
Hector’s Helpers

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Executive Summary

The Hector’s Helpers program provides an opportunity to bring environmental education and foster a sense of stewardship to students. We supply a once a week hands-on curriculum which includes a litter clean-up fieldtrip. Students learn general environmental concepts such as community, conservation, recycling, and litter prevention. They will also have access to Geographic Information Systems and Podcast technology. Through the use of GIS and Podcasts we hope to get community members to collect data and prevent litter and desert dumping. The students also participated in a marketing campaign for the Adopt-A-Block initiative. By participating in the Hector’s Helpers program, the students are not only making a difference for themselves but for their school and community as well.

Summary of Attachments

- “Go Clean Go Green” Invitation
- Podcast Curriculum Guide
- Podcast Curriculum Table

Collaboration with Interagency Teams

The Hector’s Helpers team continues to meet on a regular basis and is providing direction on all three tasks as detailed below.

Task 1: Design and Implement Hector’s Helpers Service Learning Curriculum

Collaborative Efforts

The Hectors Helpers Youth Initiative project collaborated with Clark County School District (CCSD) West Career and Technical Academy (WCTA) faculty to develop project based learning modules.

Field Work with GPS Units and Classroom Work with GIS Databases

Approximately 60 students from West Career and Technical Academy were enrolled in a GIS elective class for an entire school year. Students began by learning the basics of GPS and how to properly use GPS units. Both freshman and sophomores used this gained information to then learn about GIS databases. Through hands on experiences, on campus and field trips, students were able to gain a strong understanding of GIS.

Adopt-A-Block
Students in WCTA’s marketing program developed marketing campaigns with emphasis on different target markets. The purpose of addressing different targets, allows for information to be distributed to different audiences to gain interest in protecting public land through the idea of adopting a parcel to watch. We provided the materials for the recruitment of volunteer monitors and Adopt-A-Block parcel leaders.

Development of Materials for an Adopt-A-Block/Parcel Handbook

Now that the GIS students have a better understanding of how GIS is used in everyday situations, students will make suggestions on how to involve community members and get them actively participating in simple GIS data collection practices.

Development of Materials for Corporate Outreach

Students in WCTA’s marketing program developed marketing campaigns with emphasis on different target markets. The purpose of addressing different targets, allows for this information to be distributed to different audiences to gain interest in protecting public land through the idea of adopting a parcel to watch.

Task 2: Revise and Implement the Youth Learning thru Media Podcast Curriculum

Recruitment

We recruited Bailey Middle School and West Career Technical Academy to participate in the program. Currently, we have meetings setup with Roy Martin Middle School, Garside Middle School, and Las Vegas Youth Councils to engage in Hector’s Helpers as well. Along with the recruitment of students, we need to enlist teachers/advisors for each youth group. In order to facilitate school groups, we will collaborate with participating CCSD faculty on any needed revisions of the pilot tested curriculum.

Figure 1 shows locations of participating Clark County Schools

Delivery
We will deliver our curriculum to CCSD classes. The 14-week curriculum is based on relaying a sense of stewardship to students through the teachings of anti-littering and desert dumping combined with the concepts of leadership, teamwork, and communication. In addition, we plan on providing guest speakers, such as park rangers, to enter the classroom. The curriculum will result in the production of at least one anti-litter and desert dumping podcast per classroom. Students prefer hands-on learning with access to live equipment and applications, thus, producing a podcast in the classroom should be a popular learning tool among the students.

![Learning Methods](image)

**Figure 2 shows learning method statistics provided by Toolwire**

**Task 3: Litter and Desert Dumping Clean-up Field Trips**

<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
<th>Number of Students</th>
<th>Field Trip Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/14/10</td>
<td>Bailey Middle School</td>
<td>26</td>
<td>Great Unconformity</td>
</tr>
<tr>
<td>2/05/10</td>
<td>West Career Technical Academy</td>
<td>54</td>
<td>Sloan Canyon</td>
</tr>
<tr>
<td>2/15/11</td>
<td>Valley High School</td>
<td>32</td>
<td>Great Unconformity</td>
</tr>
</tbody>
</table>

In the course of the Hector’s Helper program, we coordinate field trips to Bureau of Land Management land. Our department schedules the bus transportation, port-a-potties, and dumpster rental for the field trips. While at the location, students can visualize first-hand the effects of littering and desert dumping has on wildlife. Moreover, students will learn how to conserve the environment, and should gain a greater appreciation for it.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Prep site – get cameras ready – walk site for safety</td>
</tr>
<tr>
<td></td>
<td>School prep – give students overview of day – introduce project expectations</td>
</tr>
<tr>
<td>8:30 am</td>
<td>STUDENTS will leave High School</td>
</tr>
<tr>
<td></td>
<td>Meet up to school to meet group and do some pre-site questions. Walking Tour</td>
</tr>
<tr>
<td></td>
<td>overview.</td>
</tr>
<tr>
<td>9:00</td>
<td>Brief orientation, groups assigned, pass out cameras, flip cameras, SAFETY</td>
</tr>
<tr>
<td>9:00-10:10</td>
<td>PAST – First Rotation: Up the Mountain Trail</td>
</tr>
<tr>
<td></td>
<td>• Interpretative hike of mountain</td>
</tr>
<tr>
<td></td>
<td>• Sketch what you see. What do you think this area use to look like?</td>
</tr>
<tr>
<td></td>
<td>• Use notes from interpretative hike – on Dr. Rowland website</td>
</tr>
<tr>
<td>10:15-11:20</td>
<td>FUTURE – Second Rotation: The Wash</td>
</tr>
<tr>
<td></td>
<td>• What is a wash? Sedimentary layers – document what you see?</td>
</tr>
<tr>
<td></td>
<td>• What kinds of trash did you find? Why should people not litter?</td>
</tr>
<tr>
<td></td>
<td>• Mapping the area – using the compass</td>
</tr>
<tr>
<td></td>
<td>• GPS where the trash is that you find</td>
</tr>
<tr>
<td>11:20-11:50</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:50-1:05</td>
<td>PRESENT – Third Rotation: Walking Tour</td>
</tr>
<tr>
<td></td>
<td>(Tortoise and other animals of the desert &amp; wash information)</td>
</tr>
<tr>
<td></td>
<td>Geology and the present</td>
</tr>
<tr>
<td></td>
<td>How does the geology rate to the animals and plants?</td>
</tr>
<tr>
<td></td>
<td>What are some native plants and animals in this area?</td>
</tr>
<tr>
<td></td>
<td>Walk by the wash and look for fossils.</td>
</tr>
<tr>
<td>1:05-1:15</td>
<td>Fourth Rotation: All students</td>
</tr>
<tr>
<td></td>
<td>Discussion, review of day so far and importance. Wrap up, complete journaling</td>
</tr>
<tr>
<td></td>
<td>• What data was collected?</td>
</tr>
<tr>
<td></td>
<td>• Why is important to collect data?</td>
</tr>
<tr>
<td></td>
<td>• Why is the great unconformity important?</td>
</tr>
<tr>
<td>1:15</td>
<td>Leave Field Trip Site</td>
</tr>
<tr>
<td>2:00</td>
<td>Return to High School</td>
</tr>
</tbody>
</table>
ATTACHMENTS
You Are Cordially Invited To

West Career & Technical Academy's

“Go Green and Clean”

. View Project Based Learning in Action
. Vote for Student Marketing Campaigns
. Volunteer for Desert Clean Up
. Adopt a Desert Parcel

Date: December 14th

Time:
  Showing 1: 1:30 PM to 3:30 PM
  Showing 2: 5:00 PM to 7:00 PM

Place: West CTA Cafeteria
11945 West Charleston Blvd.
Las Vegas NV 89135
Project Steps

Inspired by Earth Force

**Step 1 – Inventory**
Observe litter and dumping issues in their community

**Step 2 – Criteria Based Decision Making**
Use democratic decision making to choose a litter and dumping issues to address

**Step 3 – Policy & Practice**
Recognize stakeholders and distinguish between policies and community practices

**Step 4 – Decision Making**
Choose a strategy to address the litter and dumping issue

**Step 5 – Taking Action**
Create and implement the chosen strategy

**Step 6 – Looking Back & Ahead**
Reflect on the process of anti-littering promotion, and think about how their project will be maintained
Weekly Lessons

Week 1 – Continuum of Care: Anti-Litter & Recycle
Week 2 – Team Building
Week 3 – Leadership
Week 4 – Communication & Change
Week 5 – Southern Nevada Agency Partnership & Careers
Week 6 – Environmental Ethics
Week 7 – Field Trip
Week 8 – What is a Podcast?
Week 9 – Write a Podcast Script
Week 10 – Edit a Podcast Script
Week 11 – Create a Podcast
Week 12 – Create a Podcast Continued
Week 13 – Podcast Presentations
Week 14 – Pizza & Educational Film
Week 1: Continuum of Care: Anti-Litter & Recycle

Step 1 – Inventory

Overview
Explain the importance of taking care of the environment. Teach the dangers of litter and desert dumping. Promote the recycling of waste materials.

Objective
Students will engender a sense of personal responsibility for the environment. It will help them form a connection with nature and want to protect it. They will see the costs of littering and the benefit of recycling.

Setup
Print out environmental citizen handouts, inspirational story, and recycling quizzes.

Activities
Introduce: Present the purpose of this course.

Activity 1: Ask the class:
“Think about a place special to you.”
“What are its elements?”
“Why are you connected to it?”
Present the litter/dumping issue as a problem that the class needs to solve.

Handout: Attributes of an Environmental Citizen

Activity 2: Class reads inspirational local story

Power Point: Presentation about recycling and littering

Activity 3: Recycling Quiz
Answers: 1-E, 2-B, 3-C, 4-E, 5-B, 6-A, 7-C, 8-D, 9-D, 10-E

Journal: Why do I care about public lands? How can I stop littering and encourage recycling in my community?

Assessment
Students should find a sense of place for public lands. The class should spread the anti-litter and recycling message. Then, take active role in their community.

Resources
http://www.dontrashnevada.org
Attributes of an Environmental Citizen

**Knowledge**

1. **Environmental Awareness**
   - Awareness of current local environmental issues, needs, and resources.
2. **Historical Awareness**
   - Understanding how past ecological events, political decisions, and economy have affected the environment.
3. **Policy & Practice Development**
   - Understanding that environmental issues might be influenced by public and private policies and community practices.
4. **Stakeholders & Interest Groups**
   - Awareness of decision-makers who can influence public and private policies and community practices associated with an environmental issue.
5. **Civic Ability**
   - Understanding of the roles that citizens can play in shaping policies or community practices to help the environment.
6. **Program Knowledge**
   - Understanding the mission, scope, and process of Earth Force.
7. **Inclusivity**
   - Understanding the importance of integrating diverse experiences and perspectives into all aspects of learning.

**Skills**

1. **Research**
   - Ability to conduct a thorough and balanced investigation of the root causes of a local environmental and/or community issue.
2. **Analysis**
   - Ability to assess various sources of information for credibility and bias.
3. **Communication**
   - Ability to defend a position on an environmental issue both orally and in writing.
4. **Cooperation**
   - Ability to work cooperatively with peers and adults toward a common end.
5. **Advocacy**
   - Ability to bring about a plan for sustainable improvements to the environment or community.
6. **Problem-Solving**
   - Ability to make wise decisions and plans to solve environmental and community issues through the use of sound research.
7. **Reflection**
   - Ability to think critically about experiences so lessons can be learned.

**Character Traits**

1. **Civic Responsibility**
   - Sense of personal responsibility for and commitment to the long-term well-being of the environment and the community.
2. **Confidence**
   - Belief in one’s abilities to make a positive change in the environment and community.
3. **Interdependence**
   - Belief that it is both valuable and necessary to work together for a common purpose.
4. **Community Connectedness**
   - Sense of bonding with and respect for educators, community leaders, and other adults.
5. **Academic Engagement**
   - Personal sense of achievement and accomplishment in and out of school.
6. **Social Respect**
   - Willingness to respectfully consider diverse points of view.
7. **Program Affinity**
   - Sense of connectedness to a national movement of students involved in Earth Force.
Las Vegas, NV (KTNV) – A local high school is helping Gilcrease Animal Sanctuary triumph over tragedy after a fire destroyed much of the property.

Thanks to a group of student volunteers, the animal refuge is rebuilding.

Within minutes, the fire that ripped through Gilcrease Animal Sanctuary last March killed more than 250 exotic birds.

"It was hideous and horrible, and we kept having this burned concrete here as a reminder," says Executive Director Barbara Price.

Now, a group of local students is helping to cover up that charred concrete – and painful memories – with some of their own handiwork.

With donated materials, students in shop classes at Desert Pines High School have volunteered to help build an aviary from scratch for Gilcrease.

"We had to come up with the blue prints of course, first thing you have to do. Then you start cutting the wood, put together, paint it," explains Cesar Alvarez, student builder.

The aviary will become home to the birds that survived. With money tight, the sanctuary had struggled having one re-built.

"I have a new respect for the next generation," continues Price. "I mean, these kids are serious and polite, and courteous and very much focused on what they're doing and why."

And for the high schoolers, this experience ended up being much more than a hands-on lesson in construction.

"It feels good because we're helping put it back together, helping take care of all these animals," says Cesar.

And for Gilcrease, it's a much-needed show of support and a fresh start.

"With the burned concrete gone and this kind of help, it's lifted everyone's spirits back up," says price. "We're back in the fight, we're going to keep this thing moving."

The executive director of Gilcrease Animal Sanctuary plans to organize fundraisers and community events to help with their rebuilding efforts. It's also applying for funding as a non-profit.
1. Which of the following cannot be recycled?
   A. Milk cartons
   B. Plastic water bottles
   C. Glass containers
   D. Paper bags
   E. None of the Above

2. Who can recycle?
   A. Your teachers
   B. Everyone
   C. Your best friend
   D. You
   E. Your mom

3. If you recycle one ton of paper, how many trees can you save?
   A. One
   B. Nine
   C. Seventeen
   D. Thirty-five
   E. One Hundred

4. How many times can glass be recycled?
   A. None, glass can’t be recycled!
   B. Once
   C. Four times Twenty times
   D. Forever

5. How many plastic bottles do Americans go through every year?
   A. 1.8 million
   B. 2.5 million
   C. 5.3 million
   D. 7.1 million
   E. 9.4 million

6. How much junk mail do Americans receive in one day?
   A. Enough to heat 250,000 homes
   B. Enough to power a TV for one year
   C. Enough to fill 10sq. miles in a landfill
   D. 1000 trees worth
   E. Both C and D

7. The average aluminum can is made up of how much recycled aluminum?
   A. 10%
   B. 30%
   C. 50%
   D. 70%
   E. 100%

8. Annually, how much plastic film does America produce?
   A. Enough to wrap up Alaska
   B. Enough to stretch around the world twice
   C. Enough to cover Connecticut
   D. Enough to shrink wrap Texas
   E. Enough to go to the moon and back

9. The energy saved from recycling one aluminum can is enough to run a TV set for how long?
   A. 30 minutes
   B. 1 hour
   C. 2 hours
   D. 3 hours

10. What ways can you help save our earth?
    A. Re-use your plastic bottles and bags
    B. Reduce the amount of waste you produce
    C. Plant a tree
    D. Recycle
    E. All of the Above!

Week 2: Team Building

Step 1 – Inventory

Overview

Designed to teach cooperation and strategy in a fun setting. Through team work students will find areas affected by littering and dumping.

Objective

Teamwork is essential for any successful organization, because no one person is responsible for every action taken. Students will build teamwork skills and add self confidence. They will learn how to work productively in group settings.

Setup

Have game labels prepared in advanced. Print out the teamwork handouts and maps.

Assessment

The team building activities should create trust among students, and a better understanding of others. This should help in future success of group projects.

Activities

Power Point: Presentation about team building

Handout: 7 Essential Skills for Teamwork

Activity 1: “Human Knot” Divide class into groups of 8 – 10 students. Have each group standing, facing towards each other, in a circle. First, instruct everyone to lift their left hand and reach across to take the hand of someone standing across the circle. Next, have everyone lift their right and reach across to take the hand of another person standing across the circle. To play, the groups must communicate and figure out how to untangle the knot without ever letting go of any hands. When you ask: “How well did you group work together? What strategies did your group adopt? How did it feel to solve the game?”

Activity 2: “Labels Head Game” Have 6 – 10 people sit in a circle. Place a label on each person’s forehead. The labels should have a way to relate to a person written on them. They are not to know what their individual labels say. The people in the circle are to plan a camping trip together, following what the labels say. After about 15 minutes, see how many people know what their labels are. Explain that each day we label people and treat them according to our perceptions. Sometimes the labels we give don’t fit the people, and we need to look deeper than the label they have to see who is underneath. Ideas for labels:

- Laugh at everything
- Ignore me
- Listen to everything
- Agree with me
- Interrupt me
- Disagree with me
- Stare at me
- Keep asking me questions

Activity 3: Students find an inventory area. In small groups, students will locate different landmarks on their maps (schools, parks, neighborhoods, etc.). Discuss methods for gathering information. Remind students that the purpose of the inventory is to collect a list of littering and dumping issues in their community.

Journal: Find a littered area in your community and share the location. Write down your observations.

Resources

http://www.slideshare.net/readyspresent/team-building-powerpoint
http://maps.google.com/
7 Essential Skills for Teamwork

1. **Listening:**
   The students in this team listen to each other's ideas. You will observe the students "piggy‐backing" (or building) off each other’s ideas.

2. **Questioning:**
   The students in this team question each other. You will observe the students interacting, discussing, and posing questions to all members of the team.

3. **Persuading:**
   The students in this team use persuasion. You will observe the students exchanging, defending, and rethinking ideas.

4. **Respecting:**
   The students in this team respect the opinions of others. You will observe the students encouraging and supporting the ideas and efforts of others.

5. **Helping:**
   The students in this team help each other. You will observe the students offering assistance to each other.

6. **Sharing:**
   The students in this team share. You will observe the students offering ideas and reporting their findings to each other.

7. **Participating:**
   The students in this team participate. You will observe each student contributing to the project.

http://www.bham.wednet.edu/sites/default/files/studentgal/onlineresearch/oldonline/mod8team.htm
Overview

Introduce the main principles of leadership. Students will also use criteria to make a group decision about the litter/dumping issue they will address.

Objective

Encourage some discussion about the nature of leadership, such as what the characteristics of a good leader. Also, consider why there might be different - and equally appropriate - leadership options for the same situation.

Setup

Print out leadership quizzes and selection grid worksheets.

Activities

**Introduction:** Ask students to think about one person who they regard as being a good, strong leader. Get the students to write down 4 of their leadership qualities.

**Power Point:** Presentation about leadership

**Activity 1:** Hand out leadership quiz

**Activity 2:** Students prepare skits to visualize different leadership styles. Divide the class into groups of 4. Have each group create a short skit to demonstrate one type of leadership style. The skit should have an environmental conservation theme. Examples of leadership styles include: autocratic, democratic, laissez-faire, and paternalistic. After prep time, allow each group to present their skit, and the class then guesses the leadership situation the group presented. When all scenarios have been played out, ask the class to comment on the different leadership approaches—What worked? What could the leaders have done differently?

**Activity 3:** The class will decide which litter/dumping issues they would like to address. They will practice using criteria to make a group decision. Criteria are defined as, “standards on which decisions are based.” We use criteria to determine, “what to eat”, “what to buy,” what to watch on TV.” The class will come up with 4 criteria for an issue (use selection grid handout).

Examples of Criterion:
- Impacts a large number of people
- Is interesting to work on
- Affects our lives directly
- Affects other parts of environment besides people

Then, the students will fill out the selection grid and the class will vote on an issue to work on. Remind the class of their littered inventory journal for ideas of issues to come up with.

**Journal:** What type of leader am I?

Resources

[www.fcclainc.org](http://www.fcclainc.org)  [www.bized.co.uk](http://www.bized.co.uk)  Earth Source
Rate Your Character for Dynamic Leadership

Check the statements that are true. Add up the checks and compare your score.

S = seldom  O = often  A = always

<table>
<thead>
<tr>
<th>Trustworthiness</th>
<th>Fairness</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑❑❑ I am honest.</td>
<td>❑❑❑ I play by the rules.</td>
</tr>
<tr>
<td>❑❑❑ I do not deceive, cheat, or steal.</td>
<td>❑❑❑ I take turns and share.</td>
</tr>
<tr>
<td>❑❑❑ I do what I say I’ll do.</td>
<td>❑❑❑ I am open-minded. I listen to others.</td>
</tr>
<tr>
<td>❑❑❑ I have the courage to do the right thing.</td>
<td>❑❑❑ I do not take advantage of others.</td>
</tr>
<tr>
<td>❑❑❑ I build a good reputation.</td>
<td>❑❑❑ I do not blame others carelessly.</td>
</tr>
<tr>
<td>❑❑❑ I stand by my family, friends, and country</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respect</th>
<th>Caring</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑❑❑ I treat others with respect and follow the “Golden Rule.”</td>
<td>❑❑❑ I am kind.</td>
</tr>
<tr>
<td>❑❑❑ I am tolerant of differences.</td>
<td>❑❑❑ I am compassionate and show I care.</td>
</tr>
<tr>
<td>❑❑❑ I use good manners, not bad language.</td>
<td>❑❑❑ I express gratitude.</td>
</tr>
<tr>
<td>❑❑❑ I am considerate of others’ feelings.</td>
<td>❑❑❑ I forgive others.</td>
</tr>
<tr>
<td>❑❑❑ I do not threaten, hit, or hurt anyone.</td>
<td>❑❑❑ I help people in need.</td>
</tr>
<tr>
<td>❑❑❑ I deal peacefully with anger, insults, and disagreements.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑❑❑ I do what I am supposed to do.</td>
<td>❑❑❑ I do my share to make my school and community better.</td>
</tr>
<tr>
<td>❑❑❑ I persevere (I keep on trying).</td>
<td>❑❑❑ I cooperate.</td>
</tr>
<tr>
<td>❑❑❑ I always do my best.</td>
<td>❑❑❑ I stay informed.</td>
</tr>
<tr>
<td>❑❑❑ I use self-control. I am self-disciplined.</td>
<td>❑❑❑ I am a good neighbor.</td>
</tr>
<tr>
<td>❑❑❑ I think about consequences before I act.</td>
<td>❑❑❑ I obey laws and rules.</td>
</tr>
<tr>
<td>❑❑❑ I am accountable for my choices.</td>
<td>❑❑❑ I respect authority.</td>
</tr>
<tr>
<td></td>
<td>❑❑❑ I protect the environment.</td>
</tr>
</tbody>
</table>

**How do you rate?** If you checked “always” for:

<table>
<thead>
<tr>
<th>0–15 items</th>
<th>Character counts for leadership success. Now’s the time to adopt positive actions and attitudes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15–30 items</td>
<td>You know what it takes to be a person of good character. Keep trying to “do the right thing” every time.</td>
</tr>
<tr>
<td>30–35 items</td>
<td>Your good character will take you far. Keep at it!</td>
</tr>
</tbody>
</table>

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Use this grid to decide which issue you would like to focus on for your Earth Force project. Fill in the top row with the issues you will be considering. Use the column on the far left hand side to list the criteria you have developed to make your selection. Rate each issue against each criterion using a 1-3 scale (1 meaning it does not meet the criteria and 3 meaning it completely meets the criteria). Total the scores at the bottom.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ISSUE 1:</th>
<th>ISSUE 2:</th>
<th>ISSUE 3:</th>
<th>ISSUE 4:</th>
<th>ISSUE 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 2:</td>
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<td>Criterion 3:</td>
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<td>Criterion 4:</td>
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</tr>
<tr>
<td>Total Score for Each Issue:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Week 4: Communication & Change
Step 3 – Policy & Practice

Overview
The class will learn communication techniques and the process of marketing to motivate others. They will also be able to differentiate policies from practices.

Objective
Students will gain a greater understanding of the keys to effective communication. They will learn how to market information to people.

Setup
- Hat, box, or dark bag
- Print & clip-out impromptu speech topics
- Print policies & practices handouts

Activities

Power Point: Presentation about communication, motivation, policy, and practice.

Activity 1: Have each student in the class pick out an impromptu speech topic from the hat. The student will have one minute to discuss the topic. See attached list of topics. A good tip is to line up the next two speakers in advance as if in a batting rotation, to keep the impromptu speech process running smoothly. Plus, lining up in advance gives the students more time to review their speech.

Activity 3: Students fill in policies & practices handout

Journal: How can I motivate someone to volunteer at a clean-up event?

Assessment
Students should conclude what effective communication requires and be able to successfully motivate others. Then be able to understand the difference between policies and practices.

Resources
Earth Force
**Impromptu Speech Topics**

- My biggest concern for the future is...
- If I could be a cartoon character I’d be...
- If I were an animal I’d be a...
- Plants have feelings too.
- Why McDonalds is addictive to kids.
- The world is a smaller place these days.
- When I grow up...
- The most important lesson of my life so far...
- Intelligence is not enough.
- If I ruled the world...
- How does color affects the way people feel?
- Combine two sports, how would you play it?

- Laughter is the best medicine.
- In what situation is lying a good idea?
- Explain to a child how Santa Clause travels around the world in one night.
- What human quality do we need more of and why?
- How we look is unimportant. It's who we are on the inside that counts.
- Explain three different ways to eat an Oreo cookie.
- Tell us about a nickname you have and how you got it.
- Explain three uses for a pencil besides for writing.
- You are a salesperson trying to sell us the shirt you have on.
- If you were the teacher, how would our class be different?
- You are a mad scientist. Tell us about your latest invention.
Tell us about your favorite holiday.

Tell us about the grossest thing you ever ate.

Explain which came first: the chicken or the egg.

Why do we watch reality TV shows?

If you could have one wish, what would it be?

If you could take a cruise for a week, where would you go?

If you could have any animal in the world as a pet, what would it be?

If you could be rich or famous, which would you choose?

If you could meet any celebrity, who would it be?

If you could meet anyone from the past, who would it be?

If you had to pick one food to eat for the rest of your life, what would it be?

If you were stuck on a desert island, what 3 things you would bring? Why?

If you could choose one super power, what would it be? Why?

If I were the president of the United States I would...

A law should be made that...

Professional athletes' salaries...

If I were the opposite sex, I'd...
Example: You have learned a little about how policies (public and private) and practices are different. Look at this example as a reminder of how you can tell policies and practices apart:

<table>
<thead>
<tr>
<th>POLICIES</th>
<th>COMMUNITY PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Policies</td>
<td>Private Policies</td>
</tr>
<tr>
<td>• You must be 18 to vote.</td>
<td>• ABC Petrochemical Company does not send untreated water to a nearby creek.</td>
</tr>
<tr>
<td>• Your town has a bike path that does not allow motor vehicles.</td>
<td>• Certain corporations donate money to the World Wildlife Fund.</td>
</tr>
</tbody>
</table>

Step One: Listed below are several public policies, private policies and practices. Which is which? Indicate whether each one is a public or private policy, or a community practice by writing it in the correct column below.

- **Countryside Farm allows people to pick the fruits and vegetables they want to buy.**
- **Littering is not allowed on the streets in New York City.**
- **Millions of people visit Yellowstone National Park every year.**
- **The recycle sign has three arrows.**
- **Landfill smell emissions indicators have ratings – like good, poor, and marginal odor.**
- **When there’s rare wildlife in a nature reserve, people go to look at it.**
- **Before animal handlers at the zoo get their jobs, they take classes and receive a certification.**
- **A family in your neighborhood goes to a park every Sunday.**
Overview

Connect students to Southern Nevada’s public lands, animals and plants. Inform them about environmental careers. Help students understand who their target stakeholders are for their selected issue.

Objective

Students understand that SNAP is a partnership of four federal agencies. Public lands belong to all of us, we are stakeholders, but that they are managed by federal agencies to be protected and taken care of. After the presentation, motivate future careers in the environmental field.

Week 5: Southern Nevada Agency Partnership & Careers

Step Two: Now try thinking of your own examples for each column. What are some practices and policies that affect you every day?

<table>
<thead>
<tr>
<th>POLICIES</th>
<th>COMMUNITY PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Policies</td>
<td>Private Policies</td>
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</tbody>
</table>

Step Three: Why is it important to understand policies and practices?

Activities

**Power Point**: presentation about SNAP & environmental careers

**Explain**: SNAP is a large stakeholder in the anti-litter and dumping process.

**Activity 1**: SNAP Jeopardy Power Point

**Activity 2**: Define stakeholder as someone who has a direct interest in an issue. Ask students who some stakeholders in their school might be. Pass out the stakeholder web worksheet for students to discover the stakeholders in their selected littering and dumping issue. What if we only consulted one source when we wanted to make a change that would affect many? Which perspectives on the issue do different stakeholders represent?

**Journal**: What did I learn about Southern Nevada’s public lands and environmental careers?
Setup

Bring SNAP brochures and maps.
Print stakeholder web worksheets.

Assessment

Students should appreciate how their community and public lands in Southern Nevada are related. Peak their interest in environmental careers.

Resources

Earth Force
Stakeholder Web
The People and Organizations With An Interest in Our Issue
Handout 3D

Our Issue:
Week 6: Environmental Ethics  
*Step 4 – Decision Making*

### Overview

Learn the principles of environmental ethics. Begin the anti-littering and dumping project.

### Objective

Develop students with a positive environmental ethics and motivate them to take desirable environmental actions.

### Setup

Print out student permission forms, case study handouts, course of action worksheets.

### Activities

**Handout:** student field trip permission slips  
**Power Point:** presentation about environmental ethics  
**Activity 1:** Divide the class into five groups. Hand out each group their own ethics case study. The groups will answer the questions following their case study, and then present a summary to the class.  
**Activity 2:** Introduce to the class that they will choose a project to help solve their selected littering and dumping problem. Hand out the Course of Action worksheets to help students define possible projects.  
Examples: Podcasts, Graphic Novels, Facebook Page, Town Hall Discussion, Cartoon Text to Speech Movie…  
**Journal:** Write an environmental code of ethics for your family.

### Assessment

Students increase their value of the environment, and promote the conservation of public lands in their area.

### Resources

Field Trip Equipment Checklist

- Keep this list so you are prepared
- Watch the weather report the evening before the trip and dress appropriately

Students, Teachers, and Chaperones will need:

- **Water Bottle**… you made need two, always bring more than you think you will need.
- **Hat** for protection from the sun
- **Sunglasses** for protection from the sun
- **Long Pants**… no shorts allowed. Your pants may get dirty so don’t wear your favorite pair! Pants must be worn to protect your legs from rocks, bushes, or anything else that might want to bite or sting.
- **Jacket**… if the weather is windy or cold, layers are highly recommended.
- **Sturdy Shoes** for hiking and walking in the desert and on slippery rocks. They must be **closed toed shoes** like sneakers or hiking boots.
- **Sunscreen**… cold or hot, cloudy or sunny, please apply before you come on the trip and bring some with you to reapply.
- **Lip balm** (optional)

NOTE: No gum on this trip. Do NOT bring any iPods, MP3 players, Gameboys, or any other electronic devices. Cell phones and/or cameras are allowed for taking pictures, but not for phone calls or texting during the trip. Students are responsible for phones and cameras.

Students are responsible for all equipment and personal belongings. We are not responsible for lost or damaged items.
Dear Parent or Guardian,
Your child is going on a field trip. Please read the information at the top of this form, then sign and return the permission slip at the bottom of this form by ____________________.

Field Trip Information:
Date: ______________________________________________________________________________
Location: ___________________________________________________________________________
Purpose: ___________________________________________________________________________
Leave school: __________________________ Arrive back at school: ___________________________

Save this part of the form for future reference.
Cut here---------------------------------------------------------- Cut here

Sign this part of the form and return it to your child's teacher.

____________________________________________________________________________________ has permission to attend a field trip to

I give my permission for __________________________________________________________________ to receive emergency medical treatment. In an emergency, please contact:

Name: __________________________________________________________________ Phone: __________________________________________________________________

Parent/Guardian Signature: __________________________________________________________________ Date: __________________________________________________________________
Case Study: The Polluter's Dilemma

Jonica Gunson is the environmental compliance manager for a small plastics manufacturing company. She is currently faced with the decision whether or not to spend money on new technology that will reduce the level of a particular toxin in the wastewater that flows out the back of the factory and into a lake.

The factory's emission levels are already within legal limits. However, Jonica knows that environmental regulations for this particular toxin are lagging behind scientific evidence. In fact, a scientist from the university had been quoted in the newspaper recently, saying that if emission levels stayed at this level, the fish in the lakes and rivers in the area might soon have to be declared unsafe for human consumption.

Further, if companies in the region don't engage in some self-regulation on this issue, there is reason to fear that the government, backed by public opinion, may force companies to begin using the new technology, and may also begin requiring monthly emission level reports (which would be both expensive and time consuming).

But the company's environmental compliance budget is tight. Asking for this new technology to be installed would put Jonica's department over-budget, and could jeopardize the company's ability to show a profit this year.

Questions for Discussion:

What motives would the company have to install the new technology?

What motives would the company have to delay installing the new technology?

Why might the companies in this region prefer for the government to impose new regulations?

http://www.businessethics.ca/cases/pollutersdilemma1.html
Case Study: Whistleblowing & the Environment

Chantale Leroux works as a clerk for Avco Environmental Services, a small toxic-waste disposal company.

The company has a contract to dispose of medical waste from a local hospital. During the course of her work, Chantale comes across documents that suggest that Avco has actually been disposing of some of this medical waste in a local municipal landfill. Chantale is shocked. She knows this practice is illegal. And even though only a small portion of the medical waste that Avco handles is being disposed of this way, any amount at all seems a worrisome threat to public health.

Chantale gathers together the appropriate documents and takes them to her immediate superior, Dave Lamb. Dave says, "Look, I don't think that sort of thing is your concern, or mine. We're in charge of record-keeping, not making decisions about where this stuff gets dumped. I suggest you drop it."

The next day, Chantale decides to go one step further, and talk to Angela van Wilgenburg, the company's Operations Manager. Angela is clearly irritated. Angela says, "This isn't your concern. Look, these are the sorts of cost-cutting moves that let a little company like ours compete with our giant competitors. Besides, everyone knows that the regulations in this area are overly cautious. There's no real danger to anyone from the tiny amount of medical waste that 'slips' into the municipal dump. I consider this matter closed."

Chantale considers her situation. The message from her superiors was loud and clear. She strongly suspects that making further noises about this issue could jeopardize her job. Further, she generally has faith in the company's management. They've always seemed like honest, trustworthy people. But she was troubled by this apparent disregard for public safety. On the other hand, she asks herself whether maybe Angela was right in arguing that the danger was minimal. Chantale looks up the phone number of an old friend who worked for the local newspaper.

Questions for Discussion:

What should Chantale do?

What are the reasonable limits on loyalty to one's employer?

Would it make a difference if Chantale had a position of greater authority?

Would it make a difference if Chantale had scientific expertise?

http://www.businessethics.ca/cases/wb-env1.html
Case Study: The Neem Tree

The United States and India are currently involved in a biopiracy dispute over the rights to a tree indigenous to the Indian subcontinent, the neem tree. While the neem tree has been used in India for over 2,000 years for various purposes such as pesticides, spermicides and toothbrushes, a US company has been suing Indian companies for producing the emulsion because they have a patent on the process. The dispute is over the rights of companies to conduct research and development by using patents against the interest of the people who live at the source of the resource.

In 1971, a timber company in the United States figured out that the neem tree's usefulness in acting as a pesticide and began planting neem tree seeds. He received a patent on it and, in 1988, sold the patent to the US based company W.R. Grace. In 1992, W.R. Grace secured its rights to the formula that used the emulsion from the Neem tree’s seeds to make a powerful pesticide. It also began suing Indian companies for making the emulsion.

The controversy over who has the rights to the Neem tree raised many questions. India claims that what the US Companies are calling discoveries are the actual stealing and pirating of the indigenous practices and knowledge of its people. The Indians and members of the Green Party in the European Union oppose big businesses owning the rights to living organisms, otherwise known as biopiracy, because they believe that the rights of poor farmers in developing countries will be harmed.

Questions for Discussion:

To what extent can multinational companies claim and patent resources from the developing countries, like India?

Is the neem tree is patentable, since it is a product of nature?

How would you propose a compromise?

http://www1.american.edu/TED/neemtree.htm
Case Study: Ecotourism in Costa Rica

Ecotourism is currently the fastest growing sector of the world's largest service industry, tourism. While environmentalists are weighing the pros and cons of ecotourism, many developing nations are looking to cash in on the growing demand for this new trend in travel. The poor nations of Central America, with its cloud forests, active volcanoes, and wide variety of flora and fauna, appear ideally situated to take advantage of the growing demand for ecotourism with Costa Rica leading the pack. The idea behind ecotourism is to preserve a nation's natural resources while profiting from them. However, in this quest for profits, some nations, including Costa Rica, have allowed their ecotourism industry to become ecologically damaging. By allowing unlimited numbers of tourists into protected areas and encouraging the construction of high-rise hotels and resorts over small-scale tourism development, ecotourism industries could be on the path to self-destruction.

Costa Rica has been able to develop a solid ecotourism industry and capitalize on their natural resources. However, although Costa Rica's ecotourism sector has received support and praise from environmentalists, politicians, and economists, not to mention avid travelers, there are many who believe that ecotravel has been overrated as an environmentally sound development tool. One of the chief criticisms is that most ecotourism projects are neither economically nor environmentally sustainable in the long-run. Blame for this shortsightedness is often placed on developers or government officials who become more focused on turning large profits than on conservation.

Questions for Discussion:

Is the Costa Rica environment harmed or helped from ecotourism?

How does ecotourism affect their poor economy?

What ecotourism policies would you establish?

http://www1.american.edu/TED/costa-rica-tourism.htm
Case Study: Suminoe Oysters

State Senator Ben Fisher was the swing vote on the Assembly bill funding the full-scale introduction of sterile Suminoe oysters to the Maryland side of the Chesapeake Bay. The bill was an attempt to try to offset the effects of declining populations of native oysters in the bay, the result of habitat degradation, over-harvesting, and disease. Introducing the Suminoe oysters would be an expensive and risky undertaking, but there were costs—both environmental and economic—of doing nothing, too.

Environmentalists were divided, “clean” versus “pristine.” Some demanded widespread seeding of the imported oysters to deal with worsening water quality that was wiping out aquatic life in the bay. Others warned that this could be a bigger disaster than kudzu. Test introductions in Virginia had been limited and closely monitored—and so far so good. But scientists warned that a few oysters would be fertile and might proliferate, forcing out the last of the Eastern oysters or interbreeding with the native species—bringing who knew what changes to the already damaged ecosystem?

Business interests held all sorts of positions. “We’d rather see those tax dollars go into developing infrastructure for high-end development,” a major developer with plans for summer homes and condos emailed Ben. "Do you know what that land is worth under those broken-down, abandoned fishing shacks?” He didn’t need to add that he put a lot of money into political campaigns.

The Delmarva Peninsula poultry producers didn’t want any more controls on the nutrient load entering the bay. They felt there were too many controls as it was, and warned that more controls would hamper their operations. They were all in favor of the oysters as a solution. So were the charter-boat owners who wanted clear water for the rockfish.

The commercial fishing industry wanted the oysters too. Boats were idled and processing plants were handling trucked-in Louisiana oysters. The biggest plant in Ben’s district said it would close this year if things didn’t change. These new oysters grew three times as fast. It wasn’t too late to save an industry.

On the other hand, the State of North Carolina was threatening a lawsuit, fearful that the nonnative oysters would spread down the coast and affect their beds. They cited the destructive virus brought in by oyster introductions decades ago.

And many of Ben’s constituents were in an uproar over the expense that Marylanders would bear for the oyster option—or the alternative. Towns and cities didn’t want to spend money to upgrade their sewer systems when so much pollution came from out-of-state.

Questions for Discussion:

If the decision is made to introduce the Suminoe oysters, what might be the long-term effects on the environment, the communities, the people?

Any choice implies other lost opportunities. In what alternative ways might this money be spent to deal with the Chesapeake Bay’s problems and serve constituents?

What might this region look like in 20 years if nothing is done?

What should Senator Ben Fisher do?

http://www.sciencecases.org/chesapeake_bay/chesapeake_bay.asp
1. **Review What You Know**
   - Describe the environmental issue.
   - State the present policy or practice.

2. **Set the Goal**
   - List and analyze all the options for new policies or practices.
   - Select the option you want to pursue as your goal.
   - Write your project goal statement.

3. **Decide What To Do Next**
   - List and analyze the possible strategies to reach the goal.
   - Select the best strategy(ies).
Week 7: Field Trip

Overview
Students go on a clean-up field trip.

Objective
Learn the effects of trash on wildlife while exploring the field trip site.

Setup
- Schedule bus
- Grabbers
- Trash bags
- Gloves
- Buckets
- First Aid Kit

Activities
After the supplies are setup, survey the area to inspect for safety problems. During the walk around look for dead animals, condoms, drug paraphernalia, and other hazards. These are removed if possible. When the students arrive they will already be organized into three groups. These groups will explore the environment while cleaning up.

For each group the following outline is used.
1. Discuss Safety
   a. Lifting
   b. Critters
   c. Glass
   d. Leave unsafe things alone and notify a teacher or PLI representative
2. Explain how the grabber works and that if used inappropriately it will be taken from them and they will use the alternative tool (this means hands).
3. Tell them where they will work and advise:
   a. Wear gloves at all time (school provides but sometimes they forget so supply gloves from trailer)
   b. Use the grabbers to fill bucket
   c. When bucket is full or heavy transfer contents of bucket to trash bags (have each kid stick 1 or 2 bags in their back pocket)
   d. Do not carry bags around but instead use the buckets and keep returning to the bags to dump bucket (this keeps the kids from cutting themselves with a broken bag dragged on their legs as they carry a heavy bag)
   e. When bag is full or heavy tie off and leave in place.
   f. Teacher will supervise while PLI rep takes full bags from clean-up area to BLM truck (BLM will transport trash using their vehicles)

After the students are done with their exploration and clean-up discuss:
1. What kinds of trash did you find?
2. Why should people not litter?
3. How do you feel about the effects of trash on wildlife?
4. Why is the location important?

Assessment
Students gain a greater appreciation for conserving wildlife habitats.

Resources
Overview
Define how podcast work and its effective usage. Students will develop an action plan for their anti-litter and dumping project.

Objective
Create student interest in podcasting by presenting background information. Students will work collaboratively with classmates to create an action plan.

Setup
Computer with internet access. Print the Action Planning worksheets.

Activities
Power Point: presentation about podcasts
Introduce: explain the podcast project
Handout: Action Planning worksheets
Journal: brainstorm ideas for podcast project

Assessment
Students understand the basic concepts behind the podcast and are excited to begin their project.

Resources
http://whatis.techtarget.com/definition/0,,sid9_gci1189222,00.html
Earth Source
<table>
<thead>
<tr>
<th>Environmental Issue/Problem</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy or Practice to Be Changed</td>
<td></td>
</tr>
<tr>
<td>Project Goal</td>
<td>(We want ___ to ___ which will result in ___.)</td>
</tr>
<tr>
<td>Strategy</td>
<td>(In order to achieve this, we will ___.)</td>
</tr>
</tbody>
</table>

**Key Parts of the Strategy**

List the main categories of tasks.

1. 
2. 
3. 
4. 
5. 
6. 
7.
### Action Planning Sheet Example

**Handout 5A - Example**

<table>
<thead>
<tr>
<th>Environmental Issue/Problem</th>
<th>Water Shortage in Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy or Practice to Be Changed</td>
<td>People in the community are wasting water (community practice).</td>
</tr>
<tr>
<td>Project Goal (We want ___ to ____ which will result in ___)</td>
<td>We want community members to use water wisely which will result in less water shortage in town.</td>
</tr>
<tr>
<td>Strategy (In order to achieve this, we will ____.)</td>
<td>In order to achieve this we will educate the community and work on a local ordinance limiting water use.</td>
</tr>
</tbody>
</table>

#### Key Parts of the Strategy

List the main categories of tasks.

1. Plan and coordinate a water awareness forum at the school.
2. Publicize the water awareness forum and Earth Force activities.
3. Develop a leaflet describing water use and water shortages.
4. Promote a local ordinance that would limit nonessential water use.
5. Distribute information to the community: go door-to-door with information about how to conserve water, and mail leaflets to businesses and parents.
6. Find out what people already know by conducting surveys and interviews.
7. Research best practices on wise water usage.
Week 9: Write a Podcast Script

Step 5 – Taking Action

Overview

Students write scripts for their podcast project.

Objective

Improve the students writing skills and produce clear messages for their podcasts.

Setup

Computer lab for students.

Activities

Activity 1: Students research topics for their podcasts
Activity 2: Begin writing scripts for their podcast

Assessment

By writing scripts students should have comprehensible message to podcast.

Resources
Overview

Have students practice their editing skills by peer editing each others podcast scripts.

Objective

Bring the students' attention to the importance of proofreading and editing written work.

Setup

Print peer editing handouts

Activities

**Handout:** Give the peer editing handout to the students.

**Activity 1:** Separate students into groups. They will practice reading their scripts to others. Then, the class will edit each others scripts before turning them in.

Assessment

Students should understand and apply the editing process.

Resources

http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html
Peer Edit with Perfection!
Handout

There are three steps to good peer editing:

1. **Compliment** the author
   - What are a few things that you liked about the author’s writing?

2. Make specific **suggestions** regarding the author’s
   - Word choice
   - Use of details
   - Organization
   - Sentence length
   - Topic

3. Mark **corrections** on the writing piece
   - Look for spelling, grammar, and punctuation mistakes.

In addition, remember to:
   - Stay positive!
   - Be specific!

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Week 11: Create a Podcast

*Step 5 – Taking Action*

**Overview**
Students learn the format of a podcast and plan what content they will include in it.

**Objective**
This lesson is intended to expand upon students' technological skills. Provide how-to steps before they produce their own podcast.

**Setup**
Have a computer lab available.

**Activities**

**Activity 1:** In the computer lab teach students how to create a podcast.

**Activity 2:** Students begin constructing their podcast.

**Assessment**
Students feel comfortable to create their own podcast.
Overview
Students create their own podcast.

Objective
Improve students’ technological capabilities while they produce a podcast.

Activities
Activity 1: Students continue to work on their podcasts in the computer lab.

Setup
Have a computer lab available.

Assessment
The podcasts should be complete.

Resources
Overview

Students will present their podcasts to the class.

Activities

**Activity 1:** Students take turns presenting their podcasts in front of the class.

Objective

While presenting their podcasts, the students will improve their public speaking skills and listen to diverse ideas.

Setup

Computer access for presentations.

Assessment

Students should feel comfortable presenting their materials in front of their classmates.

Resources
Overview

Students watch environmental stewardship film while eating pizza.

Objective

Celebrate the last day by eating pizza while watching an environmental responsibility film.

Activities

**Handout:** Reflection worksheet

**Give:** pizza to students

**Movie:** watch environmental stewardship film

**Activity:** have students discuss what they learned over the program

Setup

Pizza for class

Option 1: The Environment: Business and Social Responsibility

Option 2: Going Green: Real-World Solutions for the Environment

*Both movies available to check out at the UNLV Library*

Assessment

Students enjoy their last day in the program, and convey what they have learned.

Resources

Earth Source
Reflection

What impact have we had on the community?

What is the single most important thing you’ve learned?

How has this program influenced your attitude about your personal responsibility to help improve your community’s environment?

How might the program be improved?

List three specific things you will do in the future to continue accepting your responsibility as an environmental citizen.
1.
2.
3.
<table>
<thead>
<tr>
<th>Week</th>
<th>Question</th>
<th>Objective</th>
<th>Activities</th>
<th>Curriculum Code</th>
</tr>
</thead>
</table>
| **Week 1** | Why do I care about the environment, littering, and recycling? | Students gain a sense of personal responsibility for the environment. They will see the costs of littering and the benefit of recycling. | - Introduce purpose of course  
- Ask the class about a special place  
- Environmental Citizen handout  
- Inspirational local story  
- Presentation about recycling/littering  
- Recycling quiz  
| **Week 2** | How to establish team building? | Learn the importance of team building and develop group skills. | - Presentation about team building  
- Interactive team building exercises  
  - Human Knot Game  
  - Labels Head Game  
  - Inventory of their community  
- Journal: Write down observations of a littered area in your community, | N.8.A.7 |
| **Week 3** | What is leadership? | Introduce the main principles of leadership and the class will choose their littering/dumping issue. | - Presentation about leadership  
- Leadership quiz  
- Leadership style skits  
- Decide on class issue with selection grid worksheet  
| **Week 4** | How do I communicate and motivate others to change? | Understand the keys to effective communication and marketing techniques. Differentiate between policies and practices. | - Presentation about communication and motivation  
- Impromptu speeches  
- Policies & practices handout  
| Week 5 | What is the Southern Nevada Agency Partnership (SNAP)? | Connect to Southern Nevada's public lands, animals and plants. Help students recognize the stakeholders involved with their selected issue. | - Presentation of SNAP & Careers - Pass out brochures of all four federal answers to questions - Stakeholder Web worksheets - Journal: What did I learn about Southern Nevada’s public lands and its careers? | N.8.A.1/N.12.B.2 |
| Week 6 | What is environmental ethics? | Develop students with a positive environmental ethics and motivate them to take desirable actions. Begin anti-litter and dumping project. | - Hand out student field trip permission - Presentation about environmental ethics - Case study activity - Course of Action worksheet - Journal write an environmental code of ethics for your family | N.12.B.2 |
| Week 7 | How can I take action? | Effects of trash on wildlife activity. | - Trash clean-up - Guided exploration | N.12.B.2 |
| Week 8 | What is a podcast? | Learn about podcasts and how it is used to inform and influence a greater audience | - Presentation about podcasts - Listen to clips of podcasts on web - Introduce podcast project - Action Planning worksheets - Journal: Brainstorm ideas for podcast project | N.8.A.5/N.12.B.1 |
| Week 9 | How to write a podcast script? | Improve writing skills. | - Research topics for podcast  
- Write scripts for podcast | N.8.A.3 |
| Week 10 | How to edit a podcast script? | Strengthen editing techniques. | - Students edit podcast scripts  
- Groups listen and give feedback on how to improve the quality of writing | N.8.A.2 |
| Week 11 | How to create a podcast? | Use technology to produce podcasts to promote public lands in Southern Nevada from a student's point of view. | - Teach how to create podcast project  
- Students work in computer lab on podcasts | N.8.A.5/N.12.B.1 |
| Week 12 | How to create a podcast? | Use technology to produce podcasts to promote public lands in Southern Nevada from a student's point of view. | - Students continue to work in computer lab on podcasts | N.8.A.5/N.12.B.1 |
| Week 13 | How to give a presentation? | Improve public speaking skills and listen to diverse student ideas. | - Students introduce their podcast and then present it to the class | N.8.A.3 |
| Week 14 | What have you learned? | Celebrate the last day by eating pizza while watching an environmental responsibility film. | - Give pizza to students  
- Watch environmental stewardship film  
- Students discuss what they learned over the program | N.12.B.2 |