

WELLNESS THROUGH

MUSTANGS®

Resource Center User Guide



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Overview

Welcome to the WTM™ Resource Center! This free virtual “conference” was developed by The Marley Project to provide information, education and content promoting and celebrating the American Mustang. From content available on demand to streaming, from adoption and compliance information to trainers and presenters, from K-12 standards-based lessons to in person field study, the WTM™ Resource Center is your virtual conference center designed to provide access to materials and sources for your Mustang journey.

Welcome to the World of the Mustang!

Conference Map

Wellness Through Mustangs®



LOBBY
This is the main navigation area.

Wellness Through Mustangs Helping People
Work with individuals and groups for self-awareness, team building, and stress management. These activities can interfere with our relationships with others, and we encourage you to raise your pressure threshold while at the



LOUNGE
The Lounge houses Roundtables and Panel Discussions.

EXHIBITOR HALL
Visit Exhibitor Booths to find Vendors, Presenters and Trainers, as well as fill up your swag bag.



AUDITORIUM
The On-Demand videos of training and sessions are found here.

Conference Map



**LIVE
AUDITORIUM**
The Auditorium will
house Livestreams
from actual Mustang
events!

INFO DESK
Come to the Info
Desk for
schedules,
maps and
surveys.



...AND MORE!
The WTM™
Resource Center
also includes a
monthly “Swag
Bag” of items from
vendors and
trainers, prizes for
engagements, etc.

LIVESTREAMS

Located in the Auditorium, keep track of up to 4 simultaneous streams coming to you LIVE from a Training Event, Retreat, Adoption event or Mustang Summit.

ON-DEMAND CONTENT

Look back on video content from our events through the On-Demand Catalogue located in the Auditorium. You'll also find training videos, informational sessions and more.



ACCESS TO MUSTANGS

Finding a trainer specializing in Mustangs, building an Equine Assisted Services program incorporating Mustangs, learning about upcoming Adoption events, navigating the transport for your new Mustang from a holding facility...all of these topics can be daunting when you are located in an area that is so far removed from an HMA or a facility providing routine Adoptions.

Our goal is to provide information about these issues so that you can make informed decisions about your next Mustang-related project!



K-12 MUSTANG CURRICULUM

Educators in public, private, charter or home-school settings can find a wealth of information, including K-12 Arts Integration lesson plans and units incorporating Mustangs in a Breakout Room of our Auditorium.

Lessons include ELA, Science, Social Studies, Technology and STEM, paired with Visual Art, Music, Theatre, Dance, Creative Writing and Media Arts/Literacy...ALL incorporating Mustangs!

PSA: ORGANIZING YOUR INFORMATION

For this project, begin with your script. Remember that narration should always drive the visual images. In order to organize your PSA, consider the following Segment your information. You are telling a story, so you want to make sure that you have clear and distinct sections.

1. Introduction: Make sure people understand where and when this is happening.
 2. Background Information: What will people need to understand the importance of your topic?
 3. Main Argument: Fully explain your topic and argument.
 4. Conclusion: Address the impact and importance of your topic.
- If you know where you are going with your project, it is much easier to find images that fit your ideas than ideas to fit your images.

WORKSHEET: DOCUMENTARY STORY

NOTES	VISUAL

Sample Template for Student Project

ARTS INTEGRATION LESSON - Social Studies and Media Literacy

SKILLS noted in Profile of the SC Graduate:
Creative Thinking, Collaborating, Communicating, Media Literacy, Informational Literacy, Tech Literacy, Initiative, Social Skills, Productivity, Leadership

STANDARDS ADDRESSED:

CONTENT:

USG.4.IP Describe and evaluate the ways citizens can participate in the political process at the local, state, national, and global levels.

ARTS:

MA.R.NH.4.I can identify the messages and purposes, in my media artworks and the work of others.
Artistic Processes: Responding: I can interpret (read) and evaluate how media is represented and conveys meaning.
Anchor Standard 4: I can describe, analyze, and evaluate the meaning of my work and the work of others.

Indicator MA.CR.IH.1.2

I can choose the appropriate technology procedure to convey a message while making a media artwork.

Sample Learning Targets

I can create a PSA, choosing the best tools and process to articulate my position.

KEY VOCABULARY:

American Discovery Trail
Bill H.R. 4878
Equine
Mustang

PSA Project Rubric

Name _____

	4	3	2	1
Sound	Sound is of excellent quality. Interviews are clear and recorded at the proper levels. No distracting background noise. Music is appropriate and enhances the film.	Sound is of good quality. Interviews are clear. Little distracting background noise. Music has been placed appropriately.	Sounds quality needs improvement. Interviews are difficult to understand. Background noise excessive. Music is placed poorly in the project.	Sound quality is poor. Interviews cannot be understood. Too much background noise. Lack of music or music competes with dialogue.
Storyline	Project is between 6-10 minutes and clearly explores the topic. Film has an effective "hook" at the beginning. Interviews and clips have been woven together into a compelling story.	Project is between 6-10 minutes and explores the topic. Film has a "hook" at the beginning. Clips have been placed in a logical order.	Project is less than 6 minutes. There is no "hook." Clips are arranged in an order that does not support a storyline.	Project is incomplete. No hook. No effort given to constructing a storyline.
Footage	Clips are of excellent quality. Composition, lighting, exposure, depth of field enhance the storyline.	Clips are of moderate quality. Some attention has been given to composition, lighting, exposure, and depth of field.	Some clips are poor quality. Little attention has been given to composition, lighting, exposure, and depth of field.	Clips are of poor quality. Did not use tripod. No attention given to composition, lighting, exposure, and depth of field.
Editing	Editors have created a very professional final product. B roll edits are used effectively. Transitions/effects used appropriately. Includes titles and credits. Project was improved by color correction.	Editors created a somewhat professional final product with a B-roll edit. Transitions, titles and ending credits are used. Project was color corrected.	Editors did not create a professional product. Project has jump cuts and does not flow. Used transitions poorly with incomplete titles and credits. Project was not completely color corrected.	Editors did not create a professional product. No B-roll edit. Project has major continuity errors and flow problems. No transitions. No credits. No color correction.
Creativity	Group's project was very creative. Much attention was given to detail. Utilized surroundings and equipment.	Group's project was creative. There was attention to detail. Utilized surroundings and equipment.	Group's project was not very creative. Little attention was given to details. Did not utilize surroundings and equipment.	Group's project was not creative. No attention to detail was given. Did not utilize surroundings and equipment.

Sample Grading Rubric for Student Project

Exhibitor Booths

Special thanks to our Community Partners, Sponsors and Supporters!
Stop by these Exhibitor Booths to find out more.

