

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 standardsbased 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®



This is the main navigation area.



ngs Helping People

with individuals and groups for self-awareness, team takes can interfere with our relationships with others, ons for you to raise your pressure threshold while at ti



The Lounge houses
Roundtables and
Panel Discussions.



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



EQUUS







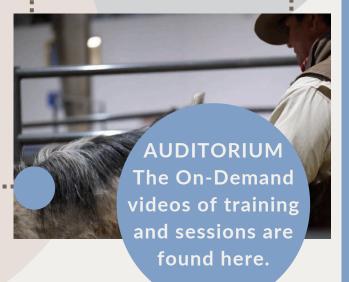












Conference Map



AUDITORIUM

The Auditorium will house Livestreams from actual Mustang events!

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



STORYTELLING IS OUR MISSION.



...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

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 in informed decisions about your next Mustang-related project!

KST ZSMUSTANG 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!

KEY VOCABULARY: American Discovery Trail Bill H.R. 4878 Equine Mustang

PSA: ORGANIZING YOUR INFORMATION this project, begin with your script. Remember that narration should always drive the visual ges. In order to organize your PSA, consider the following: grent your information. You are telling a story, so you want to make sure that you have clear distinct sections: WORKSHEET: DOCUMENTARY STOR 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, STANDARDS ADDRESSED: CONTENT: USG.4.IP Describe and evaluate the ways citizens can participate in the **Sample Template** political process at the local, state, national, and global levels. for MA.R NH.4 I can identify the messages and purposes, in my me artworks and the work of others. **Student Project** 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.

	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 poorfy 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 wowen 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 approprisély. 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-cubs 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 probtems. No transitions. No credits. No color correction.
Creativity	Group's project was very creative. Much attention was given to detail. Utilized surroundings	Group's project was creative. There was attention to detail.	Group's project was not very creative. Little attention was given to details. Did	Group's project was not creative. No attention to detail was given. Did not
adi	Sampl ng Rul lent Pi	bric fo	vutilize dings and ent	utilize surroundings and equipment.

Exhibitor Booths

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























