1. **Welcome and overview of the day’s activities (5 minutes)**

2. **Getting acquainted (10 minutes)**
   - Allow participants to introduce themselves.
   - An ice-breaker activity works well here.

   **Sample activities:**
   - Project WILD
     - Are You Me? (p. 64)
     - Habitat Lapsit (p. 28)
   - Below Zero
     - Flaky Formations (p. 7)
     - Winter Signals (p. 3)
   - Wild about Sports
     - Safety Breif (1.1)
     - Compass Rose (1.6)

3. **Needs assessment (5 minutes)**
   - Identify what participants expect/want to get out of the workshop.

4. **WILD Education (10 minutes)**
   - Introduce the WILD Education programs.
   - Explain that activities are designed to fit into all subject and skill areas and can be adapted to suit local needs.

5. **Facilitator showcase of WILD Education activities (90 minutes)**
   - Conduct at least 3 appropriate activities from the activity guide.
   - Show links to curriculum or youth programs.
   - Match to local objectives, projects, or issues.
   - Discuss adaptations for even broader use.
   - Emphasize the introduction to each activity so participants understand vocabulary, key concepts and follow-up.

   **Sample activities:**
   - Project WILD
     - Oh Deer (p. 206)
     - Quick Frozen Critters (p. 147)
     - Visual Vocabulary (p.161)
     - Dragonfly Pond (p. 354)
     - Adaptation Artistry (p. 139)
     - Hooks and Ladders (p. 184)
   - Below Zero
     - Dress Like a Polar Bear (p. 113)
     - Benefit of Big (p. 123)
     - Snow Way to Hide (p. 81)
     - Snakes and Ladders (p. 131)
     - Snow Floats (p. 99)
     - Winter-wise Insects (p. 83)
   - Wild about Sports
     - What is Wildlife (1.2)
     - Benefit of Big (p. 123)
     - Charting Shoreline Habitat (1.5)
     - Following Water’s Path (3.1)
     - Litter Patrol (4.2)
     - Assessing Water Health (4.3)
6. **Walk through Wildlife guide (20 minutes)**  
   - Refer to the “Conceptual Framework” section of the activity guide.  
   - Note format and components of the activities (objectives, method, background and information).  
   - Work through cross references — by subject, skill, grade, topic and setting (as applicable).  
   - Familiarize participants with the activity guide through a Q&A exercise (sample questions below):  
     - Find an outdoor activity that covers mapping skills.  
     - Find an aquatic activity that covers habitat loss.  
     - Find an outdoor activity suitable for a grade 12 biology class.  
     - Find an indoor activity suitable for a grade 3 language arts class.  

7. **Correlation with other resources and activities (10 minutes)**  
   - Review the [Curriculum Fit](#).  
   - Review Online resources.  
   - Other youth or community programming applicable to your participants.  

8. **WILD Peer Teaching (120 minutes)**  
   - Have small groups of participants lead activities for the whole group.  
   - Divide groups by interest, organization, or needs.  
   - Discuss each activity to show connections and adaptability of programs.  

   **Individual planning (40 minutes)**  
   - Discuss “How will I use WILD Education in my program or classroom?”  
   - Ask participants to contribute ideas on how to use the activity guides.  
   - Discuss props and safety issues around taking groups outside.  
   - Discuss how programs fit into national or local issues in the participants’ area.  

9. **Individual planning (40 minutes)**  
   - Discuss “How will I use WILD Education in my program or classroom?”  
   - Ask participants to contribute ideas on how to use the activity guides.  
   - Discuss props and safety issues around taking groups outside.  
   - Discuss how programs fit into national or local issues in the participants’ area.  

10. **Evaluation and discussion (30 minutes)**  
    - Distribute a WILD Education Participant Survey to each participant.  
    - Distribute supplementary resource material as appropriate.  

**Total Time: 6 hours**