

How To

Connect with Schools for WSFF On Tour

HOW TO START:

- 1. Start Small** - focus on one teacher, grade level, or school
- 2. Use Your Resources** - See if one of your members is a teacher or parent at a school
 - a. Start a conversation with them
 - b. Parents are a GREAT way to connect with schools
- 3. Don't know someone connected to a school?**
 - a. Choose a school and stop by their front office
 - b. Talk to the school administrative assistant! (They are the heart of the school and will get things rolling)

HOW TO CONTACT THE SCHOOL:

- 1. Bring Resources** - School Programs One-Pagers, curriculum information page, program options, and YOUR contact information
- 2. Ask WHO is the best person to connect with**
- 3. Follow up** - call, email, or stop by to follow up 1-2 weeks after initial visit

TALKING POINTS & TIPS:

- 1. Show EXCITEMENT and PASSION**
- 2. Be CONCISE** - leave materials with the school, including your contact information
 - a. don't forget to get THEIR contact information
- 3. Emphasize AFFORDABILITY** - Programs cost around \$1/student
- 4. Curriculum is EASY to implement** - requires little to no prep work for teachers
 - a. aligned to Next Generation Science Standards and Common Core State Standards
 - b. composed of multiple parts to create a comprehensive unit
 - c. includes additional activities to be used in centers, independent work, whole group, or at home
- 5. Screening the films is EASY** - WSFF send them a link to share with students

School Outreach

Sample Script

Hi, I am [insert name] and I work for [insert organization], a local nonprofit organization with the mission to [insert mission]. I was hoping to speak with you or someone at the school about an exciting opportunity to bring to students at [insert school name]. Each year [insert your organization name] hosts an environmental film festival with the goal of inspiring activism and a love of nature. This year I am hoping to engage students from [insert school name] with the films in our Wild and Scenic School Programs. Is this something your school or teachers would be interested in?

Our school programs are broken down into three developmentally appropriate programs with specially curated films for K-4, 5-8, and 9-12 grade students. Each program runs about 45 minutes and as an added bonus, teachers receive standards aligned curriculum they can implement in their classrooms after students watch the films. The curriculum includes two multi-lesson units and requires little to no prep time for teachers. More information on the curriculum can be found on this 1-pager.

We also strive to make these programs as affordable and as easy to implement as possible with a cost of only \$1/student! Students from around the country are engaging with the films and curriculum and I would love to have students from [insert school name] participate as well.

I have a few materials for you to learn more about the films included in the programs, the curriculum, and screening options that works best for your school. Please let me know if you are interested in scheduling a school program with us. Here is my contact information. I will reach out again in two weeks to follow up and hopefully schedule a program for your students. What is the best way to contact you?

Thank you so much and if you have any questions, please don't hesitate to call or email me.





Wild & Scenic On Tour School Program

K-4 Curriculum Overview

Program Theme: We Are One: The Connection Between Nature and Us

Module 1: Pollinators Need Variety

Accompanying Film: [The Friendship Garden](#)

Description: After students have watched the short film [The Friendship Garden](#), they will learn the definition of a pollinator and explore the concept of habitat diversity. By the end of the module, students will demonstrate their understanding of the importance of biodiversity to pollinators by creating a poster of a pollinator-friendly garden.



Standards: 2.LS4.1, K.LS1.1, K.ESS3.1, K.ESS2.2

Module 2: Natural Resources Structure Challenge

Accompanying Film: [The Magical Forest and the Things](#)

Description: After students have watched the short film [The Magical Forest and the Things](#), learners will explore different types of resources (renewable and nonrenewable) and the ways in which humans use them. The definition of conservation and what it means to use natural resources responsibly are also discussed. Part two includes a STEM Project Challenge where students work in teams to design and build a structure out of the resources provided.



Standards: K.ESS3.3, K-2.ETS1.1, K.ESS3.C, 3-5.ETS1.1, 4.ESS3.1
2.MD.D.10, 2.G.A.1, 3.MD.B.3



Wild & Scenic On Tour School Program

5-8 Curriculum Overview

Program Theme: Human Impacts & the Changing Environment

Module 1: Monarch Migration - The Journey to the Overwintering Sites

Accompanying Film: Protecting the Monarch Butterfly

Description: After students have watched the short film Protecting the Monarch Butterfly, they will learn about the migration of the monarch in more depth. They will explore the concept of migration and the challenges monarchs face during migration. By the end of the module, students will look at their own community to determine if a site at their school is a suitable stopover site for monarch butterflies as they head to the coast for their winter breeding grounds.



Standards: 5.ESS3.1, MS.LS1.B.2, MS.ESS3.3
RI.5.2, RI.5.10, RI.6.10, RI.7.10, RI.8.10, RI.6.1, RI.7.1

Module 2: We Have a Plastic Problem

Accompanying Films: The Facemask, If You Give a Beach a Bottle, & I'm a Child

Description: Throughout this three-part module, students explore our society's problem with plastic. Parts one and two focus on building students' background knowledge on plastic and the impacts of micro-plastics. Part three has students design creative solutions to our plastic problem.



Standards: MS.ESS3.3, MS.ESS3.4, MS.LS2.4
RI.5.2, RI.6.2



Wild & Scenic On Tour School Program High School Curriculum Overview

Program Theme: Becoming an Activist

Module 1: Solutions to Environmental Issues

Accompanying Films: An Alaskan Fight, & Youth: Not On Our Soil - A Climate Justice Reality

Description: In this module, students take ownership of their learning as they investigate an environmental issue of their choice. Through their research they will examine both sides of the issue and find local, state, or national groups working toward mitigating the environmental issue. Students will present their findings to their peers and how they plan to take action in some way within their own community to help mitigate the issue.



Standards: HS.LS2.7, HS.ESS3.6
W.9-12.7, SL.9-10.4, SL.11-12.4, SL.9-12.5

Module 2: Activism Through Art

Accompanying Films: An Alaskan Fight, & Youth: Not On Our Soil - A Climate Justice Reality

Description: Activism can take shape in many ways. This unit turns student's focus on the power of the arts. They look at artwork through the lens of activism. Through a series of discussion questions, students will uncover messages in art created as activism for different causes. They will then have the opportunity to choose their own social, political, or environmental issue of cause and create a work of art.



Standards: SL.9-10.2, SL.11-12.2