

STUDENT
WORKBOOK

Panasonic Student Eco Citizenship Program

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Welcome to
the Panasonic
Student Eco
Citizenship
Program!

Get ready to learn about how you can help protect the earth's environment. You likely have heard about climate change, the green house effect, and other issues that challenge the sustainability of the earth. Some people describe these challenges as a crisis meaning that if we do not respond now, it may soon become too late to save

the earth. You can help protect the environment by becoming an activist for change. The Eco Citizenship Program gives you a framework within which to take action in your community that will contribute to saving the environment. You will record and illustrate your actions in the *Eco Diary* and submit it to the Panasonic *Eco Diary* Competition joining other students worldwide who are choosing to be global citizens by taking action to protect and save the earth.

Make a Difference—Take Action

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Lesson 1

Define and research an environmental issue

Find Out About Environmental Issues: As science has advanced, we have learned more about the earth and its sustainability. Many studies have been conducted and discoveries made about how we, as its guests, interact with the earth. The findings of that work show the earth is in trouble and we humans have not been doing all that we can to keep it healthy. What is one way you positively or negatively affect the earth? _____

STEP 1

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. Some of those issues are shown in the chart on the next page. In the second column, write what you already know about how each issue affects you, your school, community and the world.

Conduct research on the issues to learn more about them and their impact on the environment. Use the internet to collect your information including what people and organizations already are doing to respond to the issues. Your teacher will provide you with a list of websites to use and tips for effective online research. There is a lot of information about each issue so much that it can become overwhelming. Consider narrowing your research to focus on how your school, community and/or state is responding to the issue.

It may be tempting to write down exactly what you read on the websites you access. Instead, reflect on what you are reading, look up any words you do not understand and, if necessary, ask your teacher to explain it. Then select the most important points and write them in your own words in the third column of the chart.





ENVIRONMENTAL ISSUES CHART

EPA Issues	What I Already Know	What I Learned
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?		



Observing My Neighborhood: From the issues you researched, select three or four of them and compare them to what you see in your own neighborhood. Use the chart below to write your observations. An example is provided.

Environmental Issue	I See	Cause and Effect	What We Can Do	Pictures/Proof
<i>Exp.: Pollution (soil and water) and waste.</i>	<i>Exp.: Litter...potato chip bags, soda bottles on the side of the road.</i>	<i>Exp.: Cause: Humans, overpopulation, not recycling. Effect: It will eventually get into drains, streams, rivers, lakes and possibly harm animals.</i>	<i>Exp.: Recycle, Pick up after ourselves or others.</i>	<i>Exp.: You could take a picture of what you see — or take a neighborhood walk and describe what you see.</i>

Examples to look for: effects of urbanization—more people, cars, trash, limited green space (parks, preserves, trails). Think about actions or what you can do: ride a bike, take a bus, car pool, encourage recycling, plant a garden, clean up a playground.





STEP
3

Brainstorm Solutions: You have researched the issues and read how individuals and organizations are taking action to protect and save the environment. Now, it is time for you to think about the actions you can take to become a global citizen who protects the environment and inspires others to do the same. In the space below, list as many ideas or solutions as you can to protect the environment. No idea is too big or too small. Write down every idea that you can imagine. Now, go back and circle five that most interest you.

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



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

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



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Lesson 2

Create actions to prevent or improve the situation

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. In your assigned teams, use the work (charts) you completed in Lesson 1 to, develop a project goal to improve an environmental issue in your community.

Each team will:

- consist of 2-4 students.
- develop a unique project goal to complete together.
- share the results of the project in the *Eco Diary*.
- submit the *Eco Diary* by the competition deadline.



With your teammates, share and discuss the five solutions you each circled in Step 3 of Lesson 1. Remember that all team members should be engaged in the discussion. One suggestion for bringing everyone into the discussion is to have each member present his or her ideas with no interruptions from other team members. Another suggestion is to have team members write their ideas, collect them and read them out loud.

Discuss and select *one solution* the team agrees is most interesting and write it in the box below.

Our team's solution is:

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**STEP
2**

Now that you have a solution selected, it is time to turn your solutions into ACTION! Think about what you can DO, what ACTIONS you will take, what your team can ACCOMPLISH to help protect the environment. This will be your team's Eco Project Goal and will be the first step in planning your project. For example, if your team selected recycling as its issue in Step 1, now, decide what specific recycling action(s) your team will take in your community. Examples are: to increase the number of recycling bins in your school or a presentation to your peers on "Why Recycling is Important and Actions to Take in our School."

Focus your goal on actions the team will take. For example, creating a social media account may draw attention to the environmental cause and inspire others to act. However, for this project it is your team that will take the action and get out into the community to make a difference. It is not enough to talk about improving the environment. You have to ACT on it. Make your goals action-oriented such as, add more recycling bins in the school, pick up litter, or implement a composting program. When making your decision on your project goal, consider:

- Are others in your community already responding to one or more of your team's issue? If yes, will you add a unique action that will build on or expand their work?
- The resources (who; what) you will need to conduct the action. Remember "time" is a resource.

Write the goal for your team's Eco Project in the box below.

Our team's Eco Project Goal is:



**STEP
3**

Having an Eco Project Goal is only the first step in making a difference in your local community. You must also have a plan to help you accomplish your goal. Use the planning tool below to determine the actions you will take to achieve the Eco Project Goal your team 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 plan and be specific as you develop and describe each action. Keep your focus on the key words—**action** and **accomplish**.

Eco Project Goal	Actions (How will you accomplish this goal?)	What Resources Will You Need?	Who Will Be Responsible?	Deadline
Exp.: Increase Recycling opportunities around our school.	Exp.: Talk to principal and maintenance staff to get approval.	Exp.: We may need a teacher to support our idea.	Exp.: Jim, Shatarah and Myron	Exp.: January 15

Planning can take a lot of time, but a well-planned project goal will save you a lot of time in the long run and ensure the success of your project! Prepare a calendar of important dates that team members can use to track their progress.



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Lesson 3

Apply the planned actions in your community

Now that you have a plan, it is time to take action! It may seem like there is a long road ahead, but once you complete your actions you will be so proud of your hard work and all that you have achieved.

**Do it! Carry out your project.
Make a difference in your community.**

STEP 1

Before you get to work, there are a few final details to consider.

- a) Review your plan and highlight the actions that are most important. Get this done first. Consider putting the actions in the order you plan to complete them.
- b) Check deadlines. Refer to your calendar completed in Lesson 2. You may find that you have to condense or change some actions because you do not have enough time.
- c) Photo opportunity! Assign someone to take pictures of your team in action. You will need to submit one photo of your team in action to complete your *Eco Diary* entry.
- d) Track your progress. Collect data and numerical information about the work you completed. Some actions cannot be measured with a number. However, you still can document those outcomes. For example, "all members of the team equally shared the work to get it done on time."

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Track Your Progress

As you carry out your project actions, use the chart below to track your progress.

Eco-Project Goal _____

Actions Completed From Action Plan	Progress Made Toward Achieving Eco-Diary Goal	Data Or Evidence That Describes The Action	Date completed
Exp.: Talk to Principal	Met with Principal	Photo with team and principal all showing thumbs up	xx/xx/xxxx

You will be describing the completion of your actions in your *Eco Diary*. Your pictures, data and reflections from the table above will help you share the work you did to protect the earth and improve your community.





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Lesson 4

Evaluate Your Results

You have completed your eco-project and now, it is time to report your results and consider next steps.

Congratulations! You have done valuable work to make a difference in the environment and in your community.



With your teammates, discuss and document your eco project outcomes. Did you meet your goal? Describe the successes and the challenges you faced. What strategies did you use to overcome the challenges.

List what worked or the successes of your eco-project.

Exp.: Three new recycling bins were added to the school and 20 people took the pledge to give up plastic water bottles and instead, use re-fillable bottles.

List the challenges and how you overcame them.

Exp.: It took a long time to get a meeting with the principal. We talked to our teacher and she helped schedule the meeting.

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Lesson 4 (cont.)



Discuss with your teammates how you can continue your work on protecting the earth. What will be your next steps

Our next steps:

Exp.: Expand our team to bring in others to add more ideas and actions to build on what we did.

[illegible]

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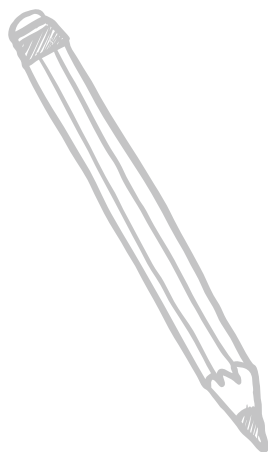


You have completed all the actions from your plan and accomplished your Eco Project Goal. Congratulations. You have done valuable work to make a difference in the environment and your community.

Now it is time to share your results in your *Eco Diary*.

1. Review instructions for completing your project.

2. Prepare a rough draft of your *Eco Diary* booklet. It is a good idea to have someone review it for you to provide feedback on the content and grammar. Use the space provided in this booklet to prepare your rough draft. Review the instructions for completing your *Eco Diary*.



Instructions

1. One entry form must be completed and submitted with each student team entry to the *Eco Diary* Competition. Teams will consist of 2-4 students
2. The *Eco Diary* must consist of 4 entries (one for each lesson) and be completed in the *Eco Diary* booklet, or the digital submission template.
3. Each entry will highlight specific actions taken by the student team to protect the earth and improve the environment in your community.
4. Each Diary entry will include a picture and a paragraph to explain the steps taken.
5. The pictures must be actual photos of the student team working or 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. Review the Official Competition Rules prior to submitting entries.



Lesson 4 (cont.)



Before you fill out your *Eco Diary* booklet, it is a good idea to complete a rough draft first.

This will allow you to share the entry with your team and receive feedback on grammar and content. Use this space (or your own paper) to complete your rough draft.

Diary Entry 1 Draft: Define and research an environmental issue in your community

To be completed by (teammate): _____

- The Diary picture shows your team's environmental issue. Remember this can be a photo of your team working or original artwork created by a member of your team.
- Paragraph: Describe the process your team used to research the issues. Describe what you found from your research.

[illegible]

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Lesson 4 (cont.)

Diary Entry 2 Draft:

Create actions to prevent or improve the situation

To be completed by (teammate): _____

- The Diary picture shows your team at work. Remember to show the environmental issue your team selected. Remember this can be a photo of your team working or original artwork created by a member of your team.
- Paragraph: Describe the environmental issue your team selected, how it was selected and why it is important to your home, school or community. Also, describe the actions your team agreed were important to implement your eco-project.

[illegible]

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Lesson 4 (cont.)

Diary Entry 3 Draft: Apply the planned actions in your community

To be completed by (teammate): _____

- The Diary picture shows your team in the community doing or implementing its eco project. Remember this can be a photo of your team working or original artwork created by a member of your team.
- Paragraph: Describe the actions conducted in the community. Include how your team worked together.

[illegible]

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Lesson 4 (cont.)

Diary Entry 4 Draft: **Evaluate your final results**

To be completed by (teammate): _____

- The Diary picture shows the final results of your eco project. Remember this can be a photo of your team working or original artwork created by a member of your team.”
- Paragraph: Describe your success as well as your challenges in conducting your eco-project. Include data or evidence of your success such as numbers that changed from before the project. (Example: There were no recycling bins in the cafeteria, now there are three.) Also describe your next steps for how you plan to continue your work to protect the earth.

[illegible]

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**STEP
5**

Prepare your Final *Eco Diary*:

- Edit your rough draft.
- Create a final version using the official Panasonic Eco Diary booklet.
- Complete the team reflection questions at the end of the diary.

Finally, share your team's completed *Eco Diary* with your class. Your teacher will give you details on how and when you will share your final entry. Once you have shared your *Eco Diary*, give it to your teacher. Your teacher will review it along with your classmates' Eco Diaries and submit the top three to the Panasonic *Eco Diary* competition.

GREAT Job! You have completed the Panasonic Student Eco Citizenship Program! You did important work to protect and save your global environment. Continue to take action to impact your world.

YOU MAKE A DIFFERENCE!



Eco Diary (EPD) Scoring Rubric

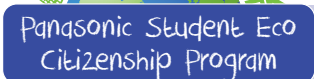
This rubric will be used to evaluate the Panasonic Student *Eco Diary* entries.

All students should be familiar with the expectations. All entries must be the original work of the team and completed by teams comprised of 2-4 students.

Category	Scoring	Points Earned
Diary Entry 1	<p>___ The entry includes one photo or original piece of artwork. (up to 5 pts)</p> <p>___ The photo or illustration is a clear representation of what the team learned from its research. (up to 5 pts)</p> <p>___ The entry includes one paragraph describing the team members search process and ideas or solutions they found most interesting for follow up. (up to 5 pts)</p> <p>___ The writing is coherent, accurate and uses correct sentence structure and has no errors in spelling or grammar. (up to 5 pts)</p>	___/20
Diary Entry 2	<p>___ The entry includes one photo or original piece of artwork. (up to 5 pts)</p> <p>___ The photo or illustration is a clear representation of the team's environmental issue. (up to 5 pts)</p> <p>___ The entry includes one paragraph clearly describing the team's environmental issue and its action plan. (up to 5 pts)</p> <p>___ The writing is coherent, uses correct sentence structure and has no errors in spelling or grammar. (up to 5 pts)</p>	___/20
Diary Entry 3	<p>___ The entry includes one photo or original piece of artwork. (up to 5 pts)</p> <p>___ The photo or illustration is a clear representation of the action taken in the community. (up to 5 pts)</p> <p>___ The entry includes one paragraph that describes the implementation of the project including where it occurred and teamwork involved. (up to 5 pts)</p> <p>___ The writing is coherent, uses correct sentence structure and has no errors in spelling or grammar. (up to 5 pts)</p>	___/20
Diary Entry 4	<p>___ The entry includes one photo or original piece of artwork. (up to 5 pts)</p> <p>___ The photo or illustration is a clear representation of the team's final result. (up to 5 pts)</p> <p>___ The entry includes one paragraph describing the results of the project – successes and if challenges, how they were overcome and what's next for the team. (up to 5 pts)</p> <p>___ The writing is coherent, uses correct sentence structure and has no errors in spelling or grammar. (up to 5 pts)</p>	___/20
Overall Presentation	<p>The story as written and illustrated shows great enthusiasm and engagement by the whole team. It is clear that the team took action in their community to improve the environment. The impact of their actions was apparent. It is evident that the team took time to ensure the accuracy of the information presented including grammar, sentence structure and spelling. The illustrations draw your attention and are well aligned with the narrative.</p> <p>(The judge will award up to 20 pts in this category)</p>	___/20
GRAND TOTAL OF POINTS AWARDED		___/100

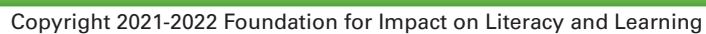
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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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