

STUDENT
WORKBOOK

Panasonic Student Eco Citizenship Project



STUDENT WORKBOOK

Panasonic

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Welcome to the Panasonic Student Eco Citizenship Project!

Get ready to learn about our Earth’s environment, the many factors affecting it and ways that you can become a *Global Citizen* to create a sustainable global environment and society. By the end of this project-based learning experience, you will put into practice specific activities you can carry

out in your school, home and community to protect and save the global environment. You will record and illustrate these activities in an *Eco Picture Diary* and submit them to the **Panasonic Eco Picture Diary Contest!** You will join thousands of students worldwide who are choosing to be global citizens by taking action to protect and save the world. So, let’s get started!



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Lesson 1

Explore environmental issues in your world

Find Out About Environmental Issues: Throughout the years, as science has advanced, we have learned more about the Earth and its environment. Many discoveries have been made about how the Earth works and how we as Earth’s occupants, affect it. What is one way you positively or negatively affect the Earth? _____



The United States Environmental Protection Agency (EPA) is an organization created by the United States federal government. The primary purpose of the EPA is to protect human health and the environment by writing and enforcing regulations based on laws passed by the U.S. Congress. The EPA has created a list of environmental issues currently facing the Earth. Review the list of environmental issues below and write down everything you already know about these issues.

ENVIRONMENTAL ISSUES CHART

Environmental Issues Identified by EPA	What I Already Know:
AIR	
CLIMATE CHANGE	
NATURAL EMERGENCIES	
GREEN LIVING	
LAND & CLEANUP	
PESTICIDES, CHEMICALS, & TOXICS	
RECYCLING/ELECTRIC WASTE (e-waste)	
WASTE (including e-waste)	
WATER	
What other issues have you heard or read about that are affecting our environment?	





Lesson 1 (cont.)

Share What You Know: Turn to a partner and share what you know about these environmental issues. As you listen to your partner, ask her to explain what she knows and record new information on your chart.

STEP 2

Investigate the Issues: Now that you have identified some of the issues facing our environment, take some time to dig a little deeper, and learn about how these issues specifically impact you, your community and your world. From the chart in Step 1, select three environmental issues to research. Use the Internet to explore each issue and collect information as you complete the charts that follow. *Your teacher has a list of websites for you. (Use additional paper as needed to record your responses.)

ENVIRONMENTAL ISSUE #1	
The environmental issue we have selected is:	
What is the Issue? What do people need to know about this issue? Who is primarily affected by this issue? What impact has this issue already had on the environment?	
Why Does it Matter? Why is this issue important? Why should someone care about this topic?	
Suggested Solutions? What are people already doing to improve this issue? What other solutions are people planning to use in the future to address this issue?	





Lesson 1 (cont.)

ENVIRONMENTAL ISSUE #2	
The environmental issue we have selected is:	
What is the Issue? What do people need to know about this issue? Who is primarily affected by this issue? What impact has this issue already had on the environment?	
Why Does it Matter? Why is this issue important? Why should someone care about this topic?	
Suggested Solutions? What are people already doing to improve this issue? What other solutions are people planning to use in the future to address this issue?	

ENVIRONMENTAL ISSUE #3	
The environmental issue we have selected is:	
What is the Issue? What do people need to know about this issue? Who is primarily affected by this issue? What impact has this issue already had on the environment?	
Why Does it Matter? Why is this issue important? Why should someone care about this topic?	
Suggested Solutions? What are people already doing to improve this issue? What other solutions are people planning to use in the future to address this issue?	





Lesson 2

Find out what people are doing to protect the planet

Learn About What Others Are Doing: As you discovered in Lesson 1, an Internet search will reveal an abundance of information about environmental issues. Another excellent source for reliable information is a local, national or global newspaper/news site. The newspaper/news site is filled with new articles each day that cover a variety of topics such as politics, sports, entertainment and finance. You can often find the most updated information here because, in most cases, new content is published every day. Listed below are the websites of some national newspaper/news sites that many people rely on for their daily news. You may wish to use one of these newspaper/news sites to select articles for the following activity. Additional resources are listed in the back of this book and on the Panasonic Eco Citizenship Program website.

USATODAY, www.usatoday.com
 The Wall Street Journal, www.wsj.com

The New York Times, www.nytimes.com
 The Washington Post, www.washingtonpost.com

Compare and Contrast: Select and read two news articles that describe what individuals or organizations are already doing to address environmental issues.

DIRECTIONS: Once you have selected your two news articles, complete each step below as you compare and contrast the articles.



DESCRIBE EACH ARTICLE

Write a brief summary about the actions taken by each individual or organization in the articles you selected. As you summarize each article, be sure to focus on the actions described and their impact on environmental issues.

Article 1	Article 2
Title:	Title:
Action(s) taken:	Action(s) taken:





Lesson 2 (cont.)

**STEP
2**

COMPARE AND CONTRAST ARTICLES

In the table below list the differences between the two articles in the top boxes side-by-side. Then list the similarities between the two articles in the bottom box. (*Refer to the example as a guide.*)

Article 1	Article 2
<p><i>Example: Assistance provided seasonally as needed.</i></p>	<p><i>Example: Assistance provided year-round.</i></p>
<p>Similarities:</p>	





Lesson 2 (cont.)

STEP
3

DRAW CONCLUSIONS

Use the information collected in the table on the previous page to answer the following questions:

1. Did you discover more similarities or differences between the two articles? Explain your response.

2. What is the most important similarity between the two articles? What impact did this similarity have on the environmental issues in each article?

3. What actions could you take in your local community that might have a similar impact? Based on what you read, why do you think your actions will have a similar result?



Lesson 2 (cont.)

STEP
4

Brainstorm Solutions: Now that you have read about how individuals and organizations are taking action to protect and save the environment, it's time to think about the actions you can take to become a global citizen of the environment and inspire others to do the same. In the space below, list as many ideas as you can think of (you can start with ideas from the articles you just read) that you can do to protect and save the environment. At this point, no idea is too big or too small—just write down every idea that you can imagine! When you are finished go back and circle five ideas that most interest you. Save this page for Lesson 3.

There are items that I am not currently recycling or reusing. What are these items?

What is e-waste?

Think about some alternative energy ideas that I can use in my school or home

Maybe I can educate my classmates and family about this environmental issue!



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Lesson 3

Determine what you can do to impact your local environment

STEP 1

What is Happening in Your Neighborhood? Citizens can find many tools on the Internet to inform them about the state of the environment in different parts of the world. Some are more creditable, or accurate, than others, but a lot of the sites listed (such as [EPA](#) or [County Health Rankings](#)) have maps for you to explore your state/community/county.

In this lesson you will observe, research, and discover what is negatively impacting the area directly around you, how/why it occurs, and what you can do to reverse the negative effects.

- Look for information and proof, which shows how people are negatively impacting the environment.
- Also look for ways that people are protecting and conserving natural resources to improve their neighborhood.

Using two different websites (sources) find information to answer the following three questions about your state/community/county. Write as much specific information that you can. The website resources listed on the Panasonic Eco Citizenship Program site are just suggestions to get you started.

1. The quality of the air (often written AQI) in my state/community/county is described as: _____

Source 1: _____

Source 2: _____

2. The water quality in nearby streams/rivers/lakes/ocean is described as: _____

Source 1: _____

The water quality in nearby streams/rivers/lakes/ocean is described as: _____

Source 2: _____

What are issues that affect the water quality in your state? _____



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Lesson 3 (cont.)

3. Additional Environmental Issue: _____
 I also discovered _____ is affected by _____
 because _____ (answers will vary – be observant!)
Source 1: _____
Source 2: _____



Observing My Neighborhood: Compare the environmental issues in Lesson 1 and the news articles in Lesson 2, to the issues you see in your own neighborhood. Complete the chart with your observations. The first is completed as an example:

Environ. issue:	I see:	Cause, and effect	What we can do:	Pictures/proof?
Pollution (soil and water) and waste.	Litter. Potato chip bags, soda bottles on the side of the road.	Cause: Humans, overpopulation, not recycling. Effect: It will eventually get into drains, streams, rivers, lakes and possibly harm animals.	Recycle, Pick up after ourselves or others.	(you could take a picture of what you see- or take a neighborhood walk and describe what you see).

Examples to look for: effects of urbanization, weathering, trash, 'green space' (parks, nature preserves, trails). Think about alternatives to what is currently in place, alternative fuels, climate...etc.



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Lesson 3 (cont.)

STEP 3

My Environmental Issue and Plan of Action:

- 1) From the prior facts, your research, and your observations, state one nearby environmental issue/problem you are concerned about. Write your environmental concern in a complete sentence. Challenge yourself to be creative and think differently to identify your environmental concern. (different from everyday citizen concerns).

- 2) What is a question you could ask (people/survey/research to learn/discover more regarding facts and opinions (thoughts) about this issue? _____

Once you decide upon your environmental issue and have people's opinions and beliefs about it, take action! Make a change. Make a difference — it doesn't matter how small and local the change is; change must start somewhere.

Taking Action: How would that look? How would that sound?

Decide what action would bring *appropriate and successful awareness and cause people to act*.

Answer each of the following and then *choose one* to act upon:

- If you used *social media* to get the word out, would that help you? Yes or no, and why? _____

- If you created a *PSA* (Public Service Announcement)?
Example PSA: <https://www.youtube.com/watch?v=e-VNVUBrro>
Would that help, yes or no, and why? _____

Where would be the best place to post your PSA? _____
- If you raised awareness through a *fundraiser*, would that help? Yes or no, and how? _____

- If you held an *event* for awareness, would that help? Yes/no, and how? _____



Lesson 3 (cont.)

- If you wrote a letter to an elected official or local news organization, would that help? Yes or no, and why? What type of letter would you write...informative, persuasive...don't forget facts, sources, and call to action. _____

How would you best be able to gather and record the results if you used one of these methods? _____

Vision: What would the ultimate and perfect end-result look like? _____



Complete the sentence starters below:

One thing I learned today about my local environment is: _____

One thing I found surprising about my local environment is: _____

One thing I know I can do to positively impact my environment is: _____

** Remember, your diary entries will need to reflect an impact you made on an environmental issue and the outcomes produced

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Lesson 4

Create an Environmental Action Plan

You have explored many different issues affecting the environment. Now it is time to decide how you can become a true global citizen and make a difference in protecting and saving the environment. Divide into student teams of 3-4 students. Refer back to the work you all completed in the previous lessons. You identified several environmental issues that not only interest you, but affect your local community. Work together as a team to select **one** environmental issue from your lists that you would like to work on for your Environmental Action Plan.

Use the planning tool below to determine the steps you will take to help create solutions for the issue you selected. Use all the resources available to you: the Internet, newspaper articles, classmates, family members, your teacher and local organizations. Take your time developing your action plan and be specific as you develop and describe each task. Planning is your key to success. As Benjamin Franklin said, "If you fail to plan, you are planning to fail."

Environmental Action Plan

The Environmental Issue we have selected is:

How does this issue affect people...		
Around the world?	In our local community?	At our school?

What organizations address this issue...		
Around the world?	In our local community?	At our school?





Lesson 4 (cont.)

Environmental Action Plan (cont.)

In order to address your selected environmental issue, you will now list five specific actions you can take in your local area and list them in the action tables below. **Remember you will be completing five actions for your Eco Picture Diary.** Be specific as you describe the tasks you will complete!

Action #1:

Steps we will take to complete this task:

- 1)
- 2)
- 3)
- 4)
- 5)

Who will assist us in completing this task?

We will complete this task by the following date:



Lesson 4 (cont.)

Environmental Action Plan - continued

Action #2:

Steps we will take to complete this task:

- 1)
- 2)
- 3)
- 4)
- 5)

Who will assist us in completing this task?

We will complete this task by the following date:

Action #3:

Steps we will take to complete this task:

- 1)
- 2)
- 3)
- 4)
- 5)

Who will assist us in completing this task?

We will complete this task by the following date:



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Lesson 4 (cont.)

Environmental Action Plan - continued

Action #4:

Steps we will take to complete this task:

- 1)
- 2)
- 3)
- 4)
- 5)

Who will assist us in completing this task?

We will complete this task by the following date:

Action #5:

Steps we will take to complete this task:

- 1)
- 2)
- 3)
- 4)
- 5)

Who will assist us in completing this task?

We will complete this task by the following date:



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Lesson 4 (cont.)

Share Your Plan: Once you have completed your Environmental Action Plan, follow the steps below:

STEP 1. Exchange your Environmental Action Plan with another student team. Each team will read the other team's plan.

STEP 2. On an index card, list at least three "pluses" (strengths) and three "deltas" (areas for improvement) for the plan you are reviewing. You can write your feedback using your own words or using any of the sentence starters below:

- The strongest section of your plan is...
- I like the way you...
- The strengths of your action plan are...
- One part of your plan that confused me is...
- One question I have is...
- One suggestion that might make your plan clearer is...

STEP 3. Share your written feedback with the student team. Consider and discuss the following questions together:

- Are the three actions you have selected specific and clear?
- Have you listed doable steps to help you complete each action?
- Are there additional resources or people that can help you complete each action?
- Is the timeline reasonable? Will you be able to successfully complete each action within the allotted timeframe?
- What impact do you think the actions will have on your school and local community?
- Are there any adjustments or additions that will make your plan easier to implement?

STEP 4. Once the two teams have completed sharing their feedback, take a moment to thank each other for the valuable feedback.



Lesson 4 (cont.)

Revise Your Plan: Now that you have received feedback from another team, review your Environmental Action Plan and make revisions. You may want to use some or all of the feedback you received. In addition, feel free to make any other additions or changes to your plan that you think will make your plan even better. Once your plan is complete, it's time to take action!

Start Thinking About Your Eco Picture Diary: To enter the **Panasonic Eco Picture Diary Contest**, you and your team members will need to highlight **five** specific actions you take to protect and save the environment. You may choose many of the actions and action steps that are included in your Environmental Action Plan, and you may include other actions that also help to protect and save the environment. Remember, you will submit ONE *Eco Picture Diary* per team and each team needs to have FIVE diary entries. Important that you must complete these actions in order to submit your project.



As you complete these actions, you will record your experiences in your *Eco Picture Diary*.
Find out more about the details of your diary in Lesson 5!

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Lesson 5

Complete your Environmental Action Plan and create your Eco Picture Diary!

Now it is time to implement your plan. Make sure that you take time each day to look back at your action plan and determine which steps need to be completed that day. Check in with your team on a daily basis to track your progress and share your experiences.

Complete your action plan and record your thoughts: While you are implementing your plan, it is also important to keep track of your thoughts and experiences for your team's *Eco Picture Diary*. Reflect on the following questions as you complete each of the five actions you outlined in your Environmental Action Plan.

Action Reflection #1:
The thing I enjoyed most about completing this action was:
The most challenging part of implementing this action was:
By completing this action I learned:
Notes from this action that I want to include in my final <i>Eco Picture Diary</i> :





Lesson 5 (cont.)

Action Reflection #2:

The thing I enjoyed most about completing this action was:

The most challenging part of implementing this action was:

By completing this action I learned:

Notes from this action that I want to include in my final *Eco Picture Diary*.

Action Reflection #3:

The thing I enjoyed most about completing this action was:

The most challenging part of implementing this action was:

By completing this action I learned:

Notes from this action that I want to include in my final *Eco Picture Diary*.



Lesson 5 (cont.)

Action Reflection #4:

The thing I enjoyed most about completing this action was:

The most challenging part of implementing this action was:

By completing this action I learned:

Notes from this action that I want to include in my final *Eco Picture Diary*.

Action Reflection #5:

The thing I enjoyed most about completing this action was:

The most challenging part of implementing this action was:

By completing this action I learned:

Notes from this action that I want to include in my final *Eco Picture Diary*.



Create Your Eco Picture Diary: Now that you have completed your Environmental Action Plan, it's time to create your *Eco Picture Diary* for the **Panasonic Eco Picture Diary Contest**. Review all the work you have compiled so far. Revisit the research and articles you explored during the earlier lessons. Look back over the reflection questions you answered while implementing your action plan. Go over any notes you took during the course of the project. Now, use all of this information and follow the guidelines below to complete your final *Eco Picture Diary*.

Instructions

1. One Entry Form must be completed and submitted with each student team entry to the *Eco Picture Diary Contest*. Student teams must be comprised of 3-4 students.
2. The *Eco Picture Diary* must consist of 5 actions taken and be completed in the *Eco Picture Diary* booklet.
3. Each action will highlight specific steps taken by the student team to protect the Earth and improve the environment.
4. Each action will include a picture and a paragraph to explain the steps taken.
5. The pictures must be original, hand-created artwork of the student team submitting the diary.
6. The paragraphs may be typed or hand-written in English and must be the original work of the student team submitting the diary.
7. Please review the Official Contest Rules prior to submitting entries.

Share your Eco Picture Diary: Once you have completed your *Eco Picture Diary*, be prepared to share it with your class. Your teacher will give you details about how and when you will share your final project. Once you have shared your *Eco Picture Diary*, give it to your teacher, who will submit it to the **Panasonic Eco Picture Diary Contest**.

Congratulations! You have completed the **Panasonic Student Eco Citizenship Project**! You have chosen to take action to protect and save your global environment. Now, continue to think about how you can take action to impact your world! **YOUR ACTIONS REALLY DO MAKE A DIFFERENCE!**

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Additional Resources

Note: These resources are just a starting point. Consider being creative and thinking of other resources that might be helpful as well!

National Organizations

United States Environmental Protection Agency
<https://www.epa.gov/>

National Resources Defense Council
<https://www.nrdc.org/>

World Wildlife Fund
<https://www.worldwildlife.org/>

US. Energy Information Administration
<https://www.eia.gov/>

U.S. Green Building Council
<https://www.usgbc.org/>

U.S. Water Alliance
<http://uswateralliance.org/resources>

New Jersey Organizations

several website organizations here:
<http://www.eco-usa.net/orgs/nj.shtml>

Environment New Jersey
<http://www.environmentnewjersey.org/home>

Sustainable Jersey Schools
<http://www.sustainablejersyschools.com/>

The Port Authority of New York and New Jersey
<https://www.panynj.gov/about/energy.html>

NJ Sports & Exposition Authority
<http://www.njsea.com/>

Alliance for a Living Ocean
<http://www.livingocean.org>

Atlantic Audubon Society
<http://www.atlanticaudubonsociety.com>

Bergen County Audubon Society
<http://www.bergencountyaudubon.org>

Camden Greenways
<http://www.camdengreenways.org>

Conserve Wildlife Foundation of New Jersey
<http://www.conservewildlifenj.org>

News Articles - New Jersey

NJ Environmental News
<http://njenvironmentnews.com/>

Energy & Environment News for New Jersey
<http://www.njspotlight.com/energy-environment/>

North Jersey - Environment
<http://www.northjersey.com/news/environment/>

Invisible 'Bird Killer' – New York Times
<https://www.nytimes.com/2017/04/26/nyregion/invisible-bird-killer-lurks-in-revitalized-new-jersey-meadowlands.html?mcubz=2>

News Releases – Environment New Jersey
<http://www.environmentnewjersey.org/news>

New Jersey Department of Environmental Protection – News Releases
<http://www.nj.gov/dep/newsrel/>

Political Battle Lines Drawn on Changes
http://www.nj.com/morris/index.ssf/2017/02/nj_highlands_council_moving_closer_to_master_plan.html

New Jersey Hopefuls for Governor Differ on Environment
<https://www.usnews.com/news/best-states/new-jersey/articles/2017-05-07/new-jersey-hopefuls-for-governor-differ-on-environment>

Environmental Groups Appeal New Jersey Pipeline Approval
<https://www.usnews.com/news/best-states/new-jersey/articles/2017-04-10/sierra-club-appeals-new-jersey-gas-pipeline-approval>

NJ Environmental Law's Top 10 of 2017
<http://www.njlawjournal.com/id=1202788263456/NJ-Environmental-Laws-Top-10-of-2017?slreturn=20170618201311>

World News articles

Giant Antarctic Iceberg
<https://www.theguardian.com/world/2017/jun/02/giant-antarctic-iceberg-hanging-by-a-thread-say-scientists>



How Green is a Tesla, Really?

http://www.slate.com/articles/technology/technology/2013/09/how_green_is_a_tesla_electric_cars_environmental_impact_depends_on_where.html

Green Building and Sustainability

<https://eponline.com/articles/2017/01/23/green-building-and-sustainability.aspx>

Green Cleaning vs. Chemicals in Household Products

<http://www.grinningplanet.com/articles/chemicals-toxics/green-cleaning-vs-chemicals-in-household-products-article.htm>

Greening the City

<https://www.sciencedaily.com/releases/2017/07/170703121025.htm>

Ecological Underpinnings of Rural Poverty

<https://www.sciencedaily.com/releases/2017/07/170714140435.htm>

Does Hunting Help or Hurt the Environment?

<https://www.scientificamerican.com/article/earth-talks-hunting/>

Water Crisis

<http://news.nationalgeographic.com/water-crisis/>

Environmental Issues News

https://www.sciencedaily.com/news/earth_climate/environmental_issues/

Science – Environment NBC News

<http://www.nbcnews.com/science/environment>

World Without Fish: How Could We Let This Happen?

by Mark Kurlansky

We Are the Weather Makers: The History of Climate Change

by Sally M. Walker

The Green Teen: The Eco-friendly Teen's Guide to Saving the Planet

by Jenn Savedge

Books/Magazines – Fiction

Fuzzy Mud by Louis Sachar

Threatened by Eliot Schrefer

The Story of Owen: Dragon Slayer of Trondheim

by E. K. Johnston

Skink No Surrender by Carl Hiaasen

Endangered by Eliot Schrefer

Ship Breaker by Paolo Bacigalupi

Wolves, Boys, & Other Things That Might Kill Me

by Kristen Chandler

Empty by Suzanne Weyn

The Carbon Diaries 2015 by Saci Lloyd

The Law of Ueki by Tsubasa Fukuchi

Boys, Bears, and A Serious Pair of Hiking Boots

by Abby McDonald

The Wild Robot by Peter Brown

Books/Magazines – Magazines

Nature Conservatory

<https://www.nature.org/magazine/>

National Wildlife

<http://www.nwf.org/Home/News-and-Magazines/National-Wildlife.aspx>

Sierra

<http://www.sierraclub.org/sierra>

Missouri Conversationalist

<https://mdc.mo.gov/conmag>

Mother Earth News

<http://www.motherearthnews.com>

Audubon

<http://www.audubon.org>

Books/Magazines – Informational Text

It's Getting Hot in Here: The Past, Present, and Future of Climate Change by Bridget Heos

Plants Vs. Meats: The Health, History, and Ethics of What We Eat by Meredith Sayles Hughes

The Story of Seeds: From Mendel's Garden to your Plate, and How There's More or Less to Eat Around the World by Nancy F. Castaldo

Eyes Wide Open: Going Behind the Environmental Headlines by Paul Fleischman

Unstoppable: Harnessing Science to Change the World by Bill Nye

Climate Changed: A Personal Journey Through the Science by Philippe Squarzoni

Moonbird: A Year on the Wind With the Great Survivor B95 by Phillip M. Hoose

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Defenders

<http://www.defenders.org>

National Parks

<https://www.npca.org/articles/magazine#sm.001tzavh91axzegjrcd2p9l6hkvty>

Greenpeace

<http://www.greenpeace.org/usa/>

Natural History

<http://www.naturalhistorymag.com>

Tours/Classroom Visits

Liberty Science Center

<http://lsc.org/>

Monmouth County Park System

<https://www.monmouthcountyparks.com>

Close Encounters with the Coast

<http://www.littoralsociety.org/schoolscout-programs.html>

Science Behind-the-scenes Tours

<http://www.classtrips.com/detail/2054/2395/field-trips-in-new-jersey-to-science-behind-the-scenes-tours>

Duke Farms

<http://www.dukefarms.org>

Ted Talks – How Pollution is Changing the Oceans

https://www.ted.com/talks/triona_mcgrath_how_pollution_is_changing_the_ocean_s_chemistry

Ted Talks – Can Clouds Buy Us More Time to Solve Climate Change?

https://www.ted.com/talks/kate_marvel_can_clouds_buy_us_more_time_to_solve_climate_change

Local College Resources

Rutgers

<http://envsci.rutgers.edu/index.shtml>

Princeton

<https://environment.princeton.edu/outreach>

Camden County College

<http://libguides.camdencc.edu/c.php?g=29640&p=185053>

Montclair State University

<https://www.montclair.edu/csam/cels/>

New Jersey College Health and Environmental Safety Society

<http://njchess.org/resources.html>

Stockton University

<https://inraweb.stockton.edu/eyos/page.cfm?siteID=172&pageID=5>

T.V. Shows

Sundance – Big Ideas for a Small Planet

<http://www.sundance.tv/series/big-ideas-for-a-small-planet>

Eco Company

<http://www.eco-company.tv>

Green TV

<http://www.green.tv/greentvshow>

Television for the Environment

<http://tve.org>

Ted Talks – Sustainability by Design

https://www.ted.com/playlists/28/sustainability_by_design

Ted Talks – The End of Oil?

https://www.ted.com/playlists/58/the_end_of_oil

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Eco Picture Diary (EPD) Scoring Rubric

This rubric will be used to evaluate the 2018 Panasonic Student Eco Picture Diary submissions. Please share the rubric with the student teams. All submissions must be the original work of and completed by teams comprised of a minimum of 3 and maximum of 4 students.

Category	20 Points	15 Points	10 Points	5 Points	Points Earned
Understanding the Issues	Students provide a clear and concise overview of what they learned about environmental issues, in their own words, with relevant examples, some from their personal experiences to defend their claims. They make a direct connection between what they learned and its application to themselves, their homes, school, community and possibly the world.	Students provide a description of what they learned about environmental issues. They do not provide a personal experience to defend their claims. They are not as clear on a connection between what they learned and its application to themselves, their homes, school community and possibly the world.	Students describe a few random and unconnected statements on environmental issues. They do not make a connection between what they learned and its application to themselves, their homes, school, community and possibly the world.	Students provide a limited description of their environmental issues, thus unable to make a determination on their understanding of the issues.	
Taking Action	Students present a focused plan of action that describes how they selected their environmental issue(s) and why it was important to them, their homes, school or community. Their actions and strategies are creative, imaginative, and workable. They show a long-term intent to be part of the solution. They report and explain results and identify specific next steps.	Students describe how they selected their environmental issue(s) they chose to address and the actions completed. They do not directly address why taking these actions is important to them, their homes, school or community. They report some results with little explanation and identify some next steps.	Students describe how they selected their environmental issue(s), but did not identify the importance to them, their homes, school or community. They propose actions and complete a few, small steps, show no results and are unclear on next steps.	Students do not provide enough information to make a determination on their actions planned or completed.	
Supporting Evidence	Students provide data collected and relevant to their environmental issue(s) as part of their project. They also give substantial examples including personal experiences to support their project and actions.	Students provide data collected and relevant to their environmental issue(s), but only a limited discussion and few or no examples on how the data supports their project and actions.	Students present some data but without context, or connection to support their project or actions.	Students present little or no data to support their project or actions.	
Supporting Illustrations	Drawings across all five action steps engage the viewer, visually tell a compelling story of the students' study and actions, clearly illustrate the written narrative and show attention to detail and impact.	Drawings across all five action steps align with the written narrative with limited visual interest and attention to detail and impact.	Drawings are inconsistent across the five action steps with some aligning more than others to the written narrative and in attention to detail and impact.	Drawings show little or no alignment with the written narrative or attention to detail and impact.	
Writing	Written narrative is descriptive, fluid and contains sufficient information and detail to tell an engaging story. They use correct words, sentence structure, and have no errors in spelling or grammar.	Written narrative is descriptive with some details. It contains some incomplete sentences and a few errors in word usage, spelling and grammar.	Written narrative is rambling and disorganized with few or no details, poor sentence structure, and a number of errors in word usage, spelling and grammar.	Written narrative is sloppy, difficult to follow with many errors in word usage, spelling and grammar.	
GRAND TOTAL OF POINTS AWARDED					



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***on* LITERACY *and* LEARNING**