This facilitator’s guide is a handbook for conducting WILD Education introductory workshops. It explains the goals of WILD Education workshops, your responsibilities as a facilitator, how to find a workshop site, how to publicize your workshop and what to include in the workshop itself.

You may use this handbook as a step-by-step guide for planning and conducting your workshops. If you are a seasoned facilitator, you may use it to find new ideas to enhance your workshops. The table of contents will help you locate the specific information you need.

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ABOUT CWF

The Canadian Wildlife Federation is a national charitable organization dedicated to fostering awareness and enjoyment of our natural world. It represents 300,000 members and supporters that work from coast to coast to maintain a bright future for Canada’s wildlife.

CWF is dedicated to ensuring an appreciation of our natural world and a lasting legacy of healthy wildlife and habitat by:

- informing and educating Canadians;
- advocating responsible human actions; and
- representing wildlife on conservation issues.

CWF’s objectives are to encourage an understanding of the impact of human activities on the environment; promote the sustainable use of our natural resources; conduct and sponsor research relating to wildlife and the environment; recommend legislative changes to protect wildlife and its habitats; and cooperate with organizations and government agencies with similar objectives. Through extensive education and information programs, CWF encourages a future in which Canadians may live in harmony with wildlife.

For more information, visit CanadianWildlifeFederation.ca

ABOUT CWF EDUCATION AND WILD EDUCATION

CWF Education’s leadership in education programming engages students, youth, teachers, educators and the public in conservation learning activities and projects across Canada.

WILD Education is CWF’s professional development program that introduces educators to conservation education for all grades, for all ages and all subjects. WILD Education currently features the Project WILD, Below Zero and Wild about Sports programs.

In 2014, CWF trained 957 educators in WILD Education, bringing the total to over 125,000 across the country. By becoming a WILD Education facilitator, you are helping to grow the ranks of educators throughout Canada who have the knowledge and tools they need to integrate teachings about wildlife and the environment into their classrooms or youth groups.

WILD Education is overseen nationally by the Education department of the Canadian Wildlife Federation. CWF Education recruits and trains partner organizations who act as provincial coordinators. Provincial coordinators are responsible for coordinating WILD Education Facilitators in their province or territory. Facilitators, in turn, provide workshops for educators who then bring WILD Education activities to schools, nature centers, after school programs and more.
WILD Education programs

WILD Education programs are designed to:

- enhance knowledge about important conservation concepts, such as habitat enhancement, biodiversity, and endangered species recovery;
- provide diverse learning resources for teachers of kindergarten through high school;
- meet the needs of teachers as the primary audience but are also useful for youth leaders, park naturalists, and other conservation educators;
- relate to specific learning objectives, such as fostering stewardship and understanding the link between human activities and renewable resources;
- were developed by educators for educators, built upon a conceptual framework, and reviewed by teachers and resource professionals who confirmed their pedagogical and scientific soundness;
- include classroom activities and outdoor projects that are based on sound principles of pedagogy;
- underwent pilot and evaluation to ensure appropriateness and high quality of materials;
- reinforce skills, such as analysis, communication, composition, reading, and research;
- fit into mandated curriculum areas, such as science, social studies, language arts, civics, visual arts, health, history and geography, math and physical education; and
- offer a clear progression from conservation awareness to action.

Visit the CWF Education website for more information about Project WILD, Below Zero, Wild about Sports and other programs and activities.

The workshop format

We believe that the workshop method is the best approach to implementing WILD Education programs because it allows participants to learn how to use the WILD Education activity guides and other resources to their fullest potential from expert facilitators like you. The workshop format gives them hands on experience running and adapting the activities to their curriculum and instructional settings, such as classrooms, outdoor centers, urban environments, or any place where people are interested in learning about wildlife and its habitat.
Each workshop participant receives:

- one or more activity guides
- supplementary resource materials (such as posters or magazines)
- a certificate of completion (Appendix H)

**WILD EDUCATION INTRODUCTORY WORKSHOPS**

A WILD Education introductory workshop is a six or more hour training session presented by a WILD Education facilitator. Workshops vary depending on each facilitator’s presentation style and the audience needs (see Appendix B for a sample workshop agenda), but the main goals remain the same:

- to introduce educators to wildlife ecology, the philosophy of WILD Education and WILD Education materials and concepts;
- to demonstrate how educators from all disciplines can incorporate WILD Education activities into their day-to-day teaching (such as language arts, math, science, social studies, art, health, physical education, or youth group programming) to help meet the their educational goals and objectives;
- to provide a sampling of teaching strategies and demonstrate at least three WILD Education activities; and
- to create an atmosphere in which educators, resource personnel and others can meet and share information and encourage continued communication and support for environmental education.

To receive a WILD Education activity guide and certificate of completion, participants must attend and participate in a WILD Education instructor workshop for a minimum of six hours. At least three WILD Education activities should be conducted during this time.

WILD Education offers three different introductory workshops:

- **Project WILD Introductory Workshop**
  A six hour introductory workshop certifies participants in Project WILD. The main audience is certified school teachers, but non-formal educators (e.g. Scout leaders, camp organizers and other community leaders) often take part in these workshops as well.
• **Below Zero Introductory Workshop**
  A six hour introductory workshop certifies participants in Below Zero. The main audience is certified school teachers, but non-formal educators (e.g. Scout leaders, camp organizers and other community leaders) often take part in these workshops as well.

• **Wild about Sports (WAS) on the Water Introductory Workshop**
  A six hour introductory workshop certifies participants in Wild about Sports. The main audience is instructors and youth leaders who teach children best practices on the water, but certified school teachers and non-formal educators (e.g. Scout leaders, camp organizers and other community leaders) often take part in these workshops as well.

• **Combined Project WILD and Below Zero Introductory Workshop**
  An eight hour combined workshop has the same design and content as the introductory workshop, except that Project WILD and Below Zero are combined into one workshop. Facilitators must showcase a variety of activities from each activity guide.

**Cost**

CWF Education charges a minimum fee to recoup the direct costs of printing the activity guides and shipping and handling of resource materials. However, it should be clear to participants that they are paying a modest fee for a workshop experience, not for the activity guides themselves.

When CWF coordinates the workshop, our standard workshop fees are:

- **$50.00** (plus tax) for an introductory workshop
- **$70.00** (plus tax) for a combined workshop

This can differ from province to province. Check with your provincial coordinator for workshop fees in other provinces or territories.

**Reasonable fees**

You may charge a minimal additional fee to recoup any costs for facility use, supplies or refreshments. The maximum additional charge for WILD Education workshops should not exceed $15, and any additional costs but must be included in the online Workshop Proposal Form for approval. The goal is always to ensure that the workshop cost does not discourage any educator from attending WILD Education training. Again, check with your provincial coordinator for their policies if not dealing directly with CWF.
**Honorarium**

WILD Education facilitators are offered a small honorarium in recognition for the time they dedicate to sharing the program with other educators. The standard honorarium is calculated at $10 per participant for the first 20 participants. For more than 20 participants, the honorarium is a flat $250.

You may choose to waive the honorarium in the Workshop Proposal Form. Waiving the honorarium reduces the workshop cost by $10 per participant. You are expected to waive the honorarium if you are running a workshop as part of your day-to-day job or are otherwise being paid for your time (such as if you are a faculty member running a workshop as part of a college or university course you are being paid to teach). You are encouraged to waive the honorarium if you are offering the workshop to volunteers such as Guiders or Scouters or other youth program leaders.
BEFORE: PLANNING A WILD EDUCATION WORKSHOP

As you plan your workshop, there are several criteria to keep in mind.

Logistics

Audience
Plan a workshop by checking with your school, school board, area Guiding or Scouting council, nature centre or other organization to see if they would be interested in hosting a workshop. Having a host organization will make it much easier for you to find and understand your audience and promote your workshop.

Think about who is coming to your workshop: are they teachers, principals, superintendents, youth leaders, or community volunteers? Consider their needs and interests before you plan the specifics of your workshop so you can adjust the activities to better meet their needs.

If you have enough lead-time, send out a pre-workshop questionnaire to determine:

- Expectations for the workshop
- Grade level/age and types of students participants work with
- Any special needs they have

Workshop goals
Your main workshop goal is for participants to get to know a WILD Education program and to be prepared to use it effectively and enthusiastically with their students. You may have other goals. Whatever they are, be clear about them.

Date
Pick a date that works for your audience. Review calendars of the school districts in your area (often available online). Saturday is the most common workshop day.

Time
The WILD Education workshop time requirement is six to eight hours. However, as a facilitator, you have some flexibility in how this time is distributed.

- A one-day workshop enables participants to become proficient with the materials immediately, and they tend to stay more focused.
- Two shorter sessions spaced over a two or four-week period allows participants to conduct some activities with their students and then share and discuss what happened and what adaptations or extensions they developed. Participants will need to have an incentive to return and be accountable for attending both sessions.
Some teachers prefer weeknight workshops, but keep in mind that participants may be tired after working all day. Remember to incorporate ways to help them transition from work to workshop mode.

**Location**
Find a location appropriate to your audience. Consider the availability of food, drinks, bathrooms, first aid kits and other amenities. Compare the advantages and disadvantages of a potential site to your workshop goals. A workshop at an environmental education center in a regional park shows teachers the resources available to them there, while a workshop at a school site helps teachers see how WILD Education activities can be used in their classrooms.

Reserve your location well in advance and obtain any necessary permits. If the facility requires it, CWF can provide a certificate of insurance.

Visit your location ahead of time to plan where you will conduct outdoor and indoor activities.

**Registering a workshop**
When working with CWF to coordinate a workshop, complete the information form using our workshop management system Equinox (http://equinox.cwf-fcf.org/). This must be completed six weeks in advance of your workshop date. Ensure the form is carefully filled out. Contact the Education Coordinator (cwfeducation@cwf-fcf.org) with any questions.

You will receive a confirmation of workshop creation. As the Workshop Proposal Form is also your materials order form, the materials you request through Equinox will be automatically mailed to your delivery address. You will also be able to log in to Equinox to check the registration list, see shipping information and survey responses. For help with Equinox, see the user guide by logging into the Facilitator Page on wildeducation.org.

**Food and beverages**
Refreshments are always appreciated. Keep in mind the following:

- Many people depend on coffee to start their day and keep going.
• If participants will be leaving the site to eat, consider travel time when setting the lunch break.

• If there are no restaurants nearby, ask participants to bring a lunch or provide a catered lunch (such as sandwiches, fruit and beverages). Whatever you decide, make sure to tell participants what to expect.

• Be sure to recoup your costs for food and beverage expenses by incorporating them into the registration fee.

_Ratios_
Because it is difficult to demonstrate most WILD Education activities with fewer than 10 people, 10 is the minimum number participants for a workshop. However, as a facilitator, you can use your discretion before cancelling a workshop with fewer than 10 registered participants.

The maximum is 30 participants to one facilitator. For groups of more than 30 participants, you can co-facilitate with a second WILD Education facilitator. Contact the Education Coordinator for a list of fellow facilitators in your region.

_Co-facilitation_
• With your co-facilitator, consider the following:

• Which parts of the workshops will you handle and which will your co-facilitator handle? (Changing facilitators from section to section provides even more variety for your participants.)

• What signals will you and your partner use to interrupt the presentation?

_Liability_
As a volunteer, you are covered under the insurance of the Canadian Wildlife Federation. If there is an incident, contact CWF and your Provincial Coordinator immediately.

_Workshop Materials_
Two to three weeks before your workshop you will receive:

• Activity guides

• Participant surveys

• Certificates

• Additional resources (education posters etc.)

Verify the package contents as soon as you receive them and contact your Provincial Coordinator immediately if there are any concerns or problems with your order.

_Workshop certificates_
Blank certificates of completion will arrive with your guides. Print each participant’s name on the certificate with a home printer (download the template) or use a calligraphy pen. Give each participant a certificate at the end of the workshop.

Promotion and registration

Advertising a workshop
Use flyers, brochures or email announcements to get the word out about your workshop. Announcements should tell participants what to expect and should include:

- Name and a short description of the WILD Education program(s) you are presenting
- Workshop goals and key concepts to be covered.
- Name of facilitator(s) and affiliations
- Host organization
- Cost (if applicable)
- Date, time and location (with map and directions, if available)
- What participants will receive (WILD Education activity guide, supplementary resources, certificate)
- Contact details for further information
- CWF logo

Announce the workshop through local newsletters of science education, environmental education or outdoor education and youth leadership organizations. Don’t forget the power of word-of-mouth — ask educators from nearby schools or youth groups to spread the word!

If the following information is not presented in the promotional materials, ensure participants receive it upon registration or one week before the workshop (whichever comes first):

- Information about meals or refreshments (bring your own vs. provided)
- Clothing suggestions (outdoor clothes, rain gear, etc.)
- The activity guide is available in French and English
- Cancellation policy (no refunds or materials for no-shows or cancellation less than X days in advance)
See Appendix C for a sample email announcement.

Note: All promotional materials must be approved by either CWF or your Provincial Coordinator. Allow one week for approvals.

**Pre-registration**
CWF is moving towards having all workshops listed online in the WILD Education workshop calendar. This calendar allows participants to register and pay for their workshops online. This provides several benefits, including helping to guarantee attendance. It also reduces the money handling and other administration you have to do as a facilitator. This is handled directly through Equinox when you submit your workshop proposal form.

If you do not have your workshop listed in the WILD Education workshop calendar, you must ensure workshop participants complete the Participant Registration Form (Appendix D) and collect workshop fees onsite. You can still encourage participants to pre-register by contacting you directly. Knowing how many people will attend your workshop helps you plan and run a better workshop.

**Setting the agenda**

Decide how much time to allow for each element of the workshop and on the order of the elements.

Pacing is important. Offer a variety of activities to keep participants interested in the material and ideas you present. Keep in mind that some activities work better at certain times of the day. For example, many people get sleepy after lunch, so you might consider a stimulating physical activity rather than a lecture-style presentation or watching a film.

Include quiet time when individuals can reflect on ideas as well as small group time when they can share ideas with each other. Be sure to include time for breaks. Short, frequent breaks can do wonders for reviving everyone’s energy level.

Remember to bring some of your own character to the workshop. Tie in other resources at your disposal. And don’t forget to have fun!

**What’s on the agenda?**
The most critical elements of a WILD Education workshop are:

- Welcome and overview
- Getting acquainted/icebreaker
- Needs assessment
- Introduction to WILD Education
- Facilitator showcase of WILD Education activities
- A walk through the WILD Guide
• Correlation with other resources and activities

• Peer teaching of WILD activities (includes selection and preparation)

• Individual planning

• Evaluation and feedback

See Appendix B for a sample agenda.

**Welcome and overview**
Welcome the participants, introduce yourself and any other presenters and review the workshop goals. People are more comfortable if they know what to expect and when, so give a brief overview of the workshop agenda.

**Getting acquainted**
Creating a friendly and informal atmosphere at the beginning of the workshop enhances the learning environment, so have participants introduce and share something about themselves. Even if they know each other professionally, they are now coming together as learners. An ice-breaker activity can help set the tone. (See the ice-breaker ideas in the sample agenda, Appendix B.)

**Needs assessment**
Do a quick assessment to pinpoint the specific needs and expectations of your participants. This will allow you to tweak the day’s activities to better meet their individual needs (such as choosing activities for primary school teachers).

**Introduction to WILD Education**
Introduce your participants to WILD Education and its programs. Emphasize that activities are designed to fit into all subject and skill areas and can be adapted to suit local needs.
Once you’ve engaged participants as learners, give them opportunities to reflect on the activities as educators and to share what they learned, what other grades or subjects the activity addresses, and how they might adapt the activity to fit the needs of their students.

Showcasing WILD Education activities

Conduct at least six activities from the activity guides. The activities you choose will depend on:

- the workshop goals
- the interest areas of your participants
- the time and space available
- your personal preferences

For a diverse group, select activities that reflect the interdisciplinary nature of the material, its flexibility for different grade levels and the range of concepts addressed.

For an audience with a special area of interest, choose activities that match it or tie in with the workshop theme.

Giving participants a broad sampling of the activities in the guides creates a much more enjoyable and well-rounded workshop and lets educators see first-hand how flexible WILD Education is. Select activities that involve a variety of learning strategies (like creative writing, simulation games, drawing, outdoor investigations and math). Engage participants in active games and more passive activities, both indoors and outdoors.

Most importantly, include activities YOU find exciting, as your enthusiasm will be contagious. Feel free to modify any WILD Education activities with your own ideas and adaptations to fit local issues or interests, the available time and space and your own leadership style. Your variations will reinforce the idea that WILD Education activities are usable as written, but can also serve as points of departure for new explorations.
Emphasize your introduction to each activity so participants understand the vocabulary, key concepts and follow-up steps. These will be important when your participants run the activities on their own.

Once you’ve engaged the participants as learners, give them opportunities to reflect on the activities as educators. Invite them to share the following:

- What did they learn through the experience?
- What would they like their students to learn?
- What other grades/subjects can this activity address?
- How might they adapt the activity to fit the needs of their students? (For example, to fit a particular grade level.)
- Other classroom management ideas or other suggestions?
- How does this activity tie into an urban setting?

**A walk through the WILD Education guides**

Help participants become familiar with the contents of the activity guide. Conduct a walkthrough by leading the whole group through the guides pointing out important elements along the way. Or, you might prefer to ask questions in a quiz game format or create a competition between small groups.

Your walkthrough should include the following:

- “Conceptual Framework” section of the activity guide.
- Format and components of the activities (objectives, method, background and information)
- Cross references — by subject, skill, grade, topic and setting (as applicable).

**Correlation with other resources**

Review the WILD Education Curriculum Fit for your province, or discuss tie-ins with other youth or community programming applicable to your participants.

**Individual planning**

Individual planning helps participants answer the question, “How will I use WILD Education in my program or classroom?” It gives them the opportunity to directly connect WILD Education materials to the needs of their students and to their own teaching goals. Be sure to tie in national or local issues. You should also discuss prop use and safety issues around taking groups outside.
You can achieve this by leading a brainstorming session and asking participants to share their ideas on how to use the activity guides. You can also have participants form small groups or work independently to plan how to implement WILD Education in their classrooms, which they then share with the entire group.

**Peer teaching**
Give participants hands-on experience teaching WILD Education by having them choose an activity to teach the other participants. Have small groups of participants lead activities for the whole group. You may wish to divide groups by organization, interest or needs.

Follow up each activity with a discussion of additional connections and adaptations.

**Evaluation and feedback**
Allow time for verbal feedback and suggestions for improving future workshops.

Distribute a WILD Education Participant Survey to each participant and give them time to complete it before they leave the workshop. Honest and accurate evaluations are important in evaluating and planning future directions of WILD Education.

Distribute certificates of completion. To ensure that you’ve received a completed survey from each participant, you may choose to do this only after all surveys have been turned in.

This is also a good time to distribute any supplementary resource material, like posters or magazines.

**Gathering equipment and materials**
Well before the workshop date, carefully plan what materials and equipment you will need. Decide what materials or equipment both you and the participants will need for each of the items on the workshop agenda. Find out what equipment is available at the workshop site and reserve what you need.

**Materials from the Education Coordinator**
Your workshop proposal form (Appendix A) is also your materials order form. Submit it at least six weeks before your workshop. Your provincial coordinator will send you the materials you request, including:

- WILD Education Activity Guides
- WILD Education Participant Survey* (Appendix G)
- WILD Education Facilitator Report* (Appendix I)
- WILD Education certificates of completion (Appendix H)
- Additional resource materials (posters, magazines, etc.)

*Return to your provincial coordinator as soon as possible after your workshop.
Other materials
In addition to the materials your provincial 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, you may wish to keep these items together in a tote box:

- Flip chart and easel or chart paper
- Whiteboard and whiteboard markers
- Masking tape and adhesive tape
- Markers, different sizes and colors
- Pens or pencils
- Scissors
- Nametags
- Paper clips and rubber bands
- Notepads
- Rulers
- Stapler and staples
- Post-it-Notes
- String
- Construction paper
- Glue or glue sticks
- Index cards
- Chalk
- Crayons
- Blank paper
- Copies of selected activities
- A/V equipment as needed

Prepare visuals
Keep the group size in mind as you plan your A/V needs. Will you use flip charts or computer presentations? Prepare them ahead of time. Develop a written agenda and make copies for all participants or post it on a flipchart or whiteboard/blackboard.
DURING: AT THE WORKSHOP SITE

Setup and logistics

Allow yourself at least one to one-and-a-half hours to set up the workshop space before the participants arrive. This will put you more at ease and give you time to make contingency plans in case of surprises. You may want to set up the night before.

Know the location of:

- restrooms
- the quickest or easiest way outside
- emergency exits
- heat and cooling controls
- light switches and plugs

If you will be using any A/V equipment, set it up and test it in advance. Check that restrooms are sufficiently stocked.

Arrange tables and chairs in a way that will best accommodate your workshop goals. If you will be presenting both small group and large group activities, arrange tables and chairs to promote small group work and enable participants to get up and move around in larger groups. For a smaller group, a circle or semi-circle of chairs may be the most appropriate. This arrangement facilitates participation and allows everyone to see everyone else's face and nametag, and to better hear what others are saying.

Set up your materials so they will be easily accessible when you need them. Establish one table as your home base and place on it everything you will need during the workshop (handouts, activity props and materials).

Set up a table near the entrance with a sign-in sheet, nametags and pens. Prepare nametags ahead of time to ensure they are legible and large enough to be read from the front of the room. Post the workshop agenda where everyone can see it or have copies available for each participant on the sign-in table.

Set up a resource table for display copies or giveaways of educator resources. Set up a separate table for snacks and beverages. If you will be giving away door prizes, have those displayed as well.

Registration

If you did not enable online registration and payment, your participants must register and pay on arrival. Have them complete the top and bottom portions of the Participant Registration Form (Appendix D). Collect their payment (cash or cheques made out to the Canadian Wildlife Federation) and sign the
registration form to confirm receipt of payment. Return the top half of the form to participants as their proof of payment (receipt).

Participants who did not register online must also complete and sign the Liability Release and Photo Release (Appendix E) at this time.

Conducting the workshop

Remember these workshop tips and you should have a very successful workshop:

**Preparedness**
- Pack your own bags so you know where everything is. Use a checklist!
- Begin on time. Keep an eye on the pacing of activities and when participants need a break or change of pace. (Door prize drawings are always good pick-me-ups.)
- Keep up with the agenda and adjust the schedule as necessary.
- Use nametags. Even if all your participants know each other, you may not know everyone.
- If you feel some participants may not return after receiving their WILD Education guides, don't distribute them before lunch. If your workshop takes place over multiple days, you can collect the guides at the end of the first session and give them back during the next session.
- Ensure all participants sign a photo release (Appendix E) so you can take photos freely during the workshop. Consider making one of the participants the unofficial photographer. Send workshop photos to the Education Coordinator. Consider sharing a selection of photos online with participants to help reinforce your network and the feeling of professional camaraderie.
- Be prepared for the unexpected. Have alternate activities planned in case of bad weather. Stay flexible!

**Language and style**
- Greet participants as they arrive to help them feel welcome. This will also help you feel more at ease with the participants, especially if you do not know them.
- Use good eye contact: it makes you more personable and less nervous. It also allows you to read the body language of your audience. Are they yawning? They may be bored, or they may just be too warm.
- Create an atmosphere open to questions. Encourage participants to stop you to ask questions. Answer all questions, even if the answer is "I don't know (but I'll find out...)."
- Be yourself. Don’t try to adopt a workshop persona or mimic someone else's style. Use your own style and be comfortable with who you are. Have Fun! If you don’t, they won’t.
• Don't preach! Treat your participants like the adults and professionals they are. Urge them to think about how they might use WILD Education in the context of what they teach.

• Use common, everyday language that everyone understands. You won’t impress anyone with your knowledge if they don’t know what you’re talking about!

• Watch your spelling and grammar — remember that you are dealing with educators!

• While you should share your background and personal passions, keep the focus on WILD Education. Don’t to try to influence your audience about your personal affiliations or causes.

• Treat everyone equally. Do not pick on participants or choose favourites.

• Do not make remarks about anyone’s sex, race or religion. Do not make off-color remarks, even in jest. Never use expletives.

• If you frequently co-facilitate workshops, change roles from workshop to workshop so that each of you learns every part of the workshop and you do not get stale.

Debriefing, evaluation and wrap-up

• Each activity should end with a wrap-up or debriefing. This should include discussion of which subjects the activity could be used in, how it could be used it in the context of what participants teach, and ideas for extensions or variations. Get your audience to think about their own use of the activity. The idea is to have everyone learning from everyone else.

• Evaluations are important. Ask your participants to be honest in their assessment of the workshop, as we learn from them as well as teaching them.

• End the workshop on time.

• End with a reflective or creative activity from the guide that focuses on responsible human action, which can generate interesting discussions on our role as citizens.

• End on a positive, enthusiastic note, such as with a final discussion that ties in everything participants have learned with ideas they will take back to their classrooms.
Troubleshooting

Medical Emergencies
In case of any life-threatening emergency, call 911.

If you are facilitating a workshop alone and there is an injury or accident, give the group a self-directed activity to keep them busy while you attend to the injured person. If there are two facilitators, one should stay with the group while the other provides first aid. If you’re not a trained first-aider, find a first-aider within the group. Your role then becomes to facilitate the injured person’s first aid.

If the injury requires hospital care, ensure someone accompanies the injured person — but as the facilitator, do not abandon your group. Call the person’s emergency contact (often listed as “ICE” on cell phone contact lists). If necessary, provide the injured person and their companion with taxi fare to the hospital.

Contact your provincial coordinator as soon as possible after attending to immediate first-aid needs. In provinces administered directly by CWF, or if you are unable to reach your provincial coordinator, contact:

Luba Mycio-Mommers, CWF Director of Education
(613) 299-1659 (emergencies only)

You should also inform the workshop host of any incident.

Debrief the incident with the group once the emergency has passed. Check-in with the participants to see if they’re prepared to continue the workshop, or if they prefer to reschedule to another day. If you continue the workshop, consider moving on to an artistic or expressive activity immediately following the incident, to give participants a chance to process their emotions.

Prepare an incident report for any severe accident or injury requiring medical attention as soon as the crisis has passed, while the incident is still fresh in your mind. Be sure to record the following:

- What happened (including events leading up to the injury and how the injury occurred)
- First aid and other care provided by you or anyone else to the injured person
- Whether emergency services (911) were contacted, and when they took over care
- Any discussion with the injured person’s emergency contact
- Care provided to the other workshop participants during and after the incident (were they given an activity to do to keep them occupied? How did you debrief the incident? Did you continue the workshop?)

Send a copy of your incident reporting notes to CWF along with your participant surveys and other paperwork as soon as the workshop is finished.
Leaving early
Sometimes a participant will ask to leave the workshop early. They must attend six hours of training to receive the guide. However, you can use your discretion in these situations. If you feel the participant could not foresee this conflict and has participated in the majority of the workshop and will make good use of the guide, you may give them the guide.

Sale of activity guides
WILD Education activity guides are not for sale. The workshop fee covers the cost of holding the workshop, not the guides. If you have someone who questions this, politely tell him or her that this is a policy of CWF Education. This policy was derived from research that showed a higher use of the materials when educators have invested the time to take a workshop.

If an educator has taken a WILD Education workshop but has subsequently lost or destroyed their activity guide, or would like a French version, refer them to the Education Coordinator. They can replace the guide for a small fee. Encourage your participants to keep their workshop certificate as proof of workshop completion.

Bad weather
Weather is always unpredictable, but your workshop should go on as planned. Be sure participants know ahead of time to dress appropriately and that part of the program will be outdoors. Always plan extra indoor activities that you can substitute if necessary. If the weather is dangerous and you feel you need to cancel the workshop, try to give participants as much notice as possible and set a new workshop date.

Controversial Issues
While many conservation topics can stir passions in participants, a WILD Education workshop is not a forum for lobbying for any one point of view. WILD Education strives to present accurate information and options so people can understand the implications of their decisions and make up their own minds. If a discussion starts on a polarizing issue, point out that these are personal opinions.
AFTER: WRAPPING UP YOUR WORKSHOP

Paper forms

As soon as possible after your workshop, please return all supporting documents and monies in one envelope to CWF.

**Participant Registration Forms**
Return the bottom half of all participant registration forms (Appendix D, completed on-site at the beginning of the workshop).

If your participants registered online, you may skip this step.

**Workshop fees**
Multiply the number of participants at the workshop by the workshop fee charged to participants. This is the total due to CWF. All cash and cheques should be equal to this amount.

Do not send cash in the mail. Instead, write a personal cheque or take out a money order equal to the cash total.

If in your Workshop Proposal Form you requested to be invoiced, you do not have to submit cash or cheques at this time. However, your invoice will only be prepared after your Participant Registration Forms and Facilitator Report Form have been received by your Provincial Coordinator.

If your participants registered online, you may skip this step.

**Participant surveys**
You should have one survey (Appendix G) per participant, completed at the end of the workshop. Participant’s contact information will allow them to receive additional program information and resources, and will be used for statistical purposes to monitor the growth of the program. The evaluation information will help us improve both the program and its delivery.

**Original receipts**
You may claim up to $50 in expenses (for food, workshop materials etc.). See Facilitator Expense Form below.

**Surplus activity guides and resource materials**
To reduce shipping costs, keep surplus materials for use at future workshops.

**Online forms**

To reduce paper use and speed up administrative processing, several forms can now be completed online. Please complete and submit as soon as possible after your workshop.

**Facilitator Expense Form**
When CWF coordinates the workshop, you may claim up to $50 in personal expenses (for food, workshop materials etc.). Allowable expenses include:
• Lunch, snacks and beverages for yourself (up to $20)
• Gas for traveling to and from the workshop ($15)
• Postage, photocopying and long distance telephone charges ($15)

Scan your original receipts and upload them along with your online expense form (Appendix J). If you do not have access to a scanner, submit your receipts along with other paper documentation to your Provincial Coordinator.

There is a four week waiting period for expense reimbursement.

Facilitator Report Form
This form gives you an opportunity to reflect on the workshop: how it went overall, what worked particularly well, any problems you encountered, and so on.

Please note any issues that arise during the workshop on the Facilitator Report Form. In case of a medical emergency or any other situation in which you feel it is warranted, contact your provincial coordinator or CWF immediately.

Please ensure that you include the final number of participants in this form.
FACILITATOR ROLES AND RESPONSIBILITIES

Facilitators are the cornerstone of the WILD Education program. In this role, you are the link between the WILD Education programs and local communities. As a WILD Education facilitator, you are expected to plan and conduct a minimum of one six-to-eight hour introductory workshop each year. However, there is no upper limit! Encourage, promote, schedule and conduct as many WILD Education workshops in your area as possible. Ideas for additional workshops are always appreciated!

You are expected to conduct yourself with professionalism and courtesy, and to follow the WILD Education Facilitator Code of Conduct.

WILD Education Facilitator Code of Conduct
As a facilitator, you will:

- Present all materials of the WILD Education programs in accordance with the guidelines set out by WILD Education.
- Treat all participants fairly and maintain an environment free of racism, sexism, or any type of harassment.
- Provide a balanced and open environment in which all individuals are treated with respect and dignity, enabling free discussion of topics relevant to each program.
- Demonstrate how to use WILD Education activities to teach science, math, language arts, social sciences, art, health and physical education.
- Assist educators in finding ways to use WILD Education activities in a specific subject area or in an interdisciplinary manner.
- Demonstrate to non-formal educators how to use WILD Education activities to enhance or complement their work with both students and adults.
- 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.
- Aid participants in developing their own observations, interpretations and conclusions about WILD Education.
- Prepare and submit all workshop forms and documentation fully and promptly.

From time to time, there may be circumstances not specifically covered by this code. In those instances, every effort will be made to deal with the situation in a fair and consistent manner. Your Provincial Coordinator will initiate appropriate action in cases of improper conduct or negligence in carrying out your professional responsibilities.
APPENDICES

A. Workshop Proposal Form (online)

B. Sample Agenda (online)

C. Sample Promotional E-mail

D. Sample Promotional Poster (online)

E. Participant Registration Form (online)

F. Liability Waiver and Photo Release (online)

G. Curriculum Fits (online)

H. Participant Survey (online)

I. Certificates of Completion

J. Facilitator Report Form (online)

K. Facilitator Expense Claim (online)
Appendix C: Sample Promotional E-mail

Dear Educators,

Are you looking for fresh ways to integrate environmental education into your teaching? Become a WILD Education instructor!

Aimed at both school teachers and informal educators like Guiders, Scouters and other community leaders, WILD Education is a professional development program that trains educators to become certified instructors of Project Wild and Below Zero.

Upcoming session: Project WILD and Below Zero introductory workshop

Date: Saturday, March 3, 2012 from 8:30 to 16:30

Location: Canadian Wildlife Federation (Kanata, Ontario)

Cost: $70 + tax (includes Project WILD and Below Zero activity guides)

Register online

Project WILD is a classic, K-12 environmental education program used internationally. With the interdisciplinary Project WILD Activity Guide, you’ll be able to explore topics from what types of habitats migrating birds need to make it to their wintering grounds to how new fishing technologies have affected fish populations. The guide features 121 complete lesson plans about wildlife and the environment that can each be adapted for any age, grade or subject.

Where do dragonflies go when the snow flies? As Canadians, we live with snow and ice for at least six months of the year, yet we know surprisingly little about life in frozen environments. Below Zero’s 46 lesson plans and supplementary resources will take you and your students on an amazing sub-zero safari into the winter world of wildlife.

All our workshops are delivered by a certified WILD Education facilitator who showcases a variety of activities from the guides and will train you on how to use the guides to their full potential. You’ll get hands on experience in learning how to run the activities, and how to adapt them to your specific curriculum needs and instructional setting.

You’ll also get to network with other passionate environmental educators, and discover a wealth of additional resources, ideas and activities to help young people understand the links between wildlife and nature. Space is limited, so register today!

For more information, contact cwfeducation@cwf-fcf.org
Appendix I: Certificates of Completion

CERTIFICATE OF COMPLETION

SAMPLE

has completed Project WILD workshop requirements and is therefore qualified and authorized to use Project WILD instructional materials.

[Signature]
Luba Mylne-Interwenny, Ph.D., Director of Education

Dated this day of , 20
CERTIFICATE OF COMPLETION

has completed Below Zero workshop requirements and is therefore qualified and authorized to use Below Zero instructional materials.

Luba Bajdai-Mirmane, Ph.D., Director of Education

Dated this day of , 20