

# WEST VIRGINIA Event Planning Guide

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## WILD & WONDERFUL WETLANDS STEP OUT & EXPLORE BIODIVERSITY



with project **WET**  
WATER EDUCATION TODAY

west virginia **dep** department of environmental protection  
Watershed Improvement Branch

*Sponsored by the WV Department of Environmental Protection, Project WET, and other federal, state, and local organizations, Wild and Wonderful Wetland Festivals are one-day, wetland-focused education events for K-12th grade students. The festivals are designed to heighten students' awareness about wetlands and how to protect them. Educators are given the opportunity to obtain up-to-date information about natural resources and to learn innovative approaches for teaching these concepts in their own classrooms. The presentations at Wild & Wonderful Wetland Festivals are primarily based on activities from WOW! The Wonders of Wetlands, an Educator's Guide, with activities from additional organizations offered.*

**This planning guide, in combination with activities from *WOW! The Wonders of Wetlands, an Educator's Guide*, provides what you need to get started, make plans, set up and successfully complete your event.**

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## Introduction

This event planning guide is for all educators, classroom teachers, refuge managers, nature center interpreters, park service educators, and others who are interested in planning, hosting, or partnering on a wetland experience for students in West Virginia.

### Project WET Mission and Overview

*"Project WET's mission is to advance water education to understand global challenges and inspire local solutions."*

Project WET is an international, interdisciplinary water science and education program for educators of all sorts - public and private school teachers, water resource professionals, youth club leaders and many others. Project WET's curriculum was developed through a collaboration of teachers, scientists, and resource professionals. Project WET correlates with state and national standards of learning, and strongly supports science, technology, engineering, and mathematics (STEM) principles. Project WET believes that educators hold the key to empowering people to effect sustainable, positive change at the local level, for the benefit of all water users.

Hosted by the WV DEP's Watershed Improvement Branch (WIB), the West Virginia Project WET Program addresses atmospheric water, surface water, groundwater, cultural and historic uses of water, and contemporary management issues such as stormwater and nonpoint source pollution. In West Virginia, Project WET workshops are FREE and conducted throughout the state.

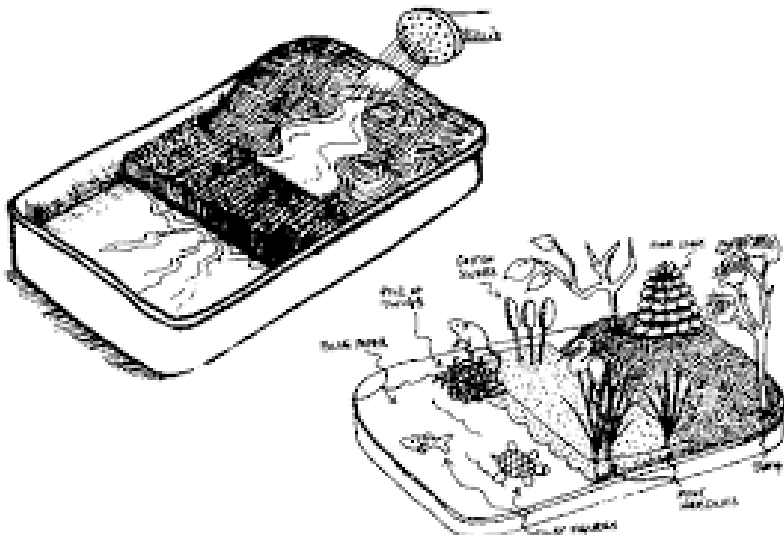
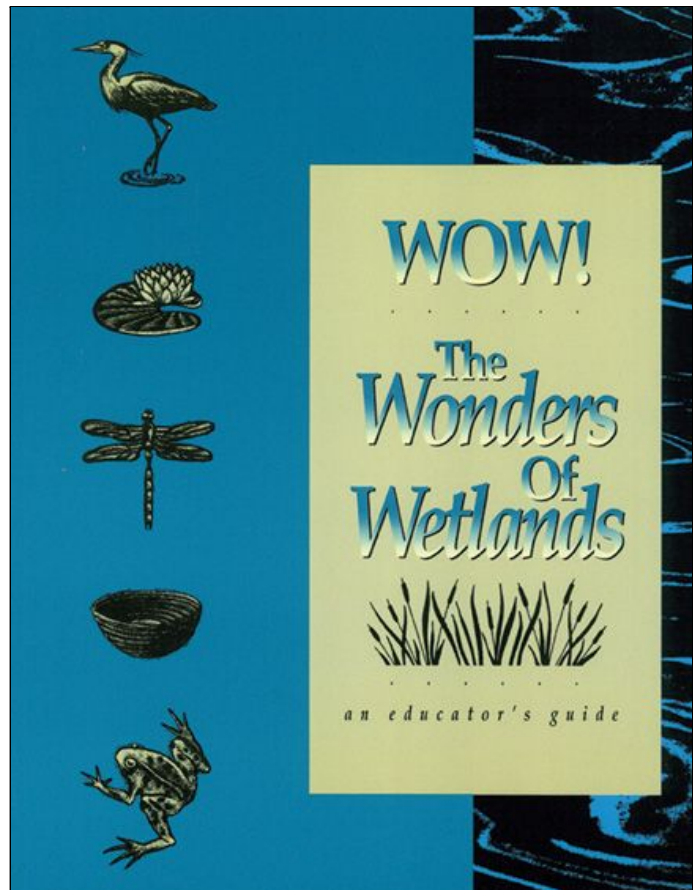


Project WET makes water education fun, and helps educators meet their objectives in an innovative way. The activities are designed to complement existing curriculum rather than displace or add additional concepts to the classroom. Project WET activities are interdisciplinary, hands-on, and engaging to make water education fun for students and teachers.

## WOW! The Wonders of Wetlands, an Educator's Guide

WOW! was co-created by [Environmental Concern, Inc.](#), based in St. Michaels, Maryland and [The Watercourse](#) based in Bozeman, Montana. The Watercourse is the adult water stewardship and solutions program of the Project WET Foundation. The Environmental Concern, Inc. (EC) was founded as a non-profit in 1972 and began leading programming on wetlands in 1985. EC now focuses on restoring wetlands in Maryland.

Both programs previously offered trainings utilizing the *WOW! The Wonders of Wetlands Educator's Guide*, but now the training is only offered through Project WET. EC still offers training on wetland delineation, wetland plant identification, and soil classifications, as well as promotes monarch conservation, and operates an extensive native wetland nursery. Both organizations still offer access to the educator guide, as well as publications that support wetland education. They can be viewed on each respective site at [www.wetland.org](http://www.wetland.org) and [www.projectwet.org](http://www.projectwet.org).



*WOW! The Wonders of Wetlands, an Educator's Guide* was revised and published in 2008. With 70 pages of background material followed by more than 40 cross-referenced activities, this guide is a valuable resource for K-12 teachers. Activities are neatly organized into five sections: wetlands definitions, wetlands plants and animals, water quality and supply issues, soils and people. The appendix also provides instructions for developing a schoolyard wetland habitat.

## General Overview

Wild and Wonderful Wetland Festivals are single-day educational events held at a wetland setting for area students. Student groups rotate through different learning stations throughout the day on a schedule predetermined by the event planner.

## Festival Objective & Goals

The objective of the Wild & Wonderful Wetland Festival is to heighten students' awareness of wetlands within West Virginia. We believe these outdoor events will expose students to local wetland habitats, engage students in the critical role wetlands play in the environment, and cultivate a sense of responsibility to the natural world.

Goals:

1. To offer students an enriching and innovative way of learning about local wetlands.
2. To help teachers meet priorities in terms of educational needs and CSO's.
3. To introduce students to interesting careers in the environmental field.
4. To foster stewardship of the environment.



## Audience and Size

The target audience for wetland events can vary. Generally speaking, it is best to have students of the same grade or learning level attend the event together. This allows presenters to easily offer content at the appropriate grade level. Students from fifth, sixth, or seventh grade are often targeted due to curriculum standards. View the section on Educational Standards to learn more.

Students in groups of 25 or fewer work best for these outdoor classroom events. When determining the size of your event, consider how large your outdoor space is, where there are areas to have learning stations, and how many students you hope to have attend the event. When festivals are organized with an equal number of student groups and learning stations, it allows for more one-on-one time for students and presenters.

## Learning Stations and Presenters

Wetland learning stations should be hands-on, engaging, and relevant to curriculum standards. Refer to the Activities section to see a list of suggested topics for stations.

Learning stations can be led by an array of presenters such as retired school teachers, wetland resource professionals, watershed and wetland volunteers, master naturalists, and formal or informal educators trained in the Project WET, Project WILD, or Project Learning Tree curriculums. Contact the [WV Project WET Coordinator](#) to receive the most updated list of presenters and tips on how to recruit them.

Offering presenters a 25-minute session with each group of students is most common, but stations with 30, 45, or even 60 minutes of instruction time is doable. Presenters should be contacted in advance to see what length

is most appropriate for their activity. Five minutes is generally allotted for students to rotate from station to station; this may need to be extended if distances between stations are over steep terrain.

## Time, Date, and Location

Festivals tend to run from 9 or 9:30 a.m. to 1:30 or 2 p.m., for a total of four to five hours of instruction. The events are generally conducted in line with the schedules of the schools that are recruited to attend. Special consideration of bus schedules, lunch times, and travel time is important to the planning process.

Any school day (Monday through Friday) can be considered as a date to host your event, but Tuesday, Wednesday, and Thursday are generally the best days to plan the event. Mondays tend to be bad days for field trips and Fridays often have early dismissals.

Listed below are several important things to consider when selecting a wetland location for the event:



1. Adequate parking for school buses and presenters,
2. Shelters for lunch and cover from inclement weather,
3. Bathrooms for handwashing and usage,
4. Electricity for presenter activities (optional),
5. Trails or boardwalks established to lead students on, and
6. Consider any barriers for students with special education needs (SEN).

## Getting Started

Select an Event Planner(s) to lead event organization. Note: Often this is two people, one organizing the schools and the other organizing the presenters. The event planner(s) should create and follow a set timeline (see the Six Month Timeline Example) to stay on track; communication is key!

## Steps to Planning a Wild & Wonderful Wetland Festival

1. Organize a Project Committee that includes potential partners and interested parties. This may include local, state, and federal organizations with a wetland focus or educational outreach component.
2. Determine a date, location, and target audience.
  - a. Select a date and when possible, select a back-up date.
    - i. Share a calendar invite to partners to ensure it is on their calendar.
  - b. Select a location for the event and determine if there is a cost. Reserve the location in writing (if needed).

- i. Note accessibility, bathrooms, shelters, electricity, and parking for the location.
    - ii. Calculate the proximity of the site location to schools; this will assist you in determining your target audience for the event.
  - c. Select your target audience.
    - i. Consider what age group you will target.
    - ii. Determine the traveling distance of your target audience.
    - iii. Seek county school board approval, if needed.
3. Determine the number of presenters you need to run learning stations, the number of volunteers you need, and school groups.
4. Create a budget and list potential funding sources or partners. See Example Budget.
5. Reach out to presenters to confirm their availability to lead a learning station.
  - a. Confirm their activity is wetland focused, hands on, engaging, and obtain the activity title.
  - b. Inquire about and note any specific needs they may have for their station.
  - c. Plan to have at least one backup presenter, in case a presenter is not available last minute.
6. Reach out to confirm volunteer availability to help with the event.
  - a. Create a spreadsheet of needs and duties for volunteers.
  - b. Assign roles (if needed), such as Set-up, Lunch, or School Group Greeter.
  - c. Provide a breakdown to volunteers in advance of the event.
7. Consider if lunch will be provided to presenters and volunteers. This is always a nice touch, if you can do it. Inquire about food allergies.
8. Reach out to the academic leaders of your target audience; this may be the county school board, principal, or classroom teacher.
  - a. Tailor the flier with Registration Form Template to your specific event to confirm class size, special needs, lunch, bus schedules, and attendance.
9. Communicating information clearly and consistently is the key to success!

## Six Month Example Timeline

Begin planning your event about six months in advance. The timeline below is an example for an event that would take place in late September.

### MARCH

- local Event Coordinator(s) meet with Project WET Coordinator to establish goals, potential partnerships, funding sources, volunteers, location, and review timeline
- select a date and time for the first planning meeting (at the festival site, if possible)

- invite partners to be on the Wetland Festival Planning Committee and to attend the initial planning meeting the following month

## **APRIL**

- first planning meeting – the Event Planner(s) and Wetland Festival Planning Committee work together to select a date, location, and time; and to outline and assign tasks
- determine who your audience is and contact the county board of education to request approval for the festival (for student attendance and bus transportation)
- determine how many classes you want to attend (think of the location’s space, amenities, and about how many presenters you have available)
- send out festival announcement/invitations to presenters/volunteers (include information such as date/time/location, number of students expected, expectations of the presentation – interactive, educational, 30 minutes long etc., deadline date and contact info)
- send out festival announcements/invitations to principals, and teachers; include flier and registration sheet (examples included)

## **MAY**

- close registration for schools, tally up classroom totals
- confirm presenter needs and activities, confirm volunteers and duties
- keep an open line of communication to the attending schools by sending an email confirmation with a checklist for teachers (example included), and a note that the Event Planner(s) will share more news at the beginning of the school year

## **JUNE/JULY**

- hold a planning meeting with Project WET Coordinator and Festival Planning Committee to ensure the event is on track
- host Project WET training for festival presenters (*if needed*)
- order supplies such as shirts, backpacks, or water bottles (*optional*)

## **AUGUST**

- create schedules and map (showing the location of each station, student drop off, lunch stations, etc)
- compile and email logistics package and reminder for teachers, presenters, and volunteers

## **SEPTEMBER**

- confirm teacher names and contact info, student numbers, special needs
- send final info packet to teachers and presenters (ensure you have a backup presenter)
- contact press, state representatives and/or write press release (*optional*)
- **host event**

## **OCTOBER (*post festival*)**

- thank organizers, presenters and volunteers
- provide photos to partners, total number of students to Project WET program, and request for evaluations and/or feedback from the schools (*optional*)
- thank you to schools and request for feedback and/or evaluations



## Budget Template

Many of the items listed in the budget example may be optional or not needed. Many times, partnering organizations can supply items at no cost, but each festival is different. This budget includes line items that you may want to consider in your planning.

<i><b>Budget</b></i>	<i><b>Need</b></i>	<i><b>Match</b></i>	<i><b>Total</b></i>
Activity Development Supplies			
Equipment Rental			
Festival Location Fees			
Festival Training Sessions			
Food/Beverages			
Logo Design/Artwork			
Volunteer Tokens of Appreciation			
Photographer/Videographer			
Printing and Reproduction			
Signs/banners/decorations			
Travel/Lodging Expenses			
Transportation (buses)			

## Activities

Learning station activities will vary according to the time, location, amenities, and the age and size of the classrooms attending the event. The following information is meant to guide you to appropriate activities from the *WOW! The Wonders of Wetlands an Educator's Guide*, as well as additional activities from *Project WET Curriculum and Activity Guide 2.0* and *Project Learning Tree (PLT) Explore your Environment Activity Guide*. Partnering agencies such as the National Park Service, US Fish and Wildlife Service, US Department of Agriculture, Nature Conservancy, and Division of Natural Resources may have learning station titles that are not listed here, but cover similar information. **Note: This is not a complete list.**

1. Wetland Functions
  - a. Wetland/Special Features Boardwalk Guided Tour
  - b. Wetland Metaphors (*WOW!* page 85)
  - c. Introducing Wetlands (*WOW!* page 71)
  - d. Wetland in a Pan (*WOW!* page 212)
  - e. Soak it Up (*WOW!* page 162)
  
2. Water Movement
  - a. Groundwater
    - i. Water Under Foot (*WOW!* page 204)
    - ii. Get the Groundwater Picture (*WET* page 143)
  - b. Water Cycle



- i. Incredible Journey (WET page 155)
    - ii. Water Wonders (PLT page 206)
  - c. Water Distribution
    - i. A Drop in the Bucket (*WOW!* page 158)
    - ii. Blue Planet (WET page 125)
  - d. Watersheds
    - i. Over Hill and Dale (*WOW!* page 220)
    - ii. Blue River (WET page 135)
- 3. Wetland Art & History
  - a. What a Boat (*WOW!* page 278)
  - b. Jumpin' Jehoshaphat (*WOW!* page 75)
  - c. People of the Bog (*WOW!* page 266)
  - d. Salt Marsh Players (*WOW!* page 165)
- 4. Wetland Habitats
  - a. Wetland Habitats (*WOW!* page 87)
  - b. Trees as Habitats (PLT page 76)
  - c. Discover Diversity (PLT page 97)
- 5. Wetland Plants
  - a. Tree ID (PLT page 186)
  - b. Invasive Species (PLT page 299)
  - c. This Plant Key is All Wet! (*WOW!* page 123)
  - d. Wetland Weirdos (*WOW!* page 94)
  - e. Tracking Plants and Keeping Track (*WOW!* page 138)
  - f. Every Tree for Itself (PLT page 110)
- 6. Wetland Soils
  - a. Wetland Soils in Living Color (WET page 217)
  - b. Do you Dig Wetland Soils? (*WOW!* page 231)
  - c. How Thirsty is the Ground? (*WOW!* page 239)
- 7. Wetland Wildlife
  - a. Whose Clues (*WOW!* page 104)
  - b. Wet 'n' Wild (*WOW!* page 99)
  - c. Wetland Address (*WOW!* page 147)
  - d. Life in the Fast Lane (*WOW!* page 152)
  - e. Invaders (WET page 263)
  - f. Birds and Bugs (PLT page 35)
- 8. Food Web
  - a. Web of Life (PLT page 216)
  - b. Marsh Market (*WOW!* page 109)
  - c. Nature's Recyclers (*WOW!* page 226)
- 9. Water Pollution
  - a. Nutrients: Nutrition or Nuisance? (*WOW!* page 188)
  - b. Runoff Race (*WOW!* page 210)
  - c. Marsh Mystery (*WOW!* page 116)

- d. Water We Have Here? (*WOW!* page 174)
  - e. Recipe for Trouble (*WOW!* page 199)
  - f. Just Passing Through (*WET* page 163)
10. Environmental Impacts
- a. Hear Ye! Hear Ye! (*WOW!* page 253)
  - b. Hydropoly! (*WOW!* page 260)
  - c. Helping Wetland Habitats (*WOW!* page 288)
  - d. Environmental Justice for All (*PLT* page 233)
  - e. Watch on Wetlands (*PLT* activity 71)

## Educational Standards

Teachers are responsible for integrating content standards and other skills into their classrooms. Offering support for this at the Wild & Wonderful Wetland Festival can be very helpful for their planning and when seeking approval from the county board office. Learning stations can be correlated to educational standards. The standards vary according to the grade, but when requested, can be shared with teachers in advance. Below is a sample of content standards for science that an organizer can assume will be covered at the event; they are organized by grade. **Note: Standards would vary according to which grade level and activities are presented at the festival. This is not a comprehensive list.**

### Kindergarten: Life Science

- S.K.5 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- S.K.6 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

### Grade 1: Life Science

- S.1.6 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
- S.1.7 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

### Grade 2: Life Science; Earth and Space Science

- S.2.7 Make observations of plants and animals to compare the diversity of life in different habitats.
- S.2.10 Develop a model to represent the shapes and kinds of land and bodies of water in an area.
- S.2.11 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

### Grade 3: Life Science; Inheritance and Variation of Traits: Life Cycles and Traits

- S.3.8 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- S.3.11 Use evidence to support the explanation that traits can be influenced by the environment.

### Grade 4: Earth and Space Science

- S.4.10 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- S.4.13 Analyze and interpret data from maps to describe patterns of Earth’s geological features.

**Grade 5: Matter and Energy in Organisms and Ecosystems; Earth and Space Science, Engineering, Technology, and Applications of Science**

- S.5.5 Support an argument that plants get the materials they need for growth chiefly from air and water.
- S.5.7 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- S.5.8 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- S.5.16 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

**Grade 6: Life Science; Earth and Space Science**

- S.6.1 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- S.6.19 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

**Grade 7: Earth and Space Sciences**

- S.7.17 Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.
- S.7.21 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

**Grade 8: Life Science; Earth and Space Science**

- S.8.1 Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
- S.8.17 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.

**Grade 9 - 12: Earth and Space Science; Chemistry/Physical Science; Environmental Science**

- S.ESS.10 Plan and conduct investigations of the properties of water and its effects on Earth materials and surface processes.
- S.C.20 Compare methods of measuring pH:
  - chemical indicators
  - indicator papers
  - pH meters.

- S.ENV.8 Create food web diagrams to explain how adding and/or removing a species from an ecosystem may affect other organisms and the entire ecosystem.
- S.ENV.10 Analyze biological diversity as it relates to the stability of an ecosystem.
- S.ENV.19 Create models to show surface and groundwater flows in a local drainage and explain how surface and groundwater are related.

All West Virginia Board of Education Content Standards can be viewed at this webpage:

<http://wvde.state.wv.us/policies/>

## School Recruitment

Be prepared that recruiting schools and classrooms to attend the wetland event may present some hurdles, such as county board approval, bus/transportation restrictions or fees, COVID-19 restrictions, and more. Establishing open communication with clear expectations, results, and objectives to the board, principals, and/or teachers is key. See the Template section below to see an example of how to recruit schools.



## Templates

Upon request, both of these templates can be shared by the West Virginia Project WET Coordinator as a Google Doc, PDF, or Microsoft Word document.

### Template 1: Flyer and Registration Form (two pages)

[Insert Sponsoring Agencies Logo]



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west virginia department of environmental protection

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#### Wild & Wonderful Wetland Festival for \_\_\_\_\_ County Schools

##### *A Journey into Wetland & Environmental Education*

**Theme:** Discover West Virginia's wild and wonderful wetlands!

**Where:** [name and address of event location]

**When:** [day of week and date with year]

**Time:** [approximate time range]

- Goals:**
1. To offer students an enriching and innovative way of learning about local wetlands.
  2. To help teachers meet priorities in terms of educational needs and CSO's.
  3. To introduce students to interesting careers in the environmental field.
  4. To foster stewardship of the environment.

**Activities:** Students will rotate through a series of curriculum-based, interactive activities with a water theme. They will participate in games, activities, and presentations where they will learn about the functions of wetlands around them; their importance, uses, and how to protect this specialized habitat. The activities will be conducted by professionals from federal and state natural resource agencies, as well as volunteers from local organizations and community groups.

#### Registration is required by [insert date]

For questions, please contact [insert title and name of event coordinator] at  
[insert phone number and email address]

**ONLINE REGISTRATION FORM:** [insert google form link, if online]

(Registration form is on the following page).



Promoting a Healthy Environment

## [insert county] Wild & Wonderful Wetland Festival

Greetings [insert grade] Teachers! This is your chance to register for the one-day outside education event, Wild & Wonderful Wetland Festival! The festival will be held at [insert location] on [insert date] from approximately [insert time].

We have a limited amount of space, so if you are interested in your [insert grade] class(es) attending please complete the form below and email it to:

[insert name of event coordinator]

- [insert email of event coordinator]
- [insert phone of event coordinator]

School Name: \_\_\_\_\_

Number of Classes and Approximate Number of Students Attending: \_\_\_\_\_

Can you meet the arrive and departure times of [insert time range]? \_\_\_\_\_

Any Special Needs: \_\_\_\_\_

Teacher's Names: \_\_\_\_\_

Best Contact Info (Emails or Phones): \_\_\_\_\_

\_\_\_\_\_

- SECTION COMPLETED BY SCHOOL -

## Template 2: Teacher Checklist

# [insert name of event]

### Greetings [insert grade] teachers!

We are excited to host your classroom at the [insert name of festival] held on [insert date] at [insert location] from [insert time range].

Please complete the checklist below prior to the event:

- \_\_\_ Your transportation has been approved by the Board of Education.
- \_\_\_ Your bus knows where the event is held, where to drop you off at, and that they can arrive between [insert time]—please be on time for your 1st station which begins at [insert time].
- \_\_\_ Notify your cafeteria about the event and label lunch boxes/bins/coolers with your school name.
- \_\_\_ Your students are aware that this is an outside event and will dress for the weather.
- \_\_\_ You have reviewed all of the pages in this information packet. Including the maps and schedule.  
Note: Classrooms are broken into smaller groups.
- \_\_\_ You are ready to get out of the classroom and your students are ready to have some fun learning about water!

**COVID NOTE:** *In an effort to keep our presenters, organizers, teachers, and students safe we ask that everyone wear a mask, hand sanitize (provided) between each station, and utilize the outdoor area by spacing out when possible.*

If you have any questions please contact the following event organizers:

- [insert logo, name, phone number, email]





## Planning for Success

Take into consideration the following information when recruiting presenters, volunteers, and staying on track with tasks when planning your event.

### Presenters

Contact the West Virginia Project WET coordinator to receive the most recent information on presenters in your area. If you have any new presenters, schedule a time to review their activity and presentation beforehand. Ensure presenters will do their best to make sure the presentations are:

- **Accurate and Science-Based**
- **Fun and Interactive**  
Wild & Wonderful Wetland Trips should not encourage participants to be passive observers. Engaging students through questioning and other inquiry-based strategies, educators become facilitators, involving students in hands-on lessons and encouraging them to take responsibility for their own learning.
- **Multi-Sensory**  
Activities engage as many senses as possible. Research shows stimulation of multiple senses enhances learning.
- **Relevant**  
Information is not delivered in isolation. Presenters at Wild & Wonderful Wetland Trips are encouraged to localize activities to give them relevance.
- **Solution-Oriented**  
Project WET and partnering programs and coordinators believe in linking awareness and education to action and solutions. Students are encouraged to think critically and cultivate problem-solving tools.
- **Mindful of Standards**  
Help teachers teach their students and meet curriculum standards.

### Volunteers

Having extra hands on the day of the event is always a good idea. Assume that an issue will arise where the Event Planner(s) need to give it their immediate attention. Having responsibilities or tasks delegated to volunteers will ensure the event runs smoothly. Decide what tasks you need volunteers for and how many. Some common tasks are listed below:

- Set-up, break-down
- Direct buses, greet schools
- Pick-up presenter lunch, provide water
- Escort students to bathrooms
- Occupy a First-Aid station

Always have at least one volunteer on hand who can step in to present at a learning station, if need be (a back-up presenter). When you recruit volunteers, verify their contact information, and supply a schedule and tasks they will be responsible for beforehand. Remember, communication is key!

## Detailed Checklist

### 6 MONTHS PRIOR TO WETLAND EVENT

- Event Planner(s) meet with Project Committee and Project WET Coordinator

### 4 MONTHS PRIOR TO WETLAND EVENT

- Site confirmed/rain plan
- School board ok'd attendance and transportation
- Schools confirmed
- Communication of acceptance/rejection sent to schools (if necessary)
- Presenters contacted
- Presenters trained at a *WOW! The Wonders of Wetland* workshop (if necessary)

### 2 MONTHS PRIOR TO THE WETLAND EVENT

- Event Planner(s) touch base with Project WET Coordinator and Project Committee
- Schools confirmed (contact info, student numbers, special needs etc.)
- Presenters confirmed (activity assigned)
- Volunteers confirmed (job assigned – greeter, water station, check on presenters, press, timekeeper, photographer, on-site presenter evaluations etc.)
- Back up activity planned
- Water access at site (spigot/hose)
- Bathrooms
- Drinking water/cups/water bottles
- Plan for lunch/food – kids (optional large buckets with teacher names)
- Plan for lunch/food – presenters
- Media invite
- State representatives/mayor etc. invite
- T-shirts/backpacks ordered (optional)
- Supplies purchased
- Rain plan
- Name tags – presenters/volunteers/kids (optional)
- Number of tents, tables, and chairs needed
- Electricity needed?
- Signs/balloons/station signs (optional)
- Timekeeper
- Photographer
- First aid station
- Recycling station (optional)
- Bus parking plan
- Contact press/state representatives etc.
- Create packet for teachers/presenters
  - Map
  - Schedule
  - Directions
  - Photo release

- Instructions
- Get contact info for everyone
- Confirm supplies - tents, tables, chairs, etc.

### **WEEK BEFORE FESTIVAL**

- Share information packet to teachers
- Share driving directions, instructions, map, time to arrive, and schedule to presenters
- Check on the facility – water, electricity etc.
- Contact media/representatives

### **DAY OF FESTIVAL**

- Station signs to clearly mark each station on the schedule
- Registration table – greeter/name tags
- Orange vest for coordinator (optional)
- Whistle/air horn for station change (optional)
- Drinking water station set up
- First Aid station set up
- Recycling station
- Bus parking
- Presenter lunch station set up
- Tents and signs posted
- Signs/balloons for location
- Have go-to bag on site
  - Map
  - Extra Schedule
  - Contact info
  - Scissors
  - Tape
  - Markers

### **POST FESTIVAL**

- Thank you to presenters/volunteers
- Thank you and information to teachers
- Request for feedback
- Press release/post online (optional)
- Report to the county school board etc.