

**Project WILD, the Alaska Wildlife Curriculum  
And Alaska's Content/Performance Standards**

Wrangell School District Inservice  
November 10-11, 2005



**I. Workshop sessions**

Course participants will participate fully in the two-day sessions. During these sessions, participants will become familiar with Project WILD and the Alaska Wildlife Curriculum. We will cover the following:

- ☐ Background information on Project WILD and the Alaska Wildlife Curriculum (AWC)
- ☐ Wildlife conservation concepts and information
- ☐ Correlations between WILD/AWC and the Alaska state content standards/GLE's
- ☐ Discussion of teaching about potentially controversial issues
- ☐ Use of Project WILD/AWC materials
- ☐ Special Topics: Use of technology in Brown Bear Research
- ☐ Environmental Education background information
- ☐ Review of other teaching resources

**II. Course Requirements**

Students will complete the following:

- ☐ Attend and participate fully in all sessions.
- ☐ Select two activities to meet specific GLEs' from activity guides and referencing new Alaska Standards booklet. Conduct and assess these two activities with your students before (***set a deadline***).
- ☐ Submit a write-up of the activities with an evaluation. Write-ups should include adaptations you made for your students, community, ecosystem, cultural considerations, etc. Sample work may be sent in but may not be returned. Photos are an excellent addition. Write-ups must be typed. **Include the workshop location, date, your name and address on your assignment.**
- ☐ Deadline for assignments is: \_\_\_\_\_

Sockeye Scents (PWA p. 61) grades 2-4  
The Succession Story (AWC Forests & Wildlife p. 153) grades K-4  
Five Kingdoms, No King (AWC: Alaska's Ecology p.58) grades 1-6  
Ethi-Reasoning (PW p. 205) grades 5-8  
Migration Headache (PWA p. 15) grades 5-8  
Bottleneck Genes (PW p. 172) High School  
Can Do! (PW p. 453) High School

- 11:30 Teach Back Presentations Part I
- 12:00 Lunch
- 1:00 Teach Back Presentations Part II
- 2:00 Additional Resources
- 2:30 Review, finalize follow-up date, evaluation, assignment review
- 3:30 End of workshop



**Workshop Agenda**  
Project Wild/Aquatic and Alaska Wildlife Curriculum  
Wrangell School District  
November 10-11, 2005

Science as Inquiry and Process/Concepts of Life Science

Content and activities for teaching students' science and meeting GLE's

Thursday 11/10/05
-------------------

- 8:00 Welcome, introductions, background information, teacher expectations, course registration for UAA credit
- 8:30 Activities:  
Aqua Words (PWA p. 29)  
Water Wings (PWA p. 110)  
Fashion a Fish (PWA p. 56)
- 9:30 BREAK
- 9:45 Discussion: Science Standards Assessment and Correlating PW/AWA to PSGLE's
- 10:00 Activity, Oh, Deer (PW p. 36)  
Discussion of Habitat and Limiting Factors  
Lecture and Review: Using Microsoft Excel to make graphs
- 11:00 Discussion: Using Mammal Skulls for taxonomy, dichotomous keys, describing traits and making inferences  
Activity: Skulls Stations
- 12:00 LUNCH
- 1:00 Lecture and Review: Food webs, energy flow, carrying capacity and population dynamics  
Activity: Forest Food Web Game (AWC Forests & Wildlife, p. 105)  
Activity: How many bears live in this forest? (PW p. 23)
- 2:15 Walk on the Wild Side (curriculum review and using PSGLE's to select activities/plan units)
- 3:30 End of session

Friday 11/11/05
-----------------

- 8:00 ADF&G Research Biologist- LaVern Beier  
Presentation: History of Technology Used in Brown Bear Research in Southeast AK
- 9:30 Discussion: Integrating local research/monitoring into classroom inquiry projects
- 9:45 USFS Wildlife Biologist- Melissa Cady  
Overview of Local Wildlife Monitoring Projects
- 10:00 Break
- 10:15 Discussion: "Dealing with different viewpoints"  
Activity: Forest Puzzlers (AWD Forests & Wildlife, p. 113)
- 10:30 "Teach-back" groups and options/assignments



1. Musk Ox Maneuvers
2. How Many Bears Can Live in the Forest?
3. Quick Frozen Critters
4. What You Wear is What They Were or How Much Did Your Lunch Cost Wildlife?
5. Whale of a Tail
6. Living Research



# Project WILD Workshop Schedule

---

Robin Dublin, Facilitator

Deering School / October 10-11, 1997

---

## Friday 10/10/97

8:30 Breakfast

### 9:00 **Introductions**

History/background of Project WILD

Review of workshop schedule

Teacher expectations and needs

Course registration for ED580T

Tips to remember (safety, seasons, community knowledge)

### 9:30 **Everybody Needs A Home**

**Animal Poetry**

Ecosystems and habitats

### 10:15 **Migration Headache**

11:00 Break

### 11:15 **Oh, Deer (Caribou)**

12:00 Lunch

### 12:45 **Learning to Look, Looking to See** **Field Trip Outside**

### 3:00 **Animal Poetry**

**Walk on the WILD Side**

4:00 "Teach-back" groups and assignment



## **Project WILD Workshop Schedule,**

Robin Dublin, Facilitator

Lower Kuskokwim School District - In-service @ Nunapitchuk, Alaska, 9/12/97

- 8:30 Introduction and bingo name game
- 8:45 History/background of Project WILD  
Review of workshop schedule  
Teacher expectations and needs  
Tips to remember (safety, seasons, community knowledge)
- 9:00 Use of Journals  
**Everybody Needs A Home**  
**Animal Poetry**
- 10:15 **Migration Headache**
- 11:00 Break
- 11:15 **Hooks and Ladders**
- 11:45 **Walk on the WILD Side**
- 12:00 Lunch
- 12:30 Teach-back prep time
- 1:30 Teach-back Groups (One group will present their activity)  
**Oh, Deer!**  
**How many bears can live in the forest?**  
**Quick Frozen Critters**  
**How much did your lunch cost wildlife?**  
**Learning to Look, Looking to See**
- 2:00 Additional Resources  
Additional use and adaptation of Project WILD activities  
Verbal evaluation  
Written Evaluation
- 2:30 End of session



Activity	Approx. Time Suggested
<ul style="list-style-type: none"> <li>• Other agency offerings.</li> <li>• local environmental education resources</li> <li>• Ask group for other suggestions</li> </ul>	
15) Wrap-up <ul style="list-style-type: none"> <li>• “Habitat Lap Sit” if inclined or have time or inclination, or</li> <li>• Sharing circle about what was learned</li> <li>• Thank you to participants and sponsors</li> </ul>	15 minutes
16) Project WILD evaluation form, plus <ul style="list-style-type: none"> <li>• Two content questions (e.g., “Name 4 essential components of habitat,” and/or “Give 3 examples of factors that limit wildlife populations”)</li> <li>• Feedback for you (e.g., “What did you like best about this workshop?” and/or “Please suggest improvements for this workshop that might make it more valuable to you.”)Distribute evaluation forms. collect survey forms from all participants</li> <li>• Distribute Project WILD certificates</li> </ul>	15 minutes

\* Community Involvement  
 Interdisciplinary  
 Relevance to Alaska & Alaska Wildlife  
 Adaptations for Class Size/Students Ages

Activity	Approx. Time Suggested
<ul style="list-style-type: none"> <li>Facilitate an activity that teaches one of the key ecological concepts: <b>populations, limiting factors, carrying capacity</b></li> <li>This could be one of the 2 aquatic activities in the workshop.</li> </ul>	
8) "Walk on the WILDside": <ul style="list-style-type: none"> <li>Distribute Project WILD guides and supplementary materials supplied by Department of Fish and Game</li> <li>Pass out worksheets and have them work in pairs to complete the questions (if you're pressed for time, have them record page numbers instead of full sentences).</li> </ul>	20 minutes
9) Discussion for "Walk on the WILDside": <ul style="list-style-type: none"> <li>Review answers</li> <li>Point out seven themes</li> <li>Refer to project wild conceptual framework</li> <li>Note activity components (background, materials, procedure, etc.)</li> <li>Note glossary</li> <li>Demonstrate cross-referencing</li> </ul>	15 minutes
10) Teachback preparation: <ul style="list-style-type: none"> <li>Break into groups and select activities to co-facilitate</li> <li>Make sure groups have any materials that are required for their activities.</li> <li>Planning period can overlap with lunch hour if all participants agree</li> </ul>	20-30 minutes (can overlap with lunch hour)
11) Lunch <ul style="list-style-type: none"> <li>Fill out Project WILD Certificates</li> <li>Eat your lunch</li> <li>Set out resources such as <i>Alaska Wildlife Curriculum</i></li> </ul>	60 minutes
12) Teachback presentations: <ul style="list-style-type: none"> <li>Participate and be POSITIVE and PLAYFUL!</li> <li>Interject suggestions or various when necessary be make sure that the activity objectives are met.</li> </ul>	20 minutes per group (avg. 90 minutes.)
13) Lead a final activity. A quiet, thoughtful activity or a creative activity works well at the end of the day. If possible give participants a chance to express feelings about the environment.	45 minutes
14) Discuss other resources: <ul style="list-style-type: none"> <li>ADF&amp;G offerings: <i>Alaska Wildlife Curricula, Wildlife Notebook Series</i>, skins and skulls loan collections, etc.</li> </ul>	15 minutes



# Sample Project WILD Agenda For 7 Hour Workshop\*

Activity	Approx. Time Suggested
1) Getting acquainted <ul style="list-style-type: none"> <li>• Conduct icebreaker</li> <li>• Welcome, introduce presenters, and give brief overview of the agenda</li> <li>• Participants introduce selves and tell why they're interested in Project WILD</li> </ul>	15 minutes
2) Review history of development, sponsors, philosophy, structure and goals of Project WILD, and 3) Discuss why Project WILD is just what they need (briefly): <ul style="list-style-type: none"> <li>• It is flexible</li> <li>• Can be core curriculum</li> <li>• Is based on concept and skill development</li> <li>• Uses proven mix of kids and animals</li> <li>• Designed by teachers for teachers</li> <li>• Correlates well with state frameworks</li> <li>• Adaptable to local needs</li> <li>• Can be used in part or as complete unit</li> <li>• Establishes Department of Fish and Game as teacher resource</li> </ul>	15 minutes
4) Lead an activity that defines and explains the importance of <b>habitat</b> . Follow-up discussion should include: <ul style="list-style-type: none"> <li>• List which subjects areas (math, art, language, science, etc.) are touched upon during the activity</li> <li>• Discuss possible match to local curricular objectives</li> <li>• "How will I use Project WILD in my classroom?"</li> </ul>	30 minutes
5) Lead a "lively" activity with lots of movement! Repeat the discussion steps above. <ul style="list-style-type: none"> <li>• Facilitate an activity that teaches one of the key ecological concepts: <b>populations, limiting factors, carrying capacity</b></li> <li>• This could be one of the 2 aquatic activities in the workshop.</li> </ul>	30 minutes
6) Break	15 minutes
7) Lead another activity. Repeat the discussion steps above.	30 minutes

\* Including 1 hour lunch break  
 Alaska Project WILD Handbook  
 6/26/2006 SAMPLE.DOC