, stamps, and stickers.

Getting Acquainted/Icebreakers

Plan how you will have participants introduce themselves. They are coming together for the workshop as learners and, especially if they do not know each other beforehand, creating a friendly and informal atmosphere at the beginning of the workshop can enhance the learning environment. Even if participants know each other, this is an opportunity for you to learn something about them, for their friends to learn something new about them, and for some general learning to begin. An icebreaker can also be used to begin teaching your environmental topic or could include an activity from the project guide. Although icebreakers can go on for 30 minutes, you may want to cut it short to allow time for other activities. Check out the end of this document for sample Icebreaker activities.

Project Information/History

Plan to present the following information – five to ten minutes is usually sufficient.

- When, why, and by whom was the idea for the project initiated
- An explanation of the project 's national and/or state sponsors
- What materials are offered
- How the project materials were developed, tested, and evaluated

Activities Experienced by Participants

Plan to present activities in a way that engages the participants as learners first, then allows them to reflect on the activities from their perspective as educators.

Be sure to always be prepared. Be sure to have backup plans for outdoor activities in case the weather is unfavorable. Sometimes, you will run through activities faster than you plan, so be sure to have an extra activity or two ready just in case. By carefully preparing ahead of time, you can make your workshop run smoothly no matter what comes up.

After conducting each activity, make sure to debrief the educators. Many of the discussion questions in the activities are excellent and demonstrate how the activities teach higher order thinking skills. Go over concepts that the activity was supposed to teach, offer ideas on ways to change the activity to teach different concepts and ask for ideas on how to enhance the activities. Be sure to record suggestions from the educators and incorporate them into your next training session.

Growing Up WILD

Plan how you will help participants become familiar with the contents of the activity guide. You may choose to conduct a walk-through, pointing out important elements along the way. Or you might prefer to use questions in a competition between small groups. One way to go through the guide includes asking questions about specific content found throughout. An example of this activity, Growing Up WILD, can be found towards the end of this document.

Consider handing out the activity guides and doing the hike after lunch or at the end of the workshop to keep participants in attendance. Otherwise, if guides are given out before lunch then you may lose some of the participants during lunch. Remember, participants must take the full 3-hour workshop in order to receive an activity guide.

Other Resources

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

Workshop Wrap-up and Evaluation

Workshop endings are just as important as workshop beginnings. Plan at least 15 minutes to wrap up the material. Consider using one of the wrap-up activities presented below.

- Memory circle. Have participants share something they learned or experienced at the workshop.
- Complete the sentence —I plan to use this guide to...
- Postcards. Have participants address postcards to themselves and then write a goal on the back on how they plan to use the guide. Project coordinators then send these postcards to participants approximately six months later as a reminder of the goal they set.

In addition, make sure attendees fill out a workshop evaluation form. These forms are important for assessing the workshop and must be submitted to the state coordinator following the workshop. Have enough copies of the evaluations for all participants, plus a few extra.

Certificates and Feedback

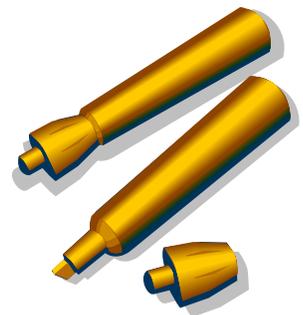
If you have the names of participants ahead of time, then consider creating certificates acknowledging completion of the workshop. Alternatively, you can print blank certificates before the workshop and then add the names during the workshop. If you would like a certificate template, then contact the Maryland Growing Up WILD state coordinator.



Facilitator Resource Trunk

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

- Bandannas or other material to mark people
- Construction paper and/or computer paper of different sizes
- Flip chart, easel, and markers, or white board and dry erase markers
- Handouts, masters, and copies
- Masking tape, glue, and/or scissors
- Name tags
- Markers (permanent and non-permanent)
- Paper bags
- Paper clips or rubber bands
- Paper plates
- Pens or pencils
- Poker chips or some kind of counting chip
- Post-it notes
- Receipt book for workshop payments, if needed
- Resource materials that supplement activities and related environmental education curricula and guides
- Rulers
- String or yarn
- Supplies and props needed for specific activities, and instructions
- Thumbtacks or push pins
- Ziploc bags



Also consider reserving an education trunk or two from MD DNR to enhance your activities. Currently, we have 4 education trunks: white-tailed deer, black bear, furbearer (mammal) and wild turkey. In addition, we have 5 Growing Up WILD kits: Deep Blue Sea, Fishing Fun, Looking at Leaves, Less is More & Who Lives in a Tree.

dnr.maryland.gov/wildlife/Pages/Education/education_trunks.aspx



Growing Up WILD Agenda



8:30am- Welcome, Icebreaker (Grow as You Go) and Introductions

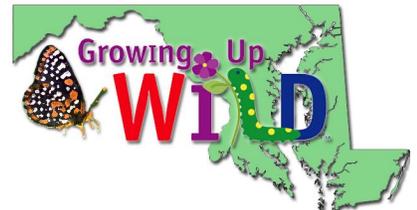
9:00am- Spider Web Wonders
Looking At Leaves
Tracks!
Lunch for a Bear

11:30am- Skip Through the Guide

11:45am- Additional Resources & Wrap-Up



Thanks for coming!
Kerry Wixted, State Coordinator
kerry.wixted@maryland.gov
410-260-8566



dnr.maryland.gov/wildlife/Pages/Education/GrowingUpWILD.aspx

Wild Bingo



Directions: Find an individual who meets the requirements described in each box and place his/her name there. Continue to fill all the boxes with names of persons in the group, using each name only once. When you have completed all the squares, show your results to one of the facilitators.

A person who was born outside of Maryland _____	Someone who rarely eats red meat _____	Someone who likes to photograph wildlife _____	Someone who likes to ride bicycles _____
Someone who jogs regularly _____	Someone who knows what a Nutria is _____	Someone who likes to backpack _____	Someone who likes to go birding _____
Someone who recycles paper or glass _____	Someone who carries a hunting license _____	A native Marylander _____	Someone who knows who Aldo Leopold is _____
Someone who enjoys fishing _____	Someone who has a "heron" license plate _____	Someone who has traveled outside of the US _____	Someone who knows what 'herping' is _____

Wild Bingo was adapted from Idaho Project WILD by Dr. Debra Thatcher.

Nature-based Classroom Ice Breakers

Who Am I?

For this activity tape or pin the name of a wildlife species on the back of each participant and make sure everyone has paper and a pencil. Each person tries to figure out what animal he or she is by walking up to other participants and getting clues from them. For example, Person A gives clues to Person B by briefly describing what Person B is in one to four words. Person B writes down this description and then briefly describes what Person A is in one to four words. Person A writes down this clue and both people move on to other participants for new clues. Be sure to set a time limit before the group begins the activity. Wrap up by asking for three to five volunteers to guess what they think they are, based on the clues they received.

Guess My Name

Ask the participants to make a list of ten words to describe an animal of their choice on a sheet of paper. They then tape the sheet of paper to themselves and move about the room, reading each other's lists. They introduce themselves to each other and try to guess what animal each list describes.

Artistic Introductions

Ask participants to draw or model out of clay an animal they feel represents themselves. Divide the participants into groups and have each explain why (s)he chose the animal (s)he did. Or, put pictures of a variety of animals on a large table and have participants choose one they feel represents themselves. Divide into groups and have each participant explain why (s)he chose a particular animal.

Sound Off

Write out cards with the name of one animal on each. Make two cards for each animal. Hand out a card to each participant, making sure that pairs of animals are distributed. Arrange the participants in a circle. Explain that they are to make the sound of the animal on their card to find the other animal of their species. No talking is allowed. Once they find their partner, they are to stand by them. Participants can also be blind-folded and/or groups of more than two animals can be produced by making more cards for each animal.

Significant Stories

Ask each participant to relate a story about a significant experience involving nature, animals, trees, etc.





Growing Up WILD



1. What are the WILD words for “Oh, Deer”?

Page 48: Alive, Habitat, Need, Food, Water, Space

2. How can you incorporate math into the activity, “Less is More”?

Page 63: Make a garbage graph of trash collected during activity.

3. Name a non-fiction book suitable for the activity, “First Impressions”.

Page 10: Frogs, Toads and Turtles by Diane Burns; I Love Animals: Wild, Scary, Cute or Cuddly by Roger Priddy; The Icky Bug Alphabet Book by Jerry Pallotta; Rabbits, Squirrels and Chipmunks by Mel Boring; What’s it like to be a fish? By Wendy Pfeffer; Where are the night Animals by Mary Ann Fraser; The Yucky Reptile Alphabet Book by Jerry Pollata

4. Where can you find responsible collecting guidelines?

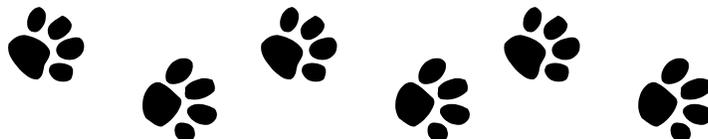
Page 7

5. What activities teach about food chains/food webs?

Page 128: Oh, Deer! Owl Pellets and Show Me the Energy

6. What is the definition of an ecological community?

Page 124: group of plants and animals living and interacting with one another in a specific region under relatively similar environmental conditions





Free Professional Development Workshop!

Growing Up WILD is an interdisciplinary early childhood education program that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, Growing Up WILD provides an early foundation for developing positive impressions about nature and lifelong social and academic skills. Growing Up WILD has been aligned with Common Core (K-2) standards as well as Maryland Environmental Literacy Standards.

Saturday October 5th

9:00 a.m. – 12:30 p.m.

Alice Ferguson Foundation

2001 Bryan Point Road; Accokeek, MD 20607

This workshop is for teachers and non-formal educators interested in learning how to get their students and program participants involved interdisciplinary conservation and environmental education emphasizing wildlife. Hands-on, engaging, inquiry-based activities will be covered throughout the morning.

To register: Fill out our online registration form (<http://bit.ly/14Uctr9>) or call Kerry Wixted (info below)

Registration deadline: October 2nd, 2013

For more information, please call Kerry Wixted at 410-260-8566 or kerry.wixted@maryland.gov

Check us out online:

www.dnr.state.md.us/wildlife/Education/ProjectWild/GrowingUpWild.asp



Exploring Nature with Young Children

Project **WILD**

How Preschoolers Think*

How Preschoolers Think

- Thought processes don't always seem logical to you and once they've come to a conclusion.....it's difficult to reverse their thinking. For example, they may say "If an apple is red, then a green fruit is not an apple."
- They think everyone sees the world the way that they do.

What Can They Learn?

1. **Knowledge**.....they can tell a story
2. **Comprehension**.....can tell you the main point of the story
3. **Application**.....how it applies to real life. But they are not so comfortable with the next steps of analysis and synthesis.

It's good to have plan B and C ready, because they often finish things faster than you think, or things may be too difficult for them and you need to be flexible and move onto something else.

Preschoolers are not miniature adults.....they are kids with their own sets of needs and abilities. They are so honest, literal, and logical.

When possible, test out your ideas, crafts, activities etc. on your preschool kids, grandkids, neighbors etc. Only by being around and working with this age of kids will you see how they react to things and what they are capable of doing.

"They always surprise me with how much they know. To sum them up in four words: curious, joyous, imaginative, and fun!!"

By Mary Warren, ODNR-Division of Wildlife, Magee Marsh WA



Facilitator Resources

National Growing Up WILD site

- <http://www.projectwild.org/growingupwild.htm>

Maryland Growing Up WILD site

- dnr.maryland.gov/wildlife/Pages/Education/GrowingUpWILD.aspx Site contains facilitator resources, educator resources and upcoming workshop listings
- State Coordinator Contact:
 - Kerry Wixted
Wildlife and Heritage Service
580 Taylor Ave, E-1
Annapolis, MD 21401
Kerry.wixted@maryland.gov
Phone: 410-260-8566
Fax: 410-260-8596

Maryland Wildlife Lists and Information

- dnr.maryland.gov/wildlife/Plants_Wildlife/mdwllists.asp

Maryland's Wild Acres

- Provides information sheets on common wildlife species and ways to attract them to your backyard or schoolyard
- dnr.maryland.gov/wildlife/Habitat/WildAcres/index.asp

Arkkive

- Image and video resource for thousands of wildlife species found around the world.
- <http://www.arkive.org> ; <http://www.arkive.org/education/>

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- Tree- Tracey Saxby

Integration and Application Network, University of Maryland Center for Environmental Science (ian.umces.edu/imagelibrary/).