Looking Ahead

LEARNING OBJECTIVE | Synthesize what they’ve learned and identify ways to apply this knowledge in the future

Lesson Snapshot

MA T E R I A L S
- Other: chart paper and three different-colored markers

T I M E
- 45 minutes

A D V A N C E  P R E P
- Read Background Information (this lesson involves the “Now What?” portion of the “What/So What/Now What?” framework described in the Background Information).
- Write three questions (Lesson Detail #1) on flipchart paper, one question per sheet.

PORTFOLIO
- None.

REFLECTION
- This entire lesson is a reflective activity.

key concepts  reflection  environmental citizen

GUIDING QUESTIONS

➢ How might the project be continued and/or improved?
➢ How can the knowledge and skills you’ve gained through the Earth Force experience be applied to other aspects of your lives?
➢ In what ways can you be an environmental citizen in the years to come?
FACILITATE A ROUND-ROBIN REFLECTION SESSION.

Arrange three stations, each with one of the question pages you prepared. Divide the class into three groups and give each group a different colored marker. Have each group begin at a different station, and brainstorm their answers to the question on the chart.

Answers should be recorded on the flipchart. After 5-10 minutes have each group rotate to the next station (with their assigned markers) until all three stations have been visited. At each new station, the question and the already recorded answers are reviewed and then the group’s input is added.

STATION ONE: If another class wanted to continue this same project next year, what recommendations would you give them?

STATION TWO: Regardless of what project they take on, what advice do you have for future Earth Force students and teachers all around the country?

STATION THREE: What specific things will you do in the future to continue doing your part as a citizen, specifically as an environmental citizen?

Once the groups have visited all three stations, let one student from each station report the answers written on the flip chart.

Then ask students to record their own answers to these questions.

HAVE STUDENTS MAKE A PLAN FOR THE FUTURE.

This lesson is forward-looking. It prompts students to look ahead and continue to plan for action on their issue, as well as to consider how they can use their new skills in the future. Step Six is not complete until students make a plan for the future.

The plan for the future depends on each situation and is built on reflection about the entire Process. Perhaps students did not reach their goals because they ran out of time, in which case they may wish to continue to amend and carry out action plans started in Step Five. Perhaps the goals were achieved in Step Five, but there is still more work of a different nature to be done on the issue. (For example, the students may have cut car exhaust fumes, but still want to tackle factory emissions.) Perhaps the issue was resolved in the short term, but continued monitoring is necessary to ensure that it does not emerge again.

No matter what the situation, the students should write an action plan for the future, listing goals and strategies to achieve the goals. In addition, students should individually choose another policy or practice that they personally would like to see changed, and think about how to change it.

tried and true...

Have your students develop a “Future Timeline.”

A Future Timeline challenges your students to think about the future of their issue in a concrete way.

On a large piece of butcher paper or on a wipeboard, draw a long timeline marked at five, 10, 20 and 30 years. Have students brainstorm what will have happened to their issue or project at each of these stages in the future. Ask them how they think they themselves might be involved in this issue in the future, too.

| lesson detail |

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