ENVIRONMENTAL CITIZENSHIP THROUGH APPLIED COMMUNITY SERVICE LEARNING

COURSE CURRICULUM • VERSION 2017

UN environment

Sustainable Smiles
educating through the green

UNIVERSITY OF MONTANA

Environmental Citizenship through Applied Community Service Learning

Course Curriculum / Version 2017

Sustainable Smiles

Sustainable Smiles is a nonprofit organization based in Montana, USA, dedicated to promoting environmental, social, and economic sustainability and appreciation for nature in communities around the world. To achieve this mission, Sustainable Smiles core focus is providing environmental education through placed based education, education for sustainability, and community service learning. Whereas social, economic, cultural, and political forces in education systems drive transformation, Sustainable Smiles works to influence environmental behaviour and sense of civic responsibility in individuals, societies, and academic institutions. Since 2015, Sustainable Smiles has been working with Bamyan University for integrating community service learning into their higher education curricula.

United Nations Environment

The United Nations Environment is the lead environmental branch of the United Nations and, since 2002, has taken an active role in laying the environmental foundations for sustainable development in Afghanistan. UN Environment's engagement began with a major post-conflict environmental assessment, conducted together with the Government of Afghanistan, which highlighted the serious and widespread environmental and natural resource degradation issues caused by decades of conflict. This led to a request from the Afghan Government for UN Environment to provide technical assistance to set up the National Environmental Protection Agency. UN Environment support to Afghanistan has since expanded to focus on strengthening structures of environmental governance, building adaptive capacity to climate change, environmental education and awareness, biodiversity and protected areas, ecological disaster risk reduction, and multilateral environmental agreements.

Bamyan University, Department of Tourism

Established in 2010, the Department of Tourism at Bamyan University is the first public higher education program in the travel and tourism sector in Afghanistan. The primary aim of the Department of Tourism is to address the human resources constraints in the tourism sector of Afghanistan through cultural, economic, and environmentally sustainable approaches. The curriculum framework of the department functions to link enhancement of curricula with teaching innovation and creation of professional opportunities for students though project-based, problem-based, and outcome-based learning. The Department of Tourism is designed to develop tourism leaders and managers, with skills, knowledge, and attitudes suitable for pursuing career prospects across a range of opportunities. These include private sector roles such as hospitality, travel operations, tour guiding, transportation, and entrepreneurship ventures. Other opportunities include government and civil society positions in policy, destination management, museums, national parks, recreation, and cultural heritage management.

The University of Montana, Systems Ecology

Housed in the College of Forestry and Conservation at the University of Montana (UM), Systems Ecology (SE) is an intercollegiate graduate degree program that emphasizes interdisciplinary approaches to understanding ecological and human systems. Systems ecology recognizes the strongly interactive role that humans play affecting most of the earth's ecosystems. This program brings together collaborators from various disciplines across the UM campus for mentoring students and conducting research on biological, physical, chemical, and human processes which shape social-ecological systems across spatial and temporal scales. Through the diverse faculty, this unique graduate program promotes ecological systems understanding and problem solving, provides students with knowledge about linkages between natural and social domains at multiple scales, and helps students hone the skills needed to engage in an increasingly complex world.

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INTRODUCTION

Community Service Learning (CSL) is a philosophy and practice developed out of the education and environmental movement in the 1960's and 1970's. When it was recognized that traditional teaching methods were failing in many countries, educational reform efforts shifted towards practical, student-centered approaches including CSL (Iverson & Espenschied-Reilly, 2010). Generally, CSL is a form of experiential learning that includes planning, action, and reflection through applied social engagement (Phillipson-Mower & Adams, 2010). It aims to benefit the students, teachers, and the recipients of the service.

CSL pedagogy has strong connections with sustainability education and place-based education and has been adopted in many higher education curriculums worldwide. A wide range of disciplines such as business, engineering, sociology, tourism, environmental studies, etc. have integrated CSL pedagogy. CSL within the university context can contribute towards the "development of student, faculty, university, and community interactions and capacity in a progressive and transformative manner" (Levkoe et al., 2014, p. 80). The way this transformation occurs is of interest for further defining CSL not as a 'course based' or 'credit bearing' educational experience, but as a transformative educational experience for the student, teacher, and the community. Hatziconstantis and Kolympari (2016, p. 183) explain that "learning is no longer limited to the academic content of the course, but is influenced by experiential and emotional elements." Many studies have suggested that CSL contributes to students gaining skills in leadership, decision making, communication, civic responsibility, and critical citizenship. Positive impacts are also found in students' ability to bridge theory and disciplinary practice (Jenkins & Sheehey, 2011; James & Iverson, 2009; Bringle & Hatcher, 1995).

CSL offers models which provide a conceptual framework to move students into action in the community. This CSL course begins by incorporating place-based education techniques to facilitate students learning about their sense of place and explore beliefs and values on environmental issues. Next, students identify an environmental issue related to their field of study and form research questions. The issue analysis technique is used to help students identify the players and their positions, beliefs, and values around the issue. The next phase in this instructional model involves students collecting information to investigate the issue and interpreting the results. The following phase, is citizenship action where students develop an action plan to implement. The last stage of CSL promotes sharing of lessons learned and celebration. Traditional education settings rarely practice celebration, but CSL shows it to play an important role in students' and community learning objectives. Levkoe et al. (2014, p. 72) believes that for "civic engagement to succeed, individuals need to move from a focus on self to a focus on community and others." Celebrations encourage students to focus less on personal gain and instead share experiences and lessons learned as being part of a bigger connected system.

Vision
This course seeks to advance innovation in teaching, learning, and action within school systems - based on local contexts and cultures – for students and communities to create and maintain a more sustainable and peaceful environment.

Mission
To empower university students to design their own environmental service project in their local community and develop exceptional leadership, citizenship, and post-graduate employment skills.

Goals

We seek to make the curriculum national in scope and applicable for all higher education departments in Afghanistan who wish to incorporate environmental citizenship and community service learning into their curriculum models or as extra-curricular activities.

The main learning goals of this course are to have students develop the following sustainability skills (adapted from Tilbury, Crawley, and Berry, 2004):

Critical thinking
Futures thinking
→ Critical, creative and futures thinking skills to develop alternative and innovative solutions to sustainability issues

Actioning (change)
→ Research, project planning, and action oriented skills needed to motivate and manage change toward sustainability

Stakeholder engagement
→ Interpersonal and intercultural skills needed to understand relationships amongst various stakeholders; ability to openly communicate between workforce, government, community, and legislators

Problem solving
→ Engaging with real life problems; developing confidence and skills to deal with uncertainty

Systems thinking
→ Understanding the complexity of sustainability and how it is locally based, but also globally linked

An Interdisciplinary Model

This community service learning course is an interdisciplinary curriculum that empowers students to develop sustainability skills through a 5-step curriculum model.

FIVE STEPS OF THE CURRICULUM MODEL

1. Identify sense of place and environmental values

2. Identify problems in the community through use of scientific and social inquiry

3. Develop an action plan to improve an environmental issue

4. Engage the local community

5. Reflect and celebrate the impact the project has on students, teachers, and the community

Students collaborate as a team

Career success is closely linked to building soft and technical skills. The 5 step curriculum model helps students build LEADERSHIP, COMMUNICATION, PROJECT MANAGEMENT, and DECISION MAKING skills. Imbedded in the 5 steps are opportunities for students to develop positive attitudes, strength to deal with life's challenges, and ethical citizenship.

UNIT SUMMARY

SESSION AND CONTENT	MATERIALS AVAILABLE
Course Introduction	• Student Handout • Presentation • Video • Team Signup Sheet • Portfolio Packet • Pre-test
1. Environmental Ethics and Values Activity 1: Sense of Place & Human Identity Activity 2: Social & Environmental Welfare Activity 3: Cultural Perspectives & Values	• Resource Sheet (2) • Student Handouts (2) • Presentation
2. Environmental Investigation Activity 4: Factors Affecting Environmental Change Activity 5: Issue Analysis Technique Activity 6: Scientific and Social Inquiry	• Resource Sheet • Student Handouts (3) • Presentation (2)
3. Project Planning Activity 7: Action Plan Activity 8: Media & Communication Activity 9: Project Budgeting & Risk Management	• Student Handouts (6) • Action Plan Approval Form • Action Plan Grading Rubric
4. Community Engagement Activity 10: Project Preparation Activity 11: Project Implementation – Collective Leadership	• Student Handout
5. Demonstration and Celebration Activity 12: Awards Ceremony & Reflective Evaluation	• Resource Sheet • Certificate Template (2) • Reflective Essay Exam • Assessment Rubric • Post-test

TEACHING APPROACH

1. Teaching Philosophy

In this course students are required to work together in teams, hold different leadership responsibilities, and coordinate with outside experts and community members. Students research, plan, and implement an environmental project related to their field of study based on time, budget, and resources available. As a philosophy, CSL encourages experiential learning, critical theory, and multiculturalism by which teachers, students, and the community create their own educational spaces for learning. As a pedagogy, the teachers take on the role of facilitator and collaborator with the students in setting specific targets.

Our Main Teaching Philosophies

1 STUDENT CENTERED

Students learn career skills, processes of project planning, and environmental citizenship through real life experiences.

2 CRITICAL THEORY

Teachers provide forums for student reflective learning while students analyze and mediate their own processes for learning.

3 MULTICULTURALISM

The curriculum fosters equal participation across gender and multi-cultural environments while engaging students in diverse social environments in their communities. The curriculum is also adaptable to local needs and promotes sensitivity to cultures and different beliefs.

Tailoring the Units:

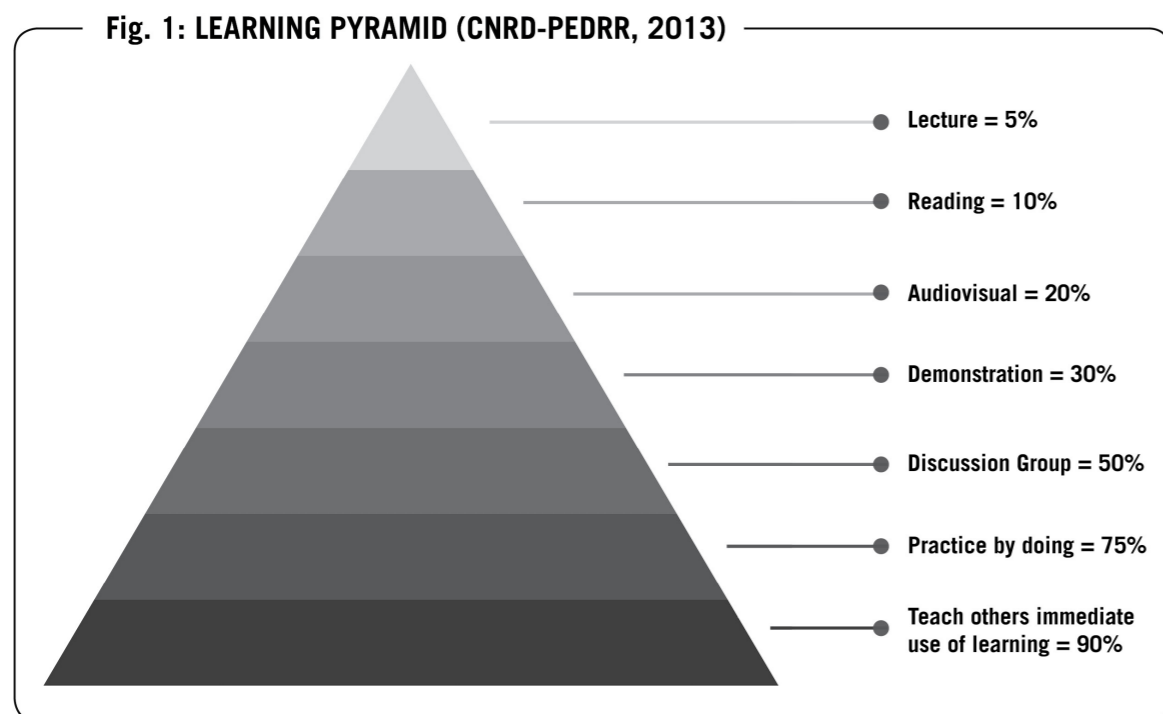This curriculum is designed as a 3-credit capstone course according to the guidelines of the Ministry of Higher Education. However, the credit hours may be adjusted proportionately according to the student workload expectations.

Remember: community service learning pedagogy promotes localized design; therefore, the course curriculum provides the guide – but the teachers and students choose the path!

2. Teaching Methods for Sharing Knowledge

Choosing instructional strategies that focus on students "acting" with the information they learn rather than simply "knowing" is important for enhancing understanding. The Learning Pyramid (Figure 1, below) shows percentage of learner recall according to different methods of teaching. The first four levels (lecture, reading, audio visual, and demonstration) are passive learning methods, which are grounded in traditional instruction. The bottom three levels (discussion group, practice by doing, and teaching others) are active learning methods, implying that students participate as autonomous learners, which result in higher learning comprehension. This curriculum primarily uses active learning methods in which students implement the skills and knowledge learned outside of the classroom with the local community.

Fig. 1: LEARNING PYRAMID (CNRD-PEDRR, 2013)

Lecture = 5%

Reading = 10%

Audiovisual = 20%

Demonstration = 30%

Discussion Group = 50%

Practice by doing = 75%

Teach others immediate use of learning = 90%

3. Teaching Approach

This curriculum is divided into five units with one to three activities in each unit. Each unit has overall goals. Each activity has an outline, learning objectives, key discussion points, teaching resources, steps for running the activity, and recommended readings. Some activities have methods for assessment. Many of the activities require preparatory work, so it is important for the teachers to review the activities in advance.

COMPONENTS	UNIT DETAILS
Outline	Provides teachers an overall plan for the activity with background information regarding the activity topic
Learning Objectives	Learning objectives are specific and will measure what the students will be able to do at the end of the activity. Objectives are stated for each activity. Class discussions, group work, and student assignments connect to the learning objectives to test students' knowledge and skills. Mid-term and final exams or assignments are also aligned with the learning objectives.
Key Discussion Points	Key questions related to the learning objectives are provided to help teachers facilitate class discussions.
Teaching Resources	A list of teaching resources for instructing the module are provided, including presentations, videos, resource sheets, and student handouts. These materials can be found in soft copy on the USB accompanying this course booklet.
Activity Guidance	A step-by-step guidance on how to instruct the activity. Teachers may adjust the time allocation for each step, however it is recommended that the teachers do not take more than 30 minutes of class time for lectures and interactively engage students in class and group activities.
Recommended Reading	Essential readings are provided for teachers and students with a scholarly introduction to the unit and activity topic. Readings can be provided to students before each class session so students are sufficiently prepared to engage in group discussions and activities. Alternatively, the readings may also be provided after each class session to help students formalize their experiences. These are available on the USB.
Assessment	Summative and formative evaluation methods are provided at the end of activities.

It is recommended that teachers use the Unit Reflection and Revision Form (Annex 4) the first time they deliver the units. Teachers should note any challenges encountered during the delivery of the units and ways they adapted the instruction. Teachers should record this information immediately after delivering each class activity and keep a record of this information for future delivery of the course.

4. Assessment

Throughout this course, assessments are used to evaluate students' and teachers' performance as well as the effectiveness of the overall course through qualitative and quantitative tools. There are two forms of assessment outlined in this curriculum: summative and formative. Summative assessments use measurable evaluation tools in the form of participation, student assignments, mid-term evaluation, and final examination, according to the guidelines of the Ministry of Higher Education. Summative assessments measure unit goals and objectives; this includes measuring not only students' knowledge and abilities, but also how their values and attitudes change over the course of this program. Summative assessments also help teachers determine if extra time should be set aside for students to develop certain skills, with emphasis on critical thinking, problem solving, leadership, communication, and project management.

Formative assessments are informal and can help teachers identify how learning and teaching strategies can be improved during the course. Alternative forms of assessment also help teachers capture more complex learning outcomes such as creative thinking, problem solving, and leadership. Formative assessments can be done through observation, focus group discussions, class discussions, group work, and student presentations. It is encouraged to have a third party, school administrators and community representatives take part in the formative assessment. The formative assessment should be a collaborative activity, involving representatives from across the educational community to enrich the sense of appropriate standards and aims for learning. Community representatives involved in various stages of this curriculum should be invited during the awards ceremony (Unit 5) to assess student, teacher, and community learning outcomes.

The evaluation tools in this course are designed as follows according to the Ministry of Higher Education's Guidelines for Curriculum Review and Development (MoHE, 2012):

1. Participation 10%: Teachers are encouraged to evaluate students based on their participation in class discussions, pre- and post-test, group activities, and attendance.
2. Student assignments 10%: Student handouts are provided as in class or take home assignments.
3. Mid-term 20%: Students are assessed based on their group action plans for implementing their project. An assessment rubric is provided in the teaching materials to guide group evaluation.
4. Final exam 60%: The learning objectives provided in the units should guide the final assessment. Students will be assessed in two parts: 30% for final essay and 30% for implementation of their final project. It is up to the teachers to assess the students based on their final project according to their preferred testing methods. A sample assessment rubric is provided for evaluating final essays.

OUTLINE:

The National Service Learning Clearinghouse defines Community Service Learning (CSL) as "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." CSL is interchangeably described as a philosophy, pedagogy, methodology, and an approach. As a philosophy, CSL encourages experiential learning by which teachers, students, and the community create their own educational spaces for learning. As a pedagogy, the teachers takes on the role of facilitator and collaborator with the students in setting specific targets. The curriculum model for this course involves students 1) identifying their sense of place and environmental values, 2) identifying problems in the community, 3) developing an action plan to address an environmental issue, 4) engaging with the community, and 5) reflection and celebrating the impact the project has on students, teachers, and the community.

In this course students will be divided into teams of 15. Students in each group will have different leadership roles and team responsibilities based on their interest. Student team roles include project leader and assistant, media team, communication team, budget team, risk management team, and portfolio team. Through these different team responsibilities students will gain skills in problem solving, critical thinking, stakeholder engagement, citizenship action, and project management.

Community Engaged Teaching

Student Team Roles / Responsibilities

Studens take on leadership roles and team responsibilities based on their interests.

Project Leader & Assistant

Media Team

Communication Team

Budget Team

Risk Management Team

Portfolio Team

Experts from the community with specific skills in these areas are invited to help guide the students.

LEARNING OBJECTIVES:

- Students understand the purpose of community service learning and it's 5-steps.
- Students explain the difference between community service learning and traditional classroom teaching methods.
- Students will be familiar with the course syllabus objectives, teaching approach, activities, and assessment.
- Students understand the team responsibilities and select the positions they are most interested in leading.

KEY DISCUSSION POINTS:

- What is community service learning and its 5 steps?
- What skills can you gain from community service learning?
- What are the assessment methods for this course?
- What are the different team responsibilities for this course?

TEACHING RESOURCES & MATERIALS NEEDED:

- Presentation: Introduction to environmental citizenship through applied community service learning
- Student Handout: *Course syllabus*
- Video: *Community Service Learning, 2017* (produced by Bamyan University students)
- Team Responsibility Sign-up Sheet
- Portfolio Packet
- Pre-test (optional)

ACTIVITY GUIDANCE:

Step 1: Class introductions

Step 2: Provide Presentation: *Environmental Citizenship through Applied Community Service Learning*. Explain team responsibilities in detail during the presentation.

Step 3: Show Video: *Community Service Learning, 2017*

Step 4: Provide Student Handout: *Course syllabus*. Review the syllabus with the class.

Step 5: Have students select two team responsibilities they are most interested in leading on the *Team Responsibility Sign Up Sheet*. Explain that students will be divided into groups of 15 and consideration will be made to try and make sure all students receive their first or second choice for team responsibilities.

Step 6: Provide students with the *Portfolio Packet* including the portfolio guidance sheet and meeting note templates. All students should contribute towards keeping records of their project documents, but it will be the responsibility of the portfolio team to ensure all materials, including class meeting notes, are recorded and organized into their team portfolio.

Step 7 (Optional): Provide students with the Pre-test and inform them they will not be graded but should answer the questions as thoroughly as possible to receive points for participation.

KEY READINGS:

Jenkins, A. & Sheehey, P. (2011). A checklist for implementing service-learning in higher education. *Journal of Community Engagement and Scholarship, 4*(2), 52-60.

Kaye, B. C. (2010). *The complete guide to service learning: proven, practical ways to engage students in civic responsibility, academic curriculum, and social action* (2nd ed.). Free Minneapolis, MN: Spirit Publishing Inc.

Levkoe, C. Z., Brail, S., & Daniere, A. (2014). Engaged pedagogy and transformative learning in graduate education: a service-learning case study. *Canadian Journal of Higher Education, 44*(3), 68-85.

Activity Guide for Teachers

IN THIS SECTION:

Activity 1: Sense of Place & Human Identity

Activity 2: Social & Environmental Welfare

Activity 3: Cultural Perspectives & Values

UNIT GOALS:

1. Students apply ethical thinking to the natural world and the relationship between humans and the environment by creating a learning atmosphere that is open to ideas.

2. Students internalize how sense of place and environmental values can be influenced by emotional connection, experiences, culture, and society.

3. Students learn the elements of delivering an effective oral presentation.

OUTLINE

We all have places in our lives that are special and important to us. Sense of place is how we identify with the natural environment and human-made features which makes each place on this earth unique. Our sense of place includes the history of a place, how places have evolved over time, and how a place is currently seen and experienced. Sense of place can be understood as a combination of two principals: place attachment and place meaning as shown in Figure 2. Place attachment is the bond between people and places, or the degree to which a place is important to people. It can also be described as the 'the extent to which an individual values or identifies with a particular environmental setting.' Place meaning can be described by questions such as 'What does this place mean to you?' or 'What kind of a place is this?'
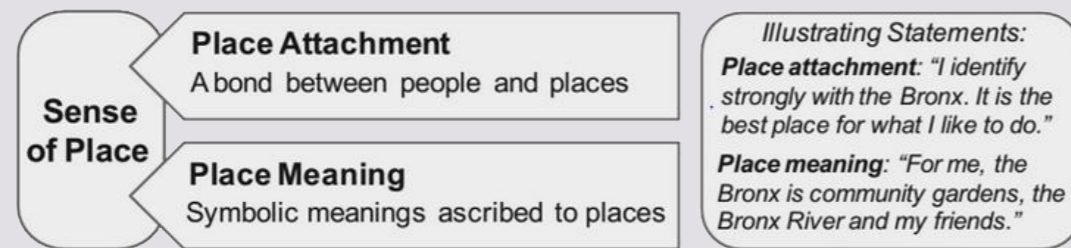

Figure 2. Components of sense of place (Kudryavtsev et. al., 2012)

During this activity students will discuss their own place attachment and meaning and compare this to how other students in their class identify to a place in their community. Studies such as Lovett and Chi (2015), show how placed-based education in CSL can be an important pedagogy for preparing students to meet community needs and learn about the importance of civic responsibility. They found that as students' emotional attachment to the local community increased, they had more concrete expectations from other participants concerning the local community. Additionally, perceptions of place attachment influenced students' ideals and attitudes towards local community engagement and provided an indicator of potential participation. As we all have different values and place meanings, it is important to understand one another and identify common goals when engaging community stakeholders in a project to address an environmental issue.

LEARNING OBJECTIVES

- Students identify their own place attachment and meaning to the world around them through group discussions.
- Students explore how their place attachment and meaning are influenced by experiences, education, culture, and society through describing key influences.
- Students discuss how other members of their society might define their sense of place differently and how this influences the impact they have on their environment.

KEY DISCUSSION POINTS

- How would you define your own relationship and sense of place in your community or a place you commonly visit?
- How have the events that have happened in your life and the people you have met influenced your place meaning and attachment?

ACTIVITY GUIDANCE

Before starting this activity display the eight place meanings in Resource Sheet: *Why care about your place around the room.* These should be written in large font size on white boards or on flip chart paper.

Step 1: Ask students to walk around the room and read each of the different place meanings. After they have finished reading all of them ask them to stand by the one that means the most to them. Point out that if they have a different place meaning that is not listed to choose 'other' (number 8).

Step 2: Give students 15 minutes to discuss in a group with the other classmates who choose the same place meaning why it is important to them. If there is only one student at a place meaning ask them to join another group to discuss and compare their place meaning values. Then have one representative from each group summarize to the class why their group members choose that place meaning.

Step 3: Describe to students the definition of 'place meaning' and 'place attachment' and how they are both components of 'sense of place'.

Step 4: Finally have the students discuss the following questions: What events or experiences in your life have influenced your place meaning? How do you think members of your society such as a farmer, politician, or religious leader might define their sense of place differently? Explain to students that when designing their project in their community it is important for them to understand how different people from their society identify with their sense of place.

Step 5: At the end of class, announce to the students which teams they will be on and their leadership roles (team leader, team assistant, media team, communication team, risk management team, budget team, or portfolio team). Ask the students if they have any questions regarding their team responsibilities.

TEACHING RESOURCES & MATERIALS

- Resource Sheet: *Why care about your place?*
- 8 sheets of poster paper or white boards
- Markers
- Tape

ASSESSMENT

Use formative assessment during class and group discussions to evaluate how well students understand the concepts of sense of place, place attachment, and place meaning.

Note: Students' sense of place will be an ongoing formative assessment throughout this course as students evaluate social values in their community and implement a service learning project which will reinforce, create, or enhance their place meanings.

KEY READINGS

Knapp, C. E. (2010). Developing a sense of place through native science activities. *Green Teacher*, (88), 36-40.

Kudryavtsev, A., Stedman, R. C. & Krasny, M. E. (2012). Sense of place in environmental education. *Environmental Education Research*, (18)2, 229-250.

OUTLINE

In the real world we are all faced with ethical dilemmas. An example of an ethical dilemma is choosing between spending time at work taking care of personal issues, such as scheduling a doctors appointment or enrolling your children in educational programs using your company phone and internet facilities. Since most of your time during the week is spent at work, it is difficult to find time to manage such personal or family issues outside of working hours. This presents an ethical dilemma between company workforce rules verses personal obligations. An example of an environmental ethical dilemma is building a hydroelectric dam. This will negatively impact the downstream ecosystem services and the fishing and agriculture communities, but at the same time will provide electricity to thousands of people.

During this activity students will debate environmental ethical dilemmas that are currently hot topics in their community through poster presentations. They will understand the linkages of how different peoples' sense of place impact their ethical decisions. Students will also discuss the successful components of a poster and oral presentation for communicating to a targeted audience.

DEFINITIONS

Ethics: an area of study that deals with ideas about what is good and bad behavior.

Ethical dilemma: a choice between two options, both of which will bring a negative result based on society and personal guidelines.

LEARNING OBJECTIVES

- Students debate different social and environmental ethical decisions that have taken place in their community through poster presentations.
- Students recognize elements that make a good oral presentation by receiving feedback from the teacher(s) and students on the effectiveness of their poster presentations.

KEY DISCUSSION POINTS

- What are challenging debates and tough ethical decisions that people in your community have faced in terms of human activities and environmental impact?
- How might someone's sense of place influence their environmental ethical decisions?
- What components make a good poster presentation?

ACTIVITY GUIDANCE

Step 1: Ask students about the meaning of an ethical dilemma. Make sure students understand that the word ethical means "having to do with right and wrong" and that the word dilemma means a difficult decision. An ethical dilemma is a difficult decision someone has to make about whether something is right or wrong.

Step 2: Ask students what are current environmental ethical dilemmas being debated in the news or in their community? Write the responses on the board. See Resource Sheet: *Ethical dilemma examples*. Ask students how someone's sense of place could influence their ethical decisions?

Step 3: Provide Presentation: *Giving a good oral presentation*. Give each student a copy of the Student Handout: *Element of an effective presentation* and Student Handout: *Oral presentation rubric* for reference material.

Step 4: Divide students into small groups to create a poster illustrating one of the issues described on the board that addresses both sides of the argument. Have them present to the class and practice their oral communication skills.

TEACHING RESOURCES & MATERIALS

- Resource Sheet: *Ethical dilemma examples*
- Presentation: *Giving a good oral presentation*
- Student Handout: *Elements of an effective oral presentation*
- Student Handout: *Oral presentation rubric*
- Flipchart paper
- Markers
- Tape or flipchart display board

ASSESSMENT

Provide feedback to the students on their poster presentation skills using the Student Handout: *Oral Presentation Rubric*, while allowing other students in the class to give feedback. Students should be assessed on understanding their audience, content, body language, effective visual aids, and timing.

KEY READINGS

Batson, D. (2013). Snow leopards and cadastres: Rare sightings in post-conflict Afghanistan. In: J. Unruh and R. C. Williams (Eds.), *Land and Post-Conflict Peacebuilding*. London: Earthscan.

Hull, R. B. (2007). *Environmental pluralism*. Blacksburg, VA: College of Natural Resources Virginia

Lopez, A. G. & Cuervo-Arango, M. A. (2008). Relationship among values, beliefs, norms and ecological behavior. *Psicothema*, 20(4), 623-629.

OUTLINE

Ethical citizenship implies that students become critically conscious, active citizens aware of socio-cultural context within which they live and work (James & Iverson, 2009). Respect for cultural values and belief systems is a fundamental part of this course. In this activity, a guest speaker from the community should be invited to discuss cultural values and the importance of working together to address environmental issues. Multiculturalism advocates the idea that maintaining our different cultural identities can enrich us and our communities. Multiculturalism celebrates diversity by allowing us to value our individual heritages and beliefs while respecting those of others. By learning to recognize our similarities and appreciate our differences, together we can work towards protecting our environment and creating a more peaceful world. This includes respecting and valuing people regardless of the color of their skin, ethnicity, their physical abilities, beliefs, or the language they speak. In Unit 2, students' will need to research and learn about their community's different beliefs, values, and experiences. This activity should set the stage for students to understand multiculturalism.

LEARNING OBJECTIVES

- Students gain a better understanding of multiculturalism and diversity across societies, groups, and individuals through discussions with a guest speaker.

KEY DISCUSSION POINTS

- How have your beliefs changed through your experiences growing up?
- What are cultural diversities in your community?
- How have cultures in your community been misunderstood?
- What are similarities and differences in the ways groups, societies, and individuals address environmental issues?

ACTIVITY GUIDANCE

Students should prepare it least one question for the guest speaker prior to the class. The teacher(s) should provide students with readings and background information about the guest speaker and/or materials provided by the guest speaker to formulate their questions one week before the seminar.

The format of the seminar can vary based on whether the guest speaker wants to give a presentation, video, or facilitate group activities.

The teacher(s) should moderate the guest seminar by introducing the guest speaker and having questions to help start the discussion. The teacher(s) should also make sure the discussion stays on topic and that students have opportunities to ask questions.

TEACHING RESOURCES & MATERIALS

- Resource material provided by guest speaker and teacher(s)

KEY READINGS

IPSO (2014). *Afghanistan unity in cultural diversity.* Konstanz, Germany: International Psychosocial Organisation

"There is a need to 'culture the environment,' in other words, to understand, explore and value the cultural parameters of the environment, environmental problems, as well as environmental solutions. It is important to be cognizant of the cultural lenses through which we view the environment."

Marouli, 2002, p. 34

Activity Guide for Teachers

IN THIS SECTION:

Activity 4: Factors Affecting Environmental Change

Activity 5: Issue Analysis

Activity 6: Scientific & Social Inquiry

UNIT GOALS:

1. Students identify the environmental, social, economic, and governance issues in their community.

2. Students identify an environmental problem they want to solve and research the issue.

OUTLINE

Afghanistan has experienced significant land use changes over the past 30 years due to climate change, food insecurity, urbanization, and conflict. Understanding the cultural, social, economic, environmental, and political drivers of land use change is important for knowing how to sustainably manage our environment in the future. In 2015, the Sustainable Development Goals (SDGs) were adopted by 193 countries in provide a framework for shared action "to end poverty, protect the planet, and ensure prosperity for all." Also known as the 2030 Agenda for Sustainable Development, this universal policy agenda includes 17 goals and 169 targets which set out social, economic, and environmental objectives until 2030. About half of the SDGs are directly environmental in focus. Afghanistan is one of the 193 countries committed to achieving the SDGs. With the help of the United Nations the government of Afghanistan is leading the process to implement and monitor the SDGs through collaborative partnerships with all stakeholders. This includes universities and the roles that professors and students can play in research and science for making informed policy recommendations, citizen action, and decision making for achieving the SDGs.

In this activity students will explore the economic, social, environmental, and governance issues in their community. They will identify what are the driving forces of change and how all three dimensions of sustainability (social, economic, and environmental) relate to each other. Finally, students will review the SDGs and discuss how some of the sustainability issues they identified in their community also relate to the 17 universal SDGs.

LEARNING OBJECTIVES

- Students discuss the environmental, social, economic, and governance changes that have occurred in their community over the past 20 years through analyzing photos.
- Students recognize the governance, economic, and social forces that effect their local environment through a class mapping exercise.
- Students identify a web of sustainability issues in their community and their relationship to one another and the Sustainable Development Goals (SDGs) through class discussion.

KEY DISCUSSION POINTS

- What changes have occurred in your community in the last 5, 10, 20 years? What do you think influenced these changes?
- What are environmental, social, economic, and governance issues in your community? How are these issues related?
- Are any of the sustainability issues you identified in your community related to the 17 Sustainable Development Goals?
- What do you think is your role as a university student in helping your country achieve the Sustainable Development Goals?

ACTIVITY GUIDANCE

Present this activity to the students at least one week before using it. Ask students to be highly aware of sights, sounds, smells and interactions they encounter in their community and take photos or draw a quick sketch of what they notice. Have them bring the photos or sketched drawings to class. The teacher(s) should also bring a good mix of photos that depicts the landscapes, built structures, cultural history, livelihoods, and people.

Step 1: Display the photos in the classroom. Have students in pairs select two photos that interest them.

Step 2: Discussing in pairs, ask the students to describe what they think the picture would have looked like 5, 10, and 20 years ago. Have them discuss any environmental, social, or economic changes. Are these changes negative or positive? What influenced these changes (for example: globalization, technology, culture)?

Step 3: Next have them identify a social, environmental, economic, and/or governance (who makes the decisions) factor relating to their photo. Have them write the factors on Post-it notes or small pieces of paper. Students should be specific about their factors. Rather than just writing a general word like 'pollution' they should say exactly how this affects the community. Place the Post-it notes or tape the small pieces of paper to the bottom of the photo.

Step 4: Label a large sheet of flip chart paper with the heading 'Our community' with social, environmental, economic, and governance labeled on all four corners of the flip chart paper. Tape several flip chart papers together, if needed, to make a large enough sheet to include all the photos. See Resource Sheet: Our community

Step 5: Beginning with a social factor, ask one pair of students to describe their social factor. Tape it on the large sheet of paper next to corner labeled "social". Ask the students for another factor that relates to that social factor. Place it in the relevant section and draw a line connecting the two.

Step 6: Continue the process until the students have no more related factors and no more lines can be drawn.

Step 7: Ask the students to look at this interconnected web of factors and discuss how the web is influenced by external factors – regional or global factors outside the community.

Step 8: Provide Presentation: *Sustainable Development Goals*. Ask the class to discuss how factors identified in their web might relate to the SDGs.

Step 9: Ask students to start thinking about an environmental issue they would like to investigate in their community. The community web of factors and issues are some examples but there may be other issues not mentioned that students are passionate about addressing. Before next class each group of students should come up with 4-5 concrete environmental issues they would like to research and solve.

TEACHING RESOURCES & MATERIALS

- Photos or sketched drawings of places in the community taken by the students and teacher(s)
- Resource Sheet: *Our community*
- Presentation: *Sustainable Development Goals*
- Flip chart paper, Post-it notes, and Markers

KEY READINGS

Islamic Republic of Afghanistan (2008). *Afghanistan National Development Strategy 1387 – 1391 (2008 – 2013): A strategy for security, governance, economic growth & poverty reduction*. Kabul, Afghanistan.

UNDP (2015). Sustainable Development Goals [booklet]. United Nations Development Programme

OUTLINE

Many environmental problems are complex, involving a whole range of causes. The Issue Analysis Technique allows students to organize information about an issue in a conceptual framework (Ramsey et. al., 1989). For an environmental problem or issue, some part of the environment is at risk, but so may be jobs, homes, health, cultural resources, or other things of value. Issues arise when two players have different knowledge of a problem. However, it is just as likely that two players differ on an issue because of different beliefs and values.

In this activity students will be taught to analyze environmental problems related to their field of study in terms of the issue itself and the stakeholders' positions, beliefs, and values. Students will explore issues they are interested to investigate in small groups discussing the various positions. Students will then decide on an issue they want to investigate for their project and will evaluate alternative solutions to investigate.

LEARNING OBJECTIVES

- Students analyze stakeholder positions, beliefs, and values around an issue they are interested in solving through using the Issue Analysis Technique.
- Students demonstrate group decision making skills by deciding an environmental issue to investigate.

KEY DISCUSSION POINTS

- What is the problem and issue you are interested in solving?
- Who are the stakeholders? What are the stakeholders' positions? What do the stakeholders believe about the issue?
- What are solutions to this issue?
- What are research questions to further investigate this issue?

ACTIVITY GUIDANCE:

Step 1: Ask students collectively in their groups to select 2-4 issues they are interested in investigating and solving.

Step 2: Provide each group of students with the Student Handout: *Issue Analysis Technique.* Introduce students to the Issue Analysis Technique and ask them to fill out the handout for each of the issues they have identified.

> *Optional: To practice the Issue Analysis Technique the teacher(s) can provide students with a short article or video of an ongoing environmental issue. The students can then discuss the problem, issue, stakeholders, position, beliefs, and solutions as a class.*

Step 3: Ask each group to briefly present their issue analysis examples to the class. Have the other students provide feedback and discuss any other players or positions not identified.

Step 4: Ask student groups to collectively decide on the issue that is most interesting and feasible.

Step 5: As a homework assignment, ask students to conduct a library or internet search on the issues they are interested in solving. By the next class each group should collectively decide on the issue they would like to research for their project.

TEACHING RESOURCES AND MATERIALS

- Student Handout: *Issue Analysis Technique*

KEY READINGS

- CAEE (n.d.) *5 step process to issue investigatio*n. Colorado Alliance for Environmental Education Denver. Available (18 September 2017) at: www.udemy.com
- CAEE (n.d.) *Skills for environmental issues.* Colorado Alliance for Environmental Education Denver. Available (18 September 2017) at: www.udemy.com
- CAEE (n.d.) *Guidelines for success.* Colorado Alliance for Environmental Education Denver. Available (18 September 2017) at: www.udemy.com
- CAEE (n.d.) *Individual Assessment.* Colorado Alliance for Environmental Education Denver. Available (18 September 2017) at: www.udemy.com
- Ramsey, J. M, Hungerford, H. R. & Volk, T. (1989). A technique for analyzing environmental issues. *The Journal of Environmental Education,* 21, 26-30.

OUTLINE

At this stage students should have already started to think about their problem, issue, the players and their position, and started to develop a list of relevant resource materials on their topic. In this activity students will research and analyze their issue over the next three weeks. The research process presented will help students better understand the position, beliefs, and values of people involved in the issue as well as the scientific information underpinning the problem. Students will observe, collect data, interpret the data, and summarize how their findings will help them make sound decisions regarding the solution to their issue. It will be up to the students to select the most appropriate methods for their data collection. For example, they may gather data through desktop study, observations, interviews, focus group discussion, questionnaires, or a combination of these approaches. The teacher(s) and project leader should ensure that all group members take an active role in the research process.

Teacher(s) should consider the following for guiding this activity:

Time Considerations: Teacher(s) should make sure students are clear that they only have 3 weeks to complete the whole research process, including developing their research questions, collecting data, and analyzing the results. Students should prioritize and select their sampling and research methods accordingly. For example, if students want to conduct 20 semi-structured interviews, they should consider that this will take a long time to analyze the data and they will need to set up necessary time outside of class. Thus, it may be better to interview 10 key informants in the community, such as community leaders, government directors, and non-governmental agencies with knowledge on their topic based on time limitations.

Assigning Team Responsibilities: Teacher(s) and project leaders should ensure that all group members are involved in the research process. For example, students may assign a small research team to interview local residents regarding their attitudes towards the environmental issue, while another team interviews international organizations who have scientific information about this issue. Another team can collect and analyze primary documents.

Research Ethics: Teacher(s) should inform and guide students on how to ethically contact and conduct interviews with key informants and community members.

Risk and Safety: Teacher(s) and the risk management team should discuss any safety concerns regarding data collection. If anything is determined as a risk, it should be avoided and an alternative method, sampling technique, or process should be selected.

LEARNING OBJECTIVES

- Students develop research questions to guide their environmental investigation through group and class discussions.
- Students work as a team and designate different leadership responsibilities during their research design, collection, and analysis.
- Students develop a structured and feasible research plan with interview protocols using qualitative and/or quantitative research methods.
- Students collect data using observation, surveys, interviews, focus group discussions, secondary data collection, or a combination of these methods.
- Students interpret data and draw conclusions on solutions to their issue.

KEY DISCUSSION POINTS

- What is the research cycle?
- Why is it important to receive informed consent when interviewing?
- How do I protect the privacy of my research participants?
- Are there any risks or safety concerns associated with conducting this research? How can we minimize the risks?

TEACHING RESOURCES AND MATERIALS

- Student Handout: *Environmental investigation process*
- Student Handout: *Interview protocols*
- Presentation: *Introduction to qualitative research methods*

ACTIVITY GUIDANCE

Step 1: Introduce the environmental investigation process using the Presentation: *Introduction to qualitative research methods* and Student Handout: *Environmental investigation process.*

Step 2: Ask students to develop their research questions to investigate the environmental issue they selected. Students should have 1-3 main research question and no more than six specific open ended interview questions for developing their interview protocols. To guide students in developing their interview questions ask the students: What do you need to know about the different players? What scientific information do you need to know?

Step 3: Provide students who will be using interviews or focus group discussions with the Student Handout: *Interview protocols*

Step 4: Over the next three weeks students should complete a) their research design, b) prepare the research instruments, c) sample and collect the data, d) analyze the results, and e) summarize their findings. As there are many steps to this process, students will have to schedule time outside of class to carry out all these research activities.

Step 5: Students should document their research findings in the form of a presentation or written report (bullet points are recommended due to the short time limitation).

ASSESSMENT

Assess students by having them present and discuss their research questions, methods, analysis, and findings. Assess if their research plan and findings meet the activity objectives.

KEY READINGS

Mack, N., Woodsong, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research methods: A data collector's field guide.* Research Triangle Park, NC: Family Health International. [Qualitative Research Methods Overview: page 1-12]

Morrison, B. K. (2014). *Analysing qualitative data: Quick guide. Washington State University.* Available (18 September 2017) at: https://atl.wsu.edu/documents/2015/03/qualitative-data-analysis.pdf

Tracy, S. J. (2013). *Qualitative research methods:* Collecting evidence, crafting analysis, *communicating impact.* Wiley-Blackwell. [Creating the Interview Guide: page 143-151]

Activity Guide for Teachers

IN THIS SECTION:

Activity 7: Action Plan

Activity 8: Media & Communication

Activity 9: Project Budgeting & Risk Management

UNIT GOALS:

1. Students will understand how to develop an action plan based on their research findings, budget, time, and resources.

2. Students will learn how to use media, manage their budget, and assess risks for implementing their environmental action project.

OUTLINE

Over the next three weeks students will develop an action plan to improve the environmental issue they want to address. This activity should be completely student driven. Students' creative thinking, decision making, and leadership qualities will support the success of their action plan. The action plan must include a description of their proposed project based on their research, specific activities, timeline for implementation, budget, risk management plan, and evaluation plan.

A project committee should be established comprising of relevant stakeholders. The role of the project committee will be to approve the students' action plans and provide feedback to the students. It is suggested that the project committee consists of the Vice Chancellor of the University, Dean of the Faculty, Head of the Department, government representative, local community representative, and any other experts with related background on the students' topics.

Activities 8 and 9 should be taught during these three weeks to help guide students on the use of media, developing a budget, and finalizing the risk management portion of their action plan. It is recommended to invite professionals in media, budgeting, and project management as guest facilitators to provide hands-on guidance to students for activities 8 & 9.

> **Students must be encouraged to face challenges with renewed energy, to come back again and again with a different strategy. Success occurs with effort.**

LEARNING OBJECTIVES

- Students develop an action plan indicating the steps they will take to improve an environmental issue in their community through student-led group activities.
- Students present their action plan to the project committee for feedback.
- Students address all the important questions for proceeding with citizen action provided in the student handout.

KEY DISCUSSION POINTS

- Is the action chosen the most effective one available?
- What are the social, economic, and environmental consequences of this action?
- Do my personal values support this action?
- Do I understand the beliefs and values of others involved in this action?

TEACHING RESOURCES

- Student Handout: *Action plan activity sheet*
- Student Handout: *Questions for proceeding with citizen action*
- Action Plan Approval Form
- Action Plan Grading Rubric

ACTIVITY GUIDANCE

Step 1: Introduce to students the Student Handout: *Action plan activity sheet*. Go over in detail each component of the action plan activity sheet. Students will need to organize themselves during class sessions to complete their action plan within 3 weeks using this template for recording team notes and ideas.

Step 2: Professionals from the community with backgrounds in media, project planning, and budgeting should be invited early on to guide the students as necessary in developing their action plan (see activity 8 & 9).

Step 3: The teacher(s) should provide time during class sessions for students to present updates on the progress of their action plan and receive feedback from teacher(s), guest facilitators, and other students. Provide students with the Student Handout: *Questions for proceeding with citizen action* to help facilitate class discussion.

Step 4: Once the students determine their solution and steps of action, they should work in their respective teams i.e. media team, communication team, budget team, risk management team to determine their team roles and tasks for each action step identified. The team leader and portfolio team should gather and record information for typing up their final action plan.

Step 5: Students should submit their final action plan to the project committee for review and feedback. The project committee should review the action plans in a timely fashion (2-3 days) to return it back to the students for them to have time to make revisions. See *Action Proposal Approval Form*.

ASSESSMENT

The project committee should assess the students' action plans using the *Action Plan Approval Form*.

Student midterm evaluations (20% of their final grade) will include a group assessment based on their final action plan. Use the *Action Plan Grading Rubric*.

KEY READINGS

Shapiro, J. (2007) *Action planning tookit*. Johannesburg, South Africa: Civicus. Available (18 September 2017) at: http://www.civicus.org/view/media/Action%20Planning.pdf

University of Kansas. *A community toolbox*. Available (18 September 2017) at: http://ctb.ku.edu/en/toolkits

OUTLINE

Today we live in the age of media. Media is very important as a means of receiving, producing, sharing, and broadcasting information. Media influences the knowledge, attitudes, values, and behaviors of individuals and society. Encouraging students to consider using media as part of their action plan requires a high degree of active learning and student engagement. Creating media with targeted messages will help students build their communication, collaboration, and creativity skills.

A large budget is not required to create original media that is informative, inspiring, and educational. For example, the dramatic growth of social media and media networks in Afghanistan creates new opportunities for students to in-expensively use technology for communication outreach. However, it is important to consider any risks involved with using media, since a simple social media post can take on a different life of its own. A proper media strategy should be incorporated in the students' action plans.

The purpose of this activity is to invite a professional media expert to acquaint students with the basic concepts and methods that frame communications and media. Students learn how to use media to promote and effectively communicate information about their projects to the local community and the world at large.

LEARNING OBJECTIVES

- Students develop media literacy skills through practical exercises with a media expert.
- Students learn about the different types of media they can use to raise awareness about their project such as through social media, film, print, story boards, news, and radio from the media expert.
- Students advise each other on how to use media as part of their action plan through class discussion.

KEY DISCUSSION POINTS

- How can you reach your targeted audience through media?
- What types of media tools can you use to promote and build awareness about your project?
- When and how should you use media?
- What are the roles and responsibilities of the media team?

TEACHING RESOURCES

- Student Handout: *Steps of a media campaign*
- Student Handout: *Photography guidelines*

ACTIVITY GUIDANCE

Step 1: The teacher(s) should invite and coordinate with a media expert prior to this activity and brief them on the students' projects. The teacher(s) and media expert should come up with the teaching teaching methods for this activity. The activity should be practical and support the students in developing a media strategy as part of their action plan steps.

Step 2: Copies of the Student Handout: Steps of a media campaign and Student Handout: Photography guidelines should be provided and explained to the students.

Step 3: The media expert should discuss separately with the student media teams regarding their need for extra support for developing and implementing their media related activities for their project.

KEY READINGS

Manasseh. C. (2012). *Project communication guide*. Pinnacle

MediaMark (2015). Media scene. *MediaMark Afghanistan*. Available (18 September 2017) at: www.mediamark.af

Oregon Volunteers (n.d). *Service project toolkit*. Oregon Volunteers. Available (18 September 2017) at: http://www.oregonvolunteers.org/resources/ [Working with the Media: page 31-36]

UN Environment (2017). *Knowledge management toolkit:* Photography guidelines. Kabul, Afghanistan: UN Environment.

OUTLINE

The aim of activity 9 is to engage students in budget and risk management planning. Students will have a thorough grasp of how to develop a budget and risk management plan for their project. Professionals with expertise in financial management and risk management for project planning should be invited to help guide the students.

Budgeting: Students learn project budgeting, justification, and coping with change as essential elements in the process of developing and planning their action project. The budget team should take the lead on managing their teams' budget for the remainder of the program. However, all students should have a basic understanding of financial reporting to provide input on decision making, enhancing financial monitoring, and identifying the best value for the cost. Accurate cost estimating is a critical skill. Students will have the option to seek additional funding or in-kind contributions for their project and must be able to adjust their budget accordingly.

Risk Management: The risk management process is an essential tool in the development of the students' projects. An effective risk analysis leads to increased awareness of the challenges and processes of reducing risks. Identifying potential risks, selecting strategies to minimize the risk, and monitoring risk are important elements to a risk management plan. Through the risk management process students will be able to: (1) identify exposures to risks, (2) assess alternatives, and (3) decide risk reduction actions.

LEARNING OBJECTIVES

- Students create a project budget through consultations with a finance expert.
- Students identify project risks, their impact on the project, and risk reduction actions through creating a risk reduction log frame.

KEY DISCUSSION POINTS

- What should be included on a budget sheet?
- How do we track and record expenses?
- Are there risks involved in the action?
- What are alternative actions that can be used to minimize the risk?

TEACHING RESOURCES

- Student Handout: *Budget template example*
- Student Handout: *Project risk management log frame*

ACTIVITY GUIDANCE

Step 1: The teacher(s) should invite and coordinate with a finance and risk management expert prior to this activity and brief them on the students' projects. The teaching methodology should be determined before class and arrangements should be made for students to access a computer lab if required.

Step 2: Students should be provided the Student Handout: *Project risk management log frame* and Student Handout: *Budget template example*. Students can work on these handouts during class.

Step 3: The invited experts should discuss separately with the student budget and risk management teams regarding their need for extra support and training for finalizing their budget and risk management plan for their project.

KEY READINGS

Heldman, K. (2005). *Project management jumpstart*. Wiley. [Chapter 7: Assessing Risk, page 145-169]

Heldman, K. (2005). *Project management jumpstart*. Wiley. [Chapter 9: Budgeting 101, page 193-214]

Sera, Y & Beaudry, S. (2007). *Budgeting. World Bank*. Available (18 September 2017) at: http://siteresources.worldbank.org/INTEGYPT/Resources/Budgeting.pdf

Activity Guide for Teachers

IN THIS SECTION:

Activity 10: Project Preparation

Activity 11: Project Implementation: Collective Leadership

UNIT GOALS:

1. Students prepare each step of their action plan.

2. Students collectively implement their action project by engaging the local community.

OUTLINE

Development of key skills inherent to the project preparation stage includes communication, decision making, and leadership. Transformation at this stage of the project happens when students realize that they are the decision makers and leaders and have control over their project. Through this educational process students form their own ideals to make their action more meaningful (Reichenbach, 2011). They start to identify their own stakeholder engagement, leadership, and decision making styles as they take control of the learning process. In other words, leadership styles have an identity-creating function that influences both individual and pedagogical transformation.

Two weeks prior to the project implementation, students should go over their specific jobs and responsibilities in preparation for their project delivery. All materials should be purchased, logistics should be arranged, and community participants should be invited. It will be up to the students to proceed with their action plan, while asking for assistance as needed from teacher(s) and community members.

LEARNING OBJECTIVES

- Students clearly describe their tasks and responsibilities for implementing their action plan through student driven planning.
- Students prepare all project materials, logistical arrangements, and additional steps as indicated in their action plan.
- Students are confident to deliver their individual and group assigned tasks.

KEY DISCUSSION POINTS

- Are project activities prepared?
- Are administrative activities prepared, including budgeting tasks?
- Have participants been invited?
- Are risk management and security measures in place?
- Do all the students know their tasks and responsibilities?

TEACHING RESOURCES

Student Handout: Project preparation checklist

ACTIVITY GUIDANCE

Step 1: Provide each group of students with the Student Handout: Project preparation checklist as an example preparation checklist. It is recommended for students to create a project checklist to ensure that all tasks are being organized and carried out by the responsible team or person. The checklist will allow the team leader to follow up with each responsible person.

Step 2: Provide assistance and recommendation to the students as needed while they prepare for their project implementation.

Note: Guidelines and templates on event management, developing an event agenda, press release, and presentation are provided in the "Key Reading" section.

KEY READINGS

UN Environment (2017). *Knowledge management toolkit: Event management.* Kabul, Afghanistan

UN Environment (2017). *Knowledge management toolkit: Event agenda (short).* Kabul, Afghanistan

UN Environment (2017). *Knowledge management toolkit: Event agenda (long).* Kabul, Afghanistan

UN Environment (2017). *Knowledge management toolkit: Presentation guidelines.* Kabul, Afghanistan

UN Environment (2017). *Knowledge management toolkit: Press release guidelines.* Kabul, Afghanistan

OUTLINE

The implementation stage of the CSL project, requires the teacher to continuously connect the project to academic learning (Jenkins and Sheehey, 2011). This is one of the final stages in the program where students perform and demonstrate the degree to which they have honed these skills. As students' experience encounters through implementing their project with the community it is important to reflect on the social learning taking place and how it relates to theory.

Studies show that when students exit their comfort zones, through experiencing cognitive, physical, and emotional challenges high level learning abilities of problem solving, leadership, and critical citizenship develop (Hatziconstantis and Kolympari, 2016). The implementation phase of the project can be exciting, stressful, and motivating. For some students, leadership and project management skills may come naturally, for others it may be more challenging. Teacher(s) should advise and address any concerns the students have throughout the implementation phase. Often times, things don't always go 100% as planned and students will need to adapt their plans based on these circumstances.

LEARNING OBJECTIVES

- Students effectively implement their project according to their action plan.
- Students develop social learning skills through engaging the local community.
- Students experience challenges and successes that allow them to bridge theory with practice.
- Additional objectives are set by the students themselves.

ACTIVITY GUIDANCE

This activity is entirely student-driven. The teacher(s) should sit back and let the students lead their project implementation. It is what the students have been preparing for, a time to test their critical thinking, problem solving, stakeholder engagement, leadership, decision making, and project management skills in action!

ASSESSMENT

It is up to the teacher(s) to assess the students based on implementation of their final project (30% of their final grade) according to their preferred testing methods. By the implementation stage students have already been building their critical thinking, stakeholder engagement, problem solving, action (critical citizenship) skills, etc. It is encouraged that students are assessed based on their sense of civic responsibility in terms of "behavior change" and their connection with their community.

"Grounded in John Dewey's theory of learning through experience, service learning increases self-esteem, knowledge and skills acquisition, personal and interpersonal skills development, and a sense of accomplishment."

Jenkins and Sheehey, 2011, p. 52

Activity Guide for Teachers

IN THIS SECTION:

Activity 12: Awards ceremony and reflective evaluation

- Skills and attitudes learned

- Project impact on society & environment

UNIT GOALS:

1. Students, teachers, and community members celebrate and reflect on the impacts of the program.

2. Students discuss the skills, knowledge, and behaviors they learned and how they will apply their skills in the future.

OUTLINE

The last stage of CSL promotes sharing of lessons learned and celebration. Traditional education settings rarely practice celebration, but CSL shows it to play an important role in students' and community learning objectives. Levkoe et al. (2014 p. 73) believes that for "civic engagement to succeed, individuals need to move from a focus on self to a focus on community and others." Celebrations encourage students to focus less on personal gain and instead share experiences and lessons learned as being part of a bigger connected system. Sharing of experiences, skills, and attitudes gained from this program together with the community will allow students, teachers, and school administrators to see the bigger picture.

For this activity, the teacher(s) should take the responsibility to organize the awards ceremony for the students and invite community representatives, the project committee, parents, and stakeholders involved in the project. The awards ceremony should be organized to highlight the students' individual and team achievements, acknowledge the participation from the community, and discuss the challenges, successes, and impacts of the program. Furthermore, the award ceremony will be an opportunity for the students to conduct a self-assessment as well as receive feedback from the community about their performance and outcomes of their project.

LEARNING OBJECTIVES

- Students, teachers, and the community members discuss what they learned about citizenship action and how their views and behaviors have changed.
- Students, teachers, and community members evaluate the program's challenges, successes, and impacts.
- Students recognize their individual and team achievements and the skills, knowledge, and behavior learned.
- Students present a personal statement in which they make commitments about the actions they will take in their lives based on what they learned in this program.

KEY DISCUSSION POINTS

- What was the objective of the CSL program? What was achieved?
- What skills and knowledge did you learn?
- How did your personal views and behavior change throughout this course?
- How would you do things differently next time?

TEACHING RESOURCES

- Resource Sheet: Questions to guide reflection
- Student Certificate Template
- Appreciation Certificate Template (for teachers and community members)
- Slideshow with photos (developed by teachers or students)
- Copies of team portfolios for each student
- Post-test (optional)
- Reflective Essay Exam (Final Exam 30%)
- Assessment Rubric: Reflective essay exam

ACTIVITY GUIDANCE

The teacher(s) should organize the awards ceremony. Keep in mind the awards ceremony should include other activities besides speeches. It should be fun and remind all participants of the significance of the occasion.

Step 1: Determine the budget for the awards ceremony.

Step 2: Set the ceremony date, time, and venue.

Step 3: Invite the participants.

Step 4: Invite a key note speaker for the opening such as the University Chancellor or community representative.

Step 5: Arrange a facilitator for the ceremony.

Step 6: Prepare the certificates for the students, teachers, and other participants. See *Certificate Templates*.

Step 7: Prepare all other materials such as photographs of the students work, slideshow with pictures showcasing the program, music, games or activities.

Step 8: Make a copy of team portfolios for all students.

Step 9: Before the event inform students they will be asked to present a 2-minute personal statement during the awards ceremony. The topic for the personal statement is: What commitments will you now make in your lives based on what you learned in this program? They should refer back to what they learned in Unit 1 on how to give an effective oral presentation.

Step 10: During the awards ceremony use the Resource Sheet: *Questions to guide reflection* to help facilitate the course evaluation with students and community members.

Step 11: Present the awards.

Step 12: After the awards ceremony provide students with the *Post-test* (optional) and *Reflective Essay Exam* (30% of final grade) either as a take home assignment or during exam week.

ASSESSMENT

Use the Assessment Rubric: *Reflective Essay Exam* to evaluate students' final essay based on their critical thinking, actioning (change), stakeholder engagement, problem solving, and systems thinking skills learned. Studies such as Eyler & Giles (1999) demonstrate how deeper understanding of subject matter and recognition of the complexity of social issues occurs through CSL. Teacher(s) may also evaluate students based on how the program changed or influence their behavior, attitudes, and ability to integrate knowledge from various courses and apply them to the world of work, in turn enhancing their understanding of their discipline.

(Optional) Evaluate students' pre- and post-tests to help measure sustainability skills gained throughout the course. Pre- and post-test evaluations can help teachers understand which concepts or competencies were well taught and which ones need additional time or revision.

References

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3. Eyler, J., & Giles, D. E. Jr. (1999). *Where's the learning in service-learning?* San Francisco: JosseyBass

4. Hatziconstantis, C. & Kolympari, T. (2016). Student perceptions of academic service learning: using mixed content analysis to examine the effectiveness of the international baccalaureate creativity, action, service programme. *Journal of Research in International Education, 15*(3), 181-195.

5. Iverson, S. V. & Espenschied-Reilly, A. (2010). Made in America? Assumptions about service learning pedagogy as transnational: A comparison between Ireland and the United States. *International Journal for the Scholarship of Teaching and Learning 4*(2), Article 15.

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Annex 1

Unit 1 – Activity 2: Social and Environmental Welfare

Student Handout: Elements of an effective oral presentation

Think strategically about your audience, purpose, and content

Connecting to your audience
*   Who is your audience?
*   What is your audience's level of understanding on the topic?

Explain your purpose
*   Make it simple (in organization, sentence structure, and word choice)

Content
*   Well organized (for example: introduction, objectives, approach, findings, recommendations, and conclusion)
*   Interesting

Body language
*   Voice – speak to be heard
*   Use enthusiasm to demonstrate your positive feeling towards the topic
*   Make eye contact with the audience
*   Use gestures to add interest
*   Avoid distracting mannerisms
*   Be aware of where your body is in the physical space available to you

Use visual aids to complement your message
*   Use simple and consistent visual aids
*   Don't put entire sentences or paragraphs in your visual aids
*   Use lists or bullet points and large fonts
*   Use pictures
*   Use color

Timing
*   Practice!!!

Answer questions effectively
*   Listen
*   Restate the question back for clarity
*   Say "I don't know" if you don't!

It is normal to be nervous, use this energy to your advantage

Unit 1 – Activity 2: Social and Environmental Welfare

Student Handout: Oral Presentation Rubric (page 1)

	Excellent - 4	Good – 3	Fair – 2	Needs Improvement - 1	Score
Understanding your Audience	Demonstrates a keen understanding of the target audience, and uses appropriate vocabulary, language, and tone to address the audience.	Demonstrates a general understanding of audience and uses mostly appropriate vocabulary, language structures, and tone when addressing audience.	Demonstrates a limited understanding of audience, and generally uses simple or difficult vocabulary and language to address the audience.	Not clear which audience this presentation is intended for.	
Content	Presents complete and accurate information. Fully understands the topic and can answer questions.	Shows a good understanding of the topic and details. Able to answer most questions.	Student is uncomfortable with the information and leaves out important details.	Student does not understand the topic. Many statements are incorrect or not supported. Student cannot answer questions.	
Eye Contact and Body Language	Maintains eye contact. Looks relaxed and confident. Excellent physical presence and use of body language to effectively communicate with the audience	Student has eye contact most of the time. Overall satisfactory physical presence and use of body language.	Student often reads from notes or slides with little eye contact. Limited use of physical presence and body language to communicate to the audience.	Reads all of the notes with no eye contact. Little to no use of body language with very little care given to physical presence.	
Visual Aids	Includes visual props such as graphs or photos which are on target and helpful to the audience while not distracting.	Includes visual props such as graphs or photos which are on target, but may be slightly confusing of distracting at times.	Includes few visual props such as graphs or photos which at times are distracting or seem to have little relevance to the presentation.	Uses no visual props such as graphs or photos or uses props that are poorly linked to the presentation.	
Timing	Timing was excellent.	The presentation was slightly long or slightly shorter than expected.	The presentation was too long or too short. The student should have practiced their timing more.	The presentation was way too short or too long. The student clearly did not practice.	
				Total Score	

Student Handout: Oral Presentation Rubric (page 2)

Name of Student:	Date:
Oral Presentation Title / Topic:	
Teachers and students' feedback:	

Unit 2 – Activity 5: Identifying Problems and Formulating Research Questions
Student Handout: Issue Analysis Technique (page 1)

<u>Components of Issue Analysis Technique</u>

Problems: A situation in which someone or something is at risk.
Issue: An issue arises when two or more parties, called stakeholders, disagree about the solution to the problem.
Players: The individuals or organizations having a role in the problem.
Positions: The postures of the players concerning the issue.
Beliefs: Those ideas concerning the issue, whether true or false, held by the players.
Values: Those guides that tend to reflect the relative importance of beliefs in a given situation.
Solutions: The various strategies available to resolve the issue.

<u>Examples of Values</u>

Aesthetic: an appreciation of beauty through the senses
Cultural: the maintenance of the attitudes and practices of a societal unit
Ecological: the maintenance of natural systems
Economic: the exchange of goods and services for money
Educational: benefits from learning
Egocentric: a focus on self-satisfaction and personal fulfillment; a "me" value
Legal: the law and its reinforcement
Recreational: the use of leisure time
Social: shared human empathy, feelings, and status; a 'togetherness' value
Religious: belief systems based on faith

(Source: Ramsey et al., 1989)

Unit 2 – Activity 5: Issue Analysis
Student Handout: Issue Analysis Technique (page 2)
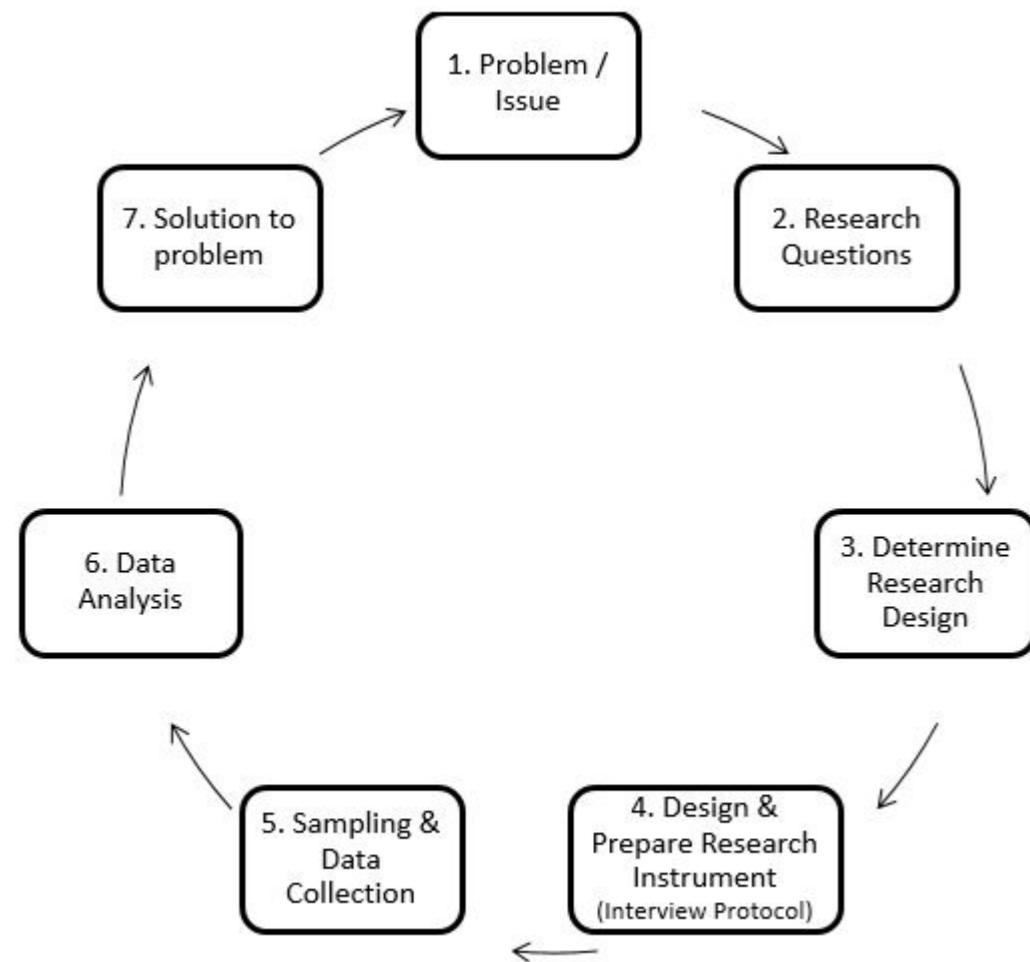
Problem:

Issue:

Stakeholders	Positions	Beliefs	Associated Values

Possible Solutions:

(Source: Ramsey et al., 1989)

Unit 2 – Activity 6: Scientific and Social Inquiry
Student Handout: Environmental Investigation Process

Unit 2 – Activity 6: Scientific and Social Inquiry
Student Handout: Interview Protocols (page 1)

What is an interview protocol?

An interview protocol is a guide for what to say before the interview, during the interview, and after. It ensures that the same ethical standards and guiding questions are used with each interview or focus group discussion. When conducting qualitative research it is important to 'do no harm' to your research participants. Therefore, an interview protocol begins with providing research participants with the information they need to make a decision to volunteer in the interview and research study. This is process is called collecting informed consent which can be in the form of a written or verbal consent.

- *Written consent* means that a person receives a written form that describes the research and then signs that form to document their consent to participate. It is important to make sure the person has plenty of time to read the consent form and ask any questions.

- *Verbal consent* means that a person receives the information verbally in a language that is easy for them to understand and then verbally agrees to participate. It is recommended to use a verbal consent with illiterate populations.

The following information should be provided when collecting informed consent:

- Describe who you are
- Describe the broad context and purpose of the research
- Explain what is expected of the research participant, including the amount of time the interview will take. The interview or focus group discussion should not exceed one hour to be respective of the person's time.
- Describe the expected risks and benefits of participating in the research
- Clearly explain that participation is voluntary and that one can withdraw at any time or skip any questions with no negative repercussions
- Ask if they agree to have the interview voice recorded or video recorded (optional)
- Explain how confidentiality will be protected
- Explain how the data will be used
- Whom to contact for questions

(Mack et al, 2005 p. 5)

Unit 2 – Activity 6: Scientific and Social Inquiry
Student Handout: Interview Protocols (page 2)

The next part of the interview protocol is to develop the specific interview questions to ask participants about the environmental issue you are trying to solve. A good rule is to have no more than eight open-ended questions to keep your interview under one hour.

Protocols during the interview include:

- Ensure you have a quiet and comfortable place to conduct the interview
- Ask your interview participant basic background information including, name, where they are from, where they work, education, age, etc
- Record the interview using an audio recorder if the person agrees by informed consent
- Begin with easy to answer questions first
- Ask probing questions and use prompts
- Control the interview and keep it focused
- If using a recorder, take brief notes as backup
- Record participants' behaviors, body language, and contextual aspects of the interview as part of your interview notes.

After the interview:

- Thank the person for their participation in the research
- Ask them if they have any questions
- Write detailed notes as soon as possible after each interview, preferably within 4 hours, while you can still remember.

Examples of effective probes

Direct questions:
- "What do you mean when you say . . .?"
- "Why do you think . . .?"
- "How did this happen?"
- "How did you feel about . . .?"
- "What happened then?"
- "Can you tell me more?"
- "Can you please elaborate?"
- "I'm not sure I understand X. . . Would you explain that to me?"
- "How did you handle X?"
- "How did X affect you?"
- "Can you give me an example of X?"

Indirect probes:
- Neutral verbal expressions such as "uh huh," "interesting," and "I see"
- Verbal expressions of empathy, such as, "I can see why you say that was difficult for you"
- Culturally appropriate body language or gestures, such as nodding in acknowledgment

(Mack et al., 2005 p. 24)

Unit 3 – Activity 7: Action Plan
Student Handout: Action Plan Activity Sheet

Problem / Issue:

Main research findings:

Solution:

Specific project objectives:

1.

2.

3.

Stakeholders involved in project and their roles:

Action steps:

(What steps are required to implement your project?)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Responsible teams/person(s):

Resources needed:

(human resources, materials, facilities)

Estimated budget:

Potential risks and ways to minimize the risks:

Outcome measurement (evaluation):

(How will you measure the impacts of your project?)

Unit 3 – Activity 7: Action Plan

Student Handout: Questions for proceeding with citizen action

Important questions for proceeding with citizen action:

1. Is there sufficient evidence to warrant action on this issue?

2. Are there alternative actions available for use? What are they?

3. Is the action chosen the most effective one available?

4. Are there legal consequences of this action? If so, what are they?

5. Are there risks involved in the action? What are they? How can they be mitigated?

6. What are the social, economic, and environmental consequences of this action?

7. Do my personal values support this action?

8. Do I understand the beliefs and values of others involved in this action?

9. Do I have the skills needed to complete this action? If I don't have the skills, who can help us?

10. Do I have the courage and motivation to take this action?

11. Do I have the time and budget needed to complete this action?

12. Do I have all other resources needed to make this action effective?

Questions adapted from Winther (1994)

Unit 3 – Activity 8: Media and Communication

Student Handout: Steps of a Media Campaign

The four steps involved in designing a media campaign includes:

Step 1   **First, set a clear goal.**

What exactly do we want people to do? Which behavior do we want to focus on and why? Environmental practices often involve a myriad of behaviors. Which of these should be the focus of our efforts?

Step 2   **Select the audience that can have the most impact.**

Step 3   **Learn that audience's "media diet."** What media does the target audience receive its information from? For example radio, TV, newspaper, community bulletin boards, their doctor, boss, or children?

Step 4   **Focus on the message.** How do we want to communicate our message? What key words, illustrations, or pictures do we want to use? A message designed for a community bulletin board is quite different than how we would communicate a message on TV.

Sample communication Channels:

Media events	Social media	Posters, signs, and banners
Advertisements	Radio	Theater, arts, and performance
Flyers and brochures	TV	T-shirts, hats, reusable shopping bags
Community boards		

Source: Environmental Education & Communication for a Sustainable World: Handbook for International Practitioners.

Unit 3 – Activity 8: Media and Communication

Student Handout: Photography Guidelines (page 1)

Overview:

What is the purpose?	"A picture is worth a thousand words." In its most basic form, photography helps to record a moment, enhance the memory of an experience, and document an event. However, photos can also help communicate messages, often in more effective ways than just words alone, and play an important role in publications, advocacy, and media outreach. But, it is important to keep in mind that, only good photos can deliver good messages.
Who is the responsible?	Anyone who presses the shutter of a camera, cell phone or tablet!
When it should be completed?	This guideline needs to be considered in advance of a photography session.

GUIDELINES:

Photos are more than just pretty pictures – they help us tell stories, capture attention, engage viewers and entice them to explore more of our content, and communicate who we are and what we do. When selecting photos for inclusion in media, like posters, articles, reports, etc, make sure that they are:

• Relevant to the topic and serve as a "visual hook"

• Active and show people engaged in an activity

• High quality

• Powerful and unique

• Respect the dignity of people depicted in the photo

• Convey the right message and relate with the audience.

Also Remember:

• Photos in landscape orientation and with minimum 1000 x 440 pixels are preferred

• Provide credits to photographer as: "Year © Photographer, Organization"

• Provide a short descriptive caption for each photo

Unit 3 – Activity 8: Media and Communication

**Student Handout: Photography Guidelines (page 2)**

Tips for photography:

When taking photos, remember that there are no fixed rules on what defines a "good photo," but there are some key guidelines which can help a photographer to improve the impact of photos.

• Rule of Thirds: If we divide and image to 9 equal segments by two vertical and two horizontal lines, the rule of thirds asks you to position the most important element of your photo along these lines or at the intersects of these lines. This will provide balance and interest to your photo. Some cameras allow the option of superimposing the rule of thirds grid over the camera screen.
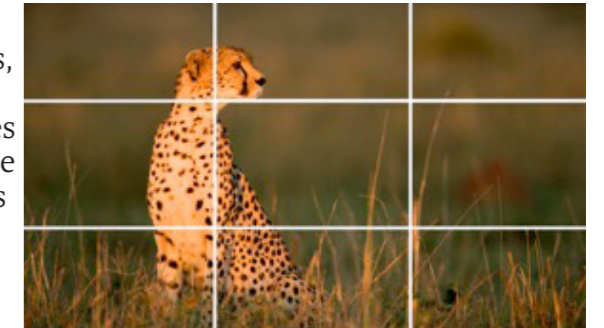
• Balancing Elements: A balance of the main element and less important elements need to be built. Based on the first rule, if the important element of the photo is placed off-centre, the photo might be interesting but it might feel empty. The balance can be built if another less important element is included in the photo to fill the empty space.
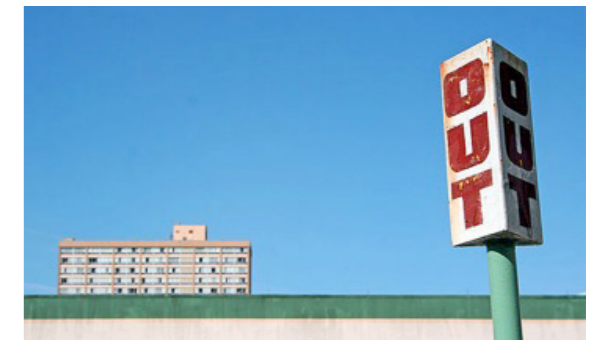
• Background: Human eye and what the camera captures are very different. Human eyes can easily distinguish between elements, however the camera has a tendency to flatten the foreground and background, which can ruin the composition and message of the photo. At the time of shooting a photo, a plain and unobtrusive background is recommended.

Unit 3 – Activity 8: Media and Communication

**Student Handout: Photography Guidelines (page 3)**

- Depth: Since photos are two-dimensional objects, it is important to choose photo composition carefully to deliver the sense of depth. Including objects in the foreground, middle ground and background, can convey the sense of depth in a photo.

- Framing: Nature can provide natural frames, such as trees, archways and holes. Including natural frames at the edge of your photos, can help to separate your main subject from the outside world. This helps the main subject to be easily and naturally focused by the viewer.

- Different angles: In order to include messages from different occurrences, it is important to shoot from different angles. This is especially important during an event. Photos must communicate about the overall event, and also about separate occurrence in the event, such us exhibitions, presentations, round table discussions, and other activities that are part of the same event.
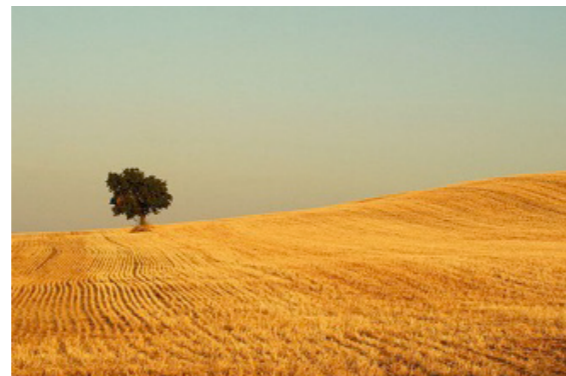
- Practice: Practicing photo composition can help us to improve our techniques. Remember, practice makes perfect!

Unit 3 – Activity 9: Project Budgeting and Risk Management

Student Handout: Project Risk Management Log Frame

The following template will help the risk management team identify potential project risks, the likelihood or probability the risk will occur, the level of impact of the risk, and measures to minimize the risk.

No.	Risk	Probability (Low, Medium High)	Impact (Low, Medium High)	Effect on Project	Risk Reduction Action
1.					
2.					
3.					
4.					
5.					

Unit 3 – Activity 9: Project Budgeting and Risk Management

Student Handout: Budget Template Example

Please use this template to create your action plan budget. You can adapt or change this template as needed. Please include your budget in your completed Action Plan Proposal for circulation and review.

Travel	Description	Quantity	Cost	Total
Taxi		2	5	$ 10
Vehicle Rental	cost per day	1	20	$ 20
Other				$ 0
Sub-total Travel				$ 30

Supplies	Description	Quantity	Cost	Total
Materials	metal sign board	2	40	$ 80
Other				$ 0
Sub-total Supplies				$ 80

Events	Description	Quantity	Cost	Total
Refreshments	tea and cake	50	0.5	$ 25
Posters	Event Banner	1	10	$ 10
Invitations	printing costs	50	0.5	$ 25
Other				$ 0
Sub-total Events				$ 60

Marketing/Communications	Description	Quantity	Cost	Total
Graphic Design/printing	posters, flyers, program	1	30	$ 30
Advertisements	radio advertisement	1	30	$ 30
Other				$ 0
Sub-total Marketing/Communications				$ 60

Total Expenses				$ 230

Income	Description	Quantity	Cost	Total
In-kind contributions	goods/services donated			$ 30
Grants/Sponsorships	donor/prospect name			$ 200
Other	revenue from partnership			$ 0
Sub-total Income				$ 230

Net Income		Income-Expenses		$ 0

Unit 4 – Activity 9: Project Preparation

Student Handout: Project Preparation Checklist (example)

The following is an example template of a project preparation checklist to adapt based on your action plan. Developing a checklist will help your group keep track of who is responsible for specific activities and the deadline for completing those activities.

Project Planning Checklist		
Operational Tasks	**Responsible Person (s)**	**Deadline**
☐ Selection of date and venue		
☐ Inform local government of project and gain approval (if required)		
☐ Total number and list of participants		
☐ Prepare invitation letters to participants		
☐ Ensure arrangements for movements of all team members and participants		
☐ Prepare list of required equipment and materials (tables, chairs, projector, screen, power cable, etc.)		
☐ Prepare agenda		
☐ Prepare speaking points for speakers		
☐ Refreshments		
☐ Provision of stationary		
☐ Design banner, posters, exhibition		
☐ Ensure printing of all materials		
☐ Prepare event box with all materials including stationary, camera, attendance sheet, agenda, etc		
☐ Photography		
☐ Media coverage arrangements		
☐ Track budget and receipts		
☐ Ensure security arrangements		
☐ Risk management plan and safety plan in place		
☐ Event clean-up		
☐ Evaluation / debrief with stakeholders		
☐ Close off budget		
☐ Prepare final team portfolio		

Unit 1 – Activity 1: Sense of Place & Human Identity

Resource Sheet: Why care about your sense of place? (page 1)

Instructions: Display these eight place meanings around the room on flipchart paper or on whiteboards.

1. It is important to conserve the environment in the place I live for medical and economic reasons. Plants and animals could provide us with additional foods, medicine, and other products that will save lives and benefit society.	**2.** It is important to protect the environment in the place I live because the environment helps maintain important ecological processes such as oxygen production, pollination, and flood control that, in turn, help support life on Earth.
3. Our lives would not be as rich if we lost species such as Ibex, snow leopards, beetles, birds, frogs, and lizards, and the habitats where they live.	**4.** The environment in the place I live also allows for important recreational activities such as hiking, fishing, swimming, camping, and bird watching.
5. It is important to protect the environment in the place I live because no generation has the right to destroy the environment and resources on which future generations will depend. It is our responsibility to take care of the diversity of life.	**6.** It is important to protect the environment in the place I live because the environment provides inspiration and provokes curiosity and imagination. Art, music, and poetry are often inspired by the diversity of life. Many of our technological advances, such as flight, have been inspired by examples found in nature.
7. It is important to conserve the diversity of life in the place I live because all species have a right to exist.	**8.** Other ???

Unit 1 – Activity 1: Sense of Place & Human Identity

Resource Sheet: Why care about your sense of place? (page 2)

Instructions: As part of the activity guidance for Step 4 in Activity 1, ask students to reflect on what life events have influence their place meaning. The diagram below shows examples of how people and events could influence one's place meaning. For example, fishing with one's father as a child could impact how one values the natural environment and its food provisions and recreational activities. Working with a local conservation organization could influence how one is passionate about using art to educate young children about the environment. A college environmental course could influence how one understands the role of ecosystems services in providing food, medicine, and shelter.
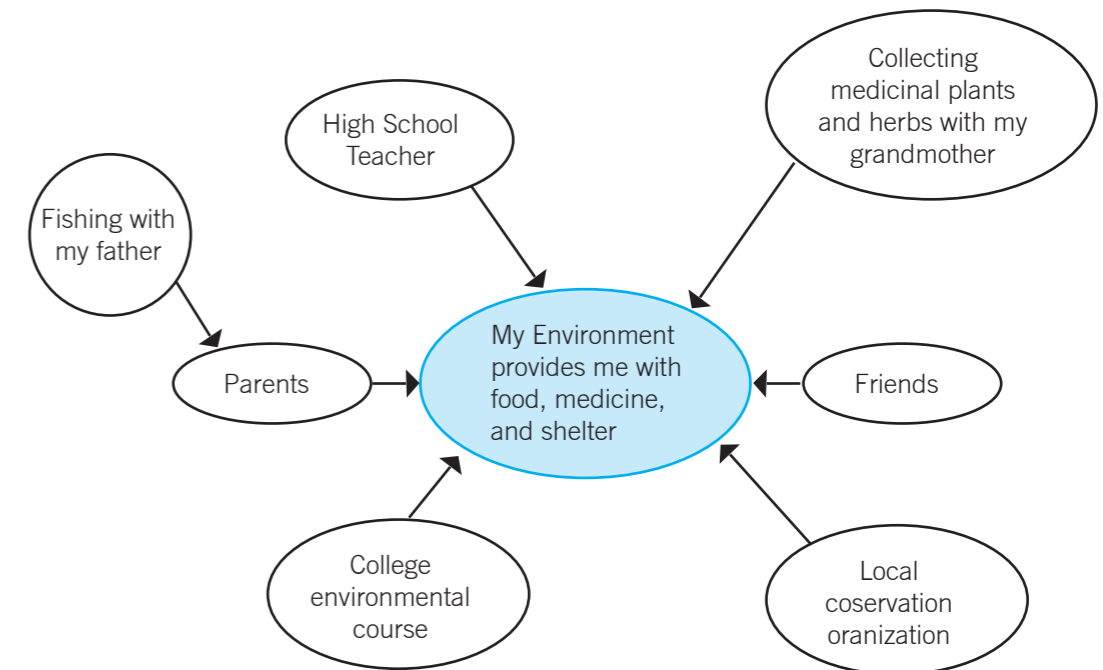
Unit 1 – Activity 2: Social & Environmental Welfare

Resource Sheet: Ethical dilemma examples

Below is a table of environmental ethical dilemma scenarios to use as examples in class. Have the students choose a stakeholder's side and articulate and debate their ethical position for or against the action.

Ethical Dilemma	Debate
A poor farmer cutting down the forest to cultivate for farmland. The forest is a biodiversity hotspot which provides habitat for many species of animals and plants.	Farmer verses wildlife conservationist
A company making plastic water bottles through burning fossil fuels which contributes to air pollution and global climate change.	Consumers of plastic water bottles verses farmers whose livelihoods are vulnerable to climate change impacts
Building a hydroelectric dam which will provide electricity for thousands of people, but will disrupt the migration pattern of certain fish, leading to their extinction.	Students who want electricity for their school verses fisherman
A mining company planning to extract minerals in a historical cultural site. This will create jobs for thousands of people but will also destroy the cultural site.	Mining company verses the international community who wants to conserve the cultural site

Unit 2 – Activity 4: Factors Affecting Environmental Change

Resource Sheet: Our community

The following diagram displays how to facilitate having students develop an interconnected web of social, economic, environmental, and governance factors in their community.

'Our Community'
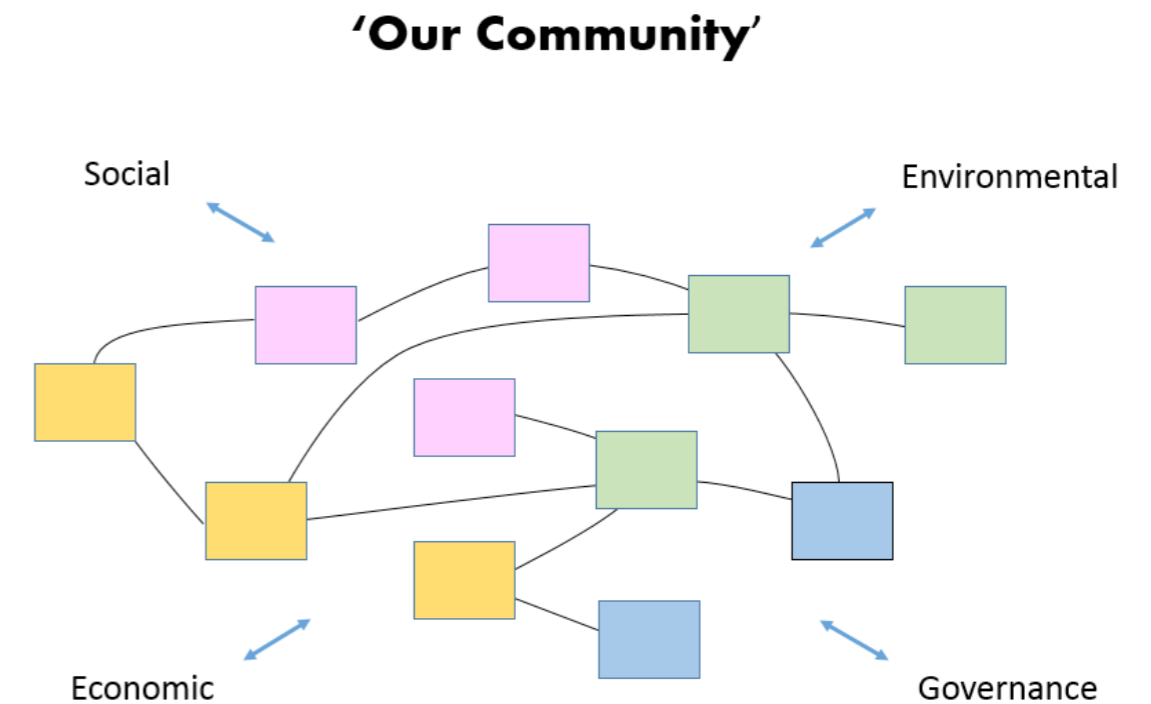
Unit 5 – Activity 12: Awards Ceremony & Reflective Evaluation

Resource Sheet: Questions to guide reflection

Reflection can provide an opportunity for transformative learning to emerge from experience. Transformative learning is a process of getting beyond mere knowledge acquisition to becoming changed in some meaningful way by what you have learned. The reflective process provides opportunities to integrate what might be disparate experiences into preparation for life."

–Glenn A. Bowen, Director of Service Learning, Western Carolina University

Use the following questions to guide reflection during the awards ceremony with students and community members.

For students:

1.   Explain your project.

2.   What have you learned about the environmental issues in your community?

3.   What impact did you have on your community?

4.   What have you learned about yourself during this experience? What were the main skills you learned?

5.   What was the most challenging part of the community service learning? How did you overcome this challenge?

6.   How can you apply what you learned through this experience in the future?

7.   How did your experience relate to theories and topics you learned in other courses?

8.   What information can you share with your peers or community members about this experience?

9.   Looking back, is there anything that you would have done differently for implementing your project?

For community members:

1.   What role did you have in the project?

2.   What impact did the students' have in your community?

3.   How did the students' project address some of the pressing needs in your community?

4.   If you were to provide advice for the students in the future, what would it be?

5.   What role do you think university students have in your community?

6.   How can we improve this course in the future?

Pre-test & Post-test Template

Note: This pre-test and post-test should be adapted based on students' field of study

This pre-test and post-test is a way to understand the knowledge you currently have and to understand how much you have learned over the semester. This will not be graded, you will receive 5 points for completing the pre-test and post-test.

Student name: _____   Date:_____

1.   Explain sustainability?

2.   Give an example of sustainable development related to your field of study.

3.   Give an example of development in your province or country that is not sustainable.

4.   Based on your example above of unsustainable development, provide a solution or strategy on how you would solve this problem.

5.   How can unsustainable development (or topic related to students' field of study e.g. tourism) affect natural resources and the environment?

6.   How can unsustainable development (or topic related to students' field of study e.g. tourism) affect the quality of life and culture in Afghanistan?

7.   What role do stakeholders (government, private sector, universities, and communities) have in managing sustainable development?

8.   Explain how people in your community have different cultural views regarding sustainable development?

9.   Explain what you can do to promote sustainable development?

Unit 3 – Activity 7: Action Plan

Action Plan Grading Rubric

The following rubric is an assessment tool for grading students' action plans for their mid-term. The mid-term is 20% of students' grade or 20 points. Students should be informed beforehand that their mid-term grade is based on group assessment and that it is important for all team members to collaborate in developing their action plan. It is important to inform students about how they will be assessed by presenting the rubric assessment criteria to the students before they start their action plan.

Team Name:_____

Project Title:_____

Date:_____

Criteria	0 points – Undefined	1 point – Needs improvement	2 points – Meets expectations	Score
1. Problem / Issue	The problem is too broad and the issue is not clearly linked to the problem.	There is a clear focus and explanation of the problem, but the issue is not specific.	Provides a clear explanation of the problem and issue	
2. Main research findings	Research findings do not highlight different stakeholders' position. Minimal analysis is given to research findings.	Research findings highlight most of the .stakeholders' positions Sufficient analysis of research findings is provided.	Research findings highlight different stakeholders' positions. In-depth analysis of findings is presented	
3. Solution	The solution does not match the problem or research findings. The solution is not doable considering the timeframe and budget. The solution shows little awareness of culture and context.	The solution is innovation but should take into account all the findings from the research. The solution is doable and shows some awareness of culture and context.	The solution is innovative and takes into consideration the research findings. The solution is doable according to the timeframe, resources, and budget. The solution shows high level of awareness of culture and context.	
4. Objectives	Objectives are not related to the issue, solution, and research findings.	The objectives could be improved to make the action plan more clear and aligned with the issue, solution, and research findings.	Objectives clearly state the purpose of the action plan and are aligned with the issue, solution, and research findings.	
5. Stakeholder identification	Shows little awareness of which stakeholders should be involved in the project	Stakeholder to involve in their project are identified but their involvement is not clear.	Stakeholders to involve in the project are identified along with their roles during implementation.	

Criteria	0 points – Undefined	1 point – Needs improvement	2 points – Meets expectations	Score
6. Action steps	Action steps are not outlined and it is not clear who is responsible for each activity. The action steps are not logically organized.	Action steps are outlined with responsible person(s), but some steps have been missed. Steps are arranged logically.	Action steps are clearly outlined with responsible person(s). Steps are arranged logically to achieve the desired solution.	
7. Resources needed and budget	Resource needs are not included. It is not clear what the project expenses include. Budget lines did not fit the action plan.	Some resource needs are not addressed. Most of the necessary expenses are included in the budget. Some budget lines are over or under estimated.	Resource needs are addressed. All necessary expenses are included in the budget and the estimates are accurate.	
8. Risk analysis	Project risks have not been well thought out nor have ways to minimize the potential risks.	Project risks have been identified but ways to minimize the risks are not clearly explained.	Students have thought critically about the project risks and identified ways to minimize them.	
9. Outcome measurement (evaluation)	No specific criteria for evaluating and monitoring project success are identified.	Criteria for evaluation and monitoring of project success is included but lacks clarity and specificity. Indicators are only marginally aligned to objectives.	Plan clearly defines ways to monitor and evaluate project outcomes. Indicators of success are identified and aligned with objectives.	
10. Teamwork	The team did not collaborate or communicate well. Only some members contributed to the action plan.	The team worked well together most of the time. All the members contributed to the action plan.	The team worked well together. Each member contributed in a valuable way to the action plan.	
			Total	

Unit 3 – Activity 7: Action Plan

Action Plan Approval Form

Title of the Action Plan: _____

Team Name: _____

Minimum requirements for approval:

Yes   No   The objectives and activities are clear

Yes   No   Cultural sensitivity has been considered

Yes   No   The risks are minimal

Yes   No   The project engages the community

Yes   No   The project is designed to have a positive environmental impact

Yes   No   The budget is reasonable

Yes   No   The activities can be completed within the timeframe

Comments or recommended revisions:

Final Approval

Approval of the Project Action Plan indicates an understanding of the purpose and activities described in this document. By signing this document, I agree that work should be initiated on this proposal.

Name	Organization / Title	Signature	Date

Unit 5 – Activity 12: Awards Ceremony and Reflective Evaluation

Reflective Essay Exam

This is your final assignment and will be worth 30 points. Write a 5-8 page double spaced paper reflecting on your experience and what you have learned throughout the course. Consider the following questions to help guide your reflection. The questions are based on the 21st Century Learning Academy's backward-looking, in-ward looking, out-ward looking, and forward looking critical thinking components. The questions can be answered in any order, but each question should be answered thoroughly and will be worth 5 points. Please include your full name, team name, and team position on your paper.

Backward-looking

1.   What parts of the community service learning course did you particularly like? Dislike? Why?

2.   What problems did you encounter during this project? How did you solve them?

Inward-looking

3.   What did you learn about yourself through this course?

4.   In what ways do you think this course helped you improve your professional skills?

Outward-looking

5.   What is the one thing you particularly want people to learn from your project?

Forward-looking

6.   What is one goal that you would like to set for yourself in the future?

Unit 5 – Activity 12: Awards Ceremony and Reflective Evaluation

Assessment Rubric: Reflective Essay Exam

The following is a grading rubric for the reflective essay exam. This reflective essay is worth 30% of the student's grade or 30 points. Each of the questions is worth up to 5 points. The reflection questions are based on the 21st Century Learning Academy's backward-looking, inward looking, out-ward looking, and forward looking critical thinking and sustainability skill components. Students are evaluated based on the following three criteria:

1. Ability to address all aspects of the reflective question

2. Ability to provide relevant examples and details

3. Demonstration of one or more sustainability skills learned (critical thinking, futures thinking, actioning, stakeholder engagement, problem solving, and systems thinking). See the *"Introduction"* section of this course for more details on the sustainability skills.

Student Name: _____   Total Score _____

Backward-looking

1. What parts of the community service learning course did you particularly like? Dislike? Why?

Addresses all aspects of the essay question	Supports essay question with relevant examples and details	Demonstrates one or more sustainability skills: ☐ critical/futures thinking ☐ actioning ☐ stakeholder engagement ☐ problem solving ☐ systems thinking	Score (5- 0)
Comments:			

2. What problems did you encounter during this project? How did you solve them?

Addresses all aspects of the essay question	Supports essay question with relevant examples and details	Demonstrates one or more sustainability skills:	☐ critical/futures thinking ☐ actioning ☐ stakeholder engagement ☐ problem solving ☐ systems thinking	Score (5- 0)
Comments:				

Inward-looking

3. What did you learn about yourself through this course?

Addresses all aspects of the essay question	Supports essay question with relevant examples and details	Demonstrates one or more sustainability skills:	☐ critical/futures thinking ☐ actioning ☐ stakeholder engagement ☐ problem solving ☐ systems thinking	Score (5- 0)
Comments:				

4. In what ways do you think this course helped you improve your professional skills?

Addresses all aspects of the essay question	Supports essay question with relevant examples and details	Demonstrates one or more sustainability skills:	☐ critical/futures thinking ☐ actioning ☐ stakeholder engagement ☐ problem solving ☐ systems thinking	Score (5- 0)
Comments:				

Outward-looking

5. What is the one thing you particularly want people to learn from your project?

Addresses all aspects of the essay question	Supports essay question with relevant examples and details	Demonstrates one or more sustainability skills:	☐ critical/futures thinking ☐ actioning ☐ stakeholder engagement ☐ problem solving ☐ systems thinking	Score (5- 0)
Comments:				

Forward-looking

6. What is one goal that you would like to set for yourself in the future?

Addresses all aspects of the essay question	Supports essay question with relevant examples and details	Demonstrates one or more sustainability skills:	☐ critical/futures thinking ☐ actioning ☐ stakeholder engagement ☐ problem solving ☐ systems thinking	Score (5- 0)
Comments:				

Annex 4

Unit Reflection and Revision Form

Curriculum Name:	Environmental Citizenship through Applied Community Service Learning
Unit:	
Activity:	
Date Delivered:	
Instructor(s) Name:	

1. Summary of unit:

2. Challenges encountered:

3. How the unit and activities were adapted for this course:

4. Suggestions for next time: