



Panasonic Student Eco
Citizenship Program

STUDENT WORKBOOK

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Panasonic Student Eco Citizenship Program



STUDENT WORKBOOK

HELLO and
welcome to the
Panasonic Student
Eco Citizenship
Program!

Get ready to learn how you can help protect the earth's environment. There is a lot written and discussed about how climate change, the greenhouse effect, and other issues challenge the sustainability of the Planet Earth. Some people describe these issues as a crisis; that is, if we do not respond now, it will be too late to save the earth. You already may be implementing actions at home and in school to save the environment — recycling, limiting your use of water and electricity, composting, and more — all important

actions for a greener world. Wouldn't it be great to reach out and convince more people to take action to expand the life of our planet? The Panasonic Student Eco Citizenship Program provides the opportunity for you to do just that. It gives you the framework to select and act on an environmental issue to encourage others in your community. You will record and illustrate your actions in the Eco Diary and submit it to your teacher. You will join thousands of other students who are choosing to be eco citizens by taking action to sustain Planet Earth. Also, your diary may be one of three diaries selected by your teacher for submission to the Panasonic Eco Diary Competition. You will learn more about the competition from your teacher.

Make a Difference — Take Action

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Lesson 1

Research environmental issues

Find Out About Environmental Issues: As science advances, we learn more about Planet Earth and its sustainability. Findings from many studies show how we, as its guests, interact with the earth. Sadly, those findings show the earth is in trouble and we humans have not been doing all that we can to keep it healthy.

What are you already doing to help the environment? _____

What are you doing that may be damaging to the environment? _____



Learn more about the issues.

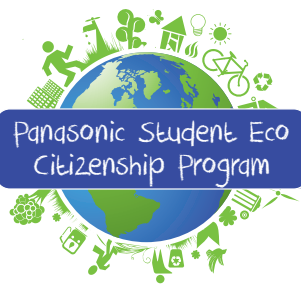
With your other team members conduct research to collect information on environmental issues. Your teacher will provide you with a list of websites and other resources to help you find information and also provide tips for effective research. You can collect your information individually or divide the issues among your team members to research and after, come back together as a team to discuss what you learned. **Tip: You may want to start with what your state and community already are doing to protect the environment.**

To get you started some of the top environmental issues identified by the United States Environmental Protection Agency (EPA) are shown on the chart on the next page. The EPA is a federal agency that protects human health and the environment by writing and enforcing regulations based on laws passed by the U.S. Congress. Use the second column on the chart to write what you already know about each issue. After you complete your research use the third column to write what you learned. (Tip: Summarize in your own words what you read. How would you explain it to another team member? Take time to reflect on what you read, look up words you do not understand and, if necessary, ask your teacher to explain it.)

As you collect your information, highlight three to four issues you find most interesting and begin to think about what actions your team could take to do something about them.

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ENVIRONMENTAL ISSUES CHART

EPA Issues	What I Already Know	What I Learned
Global Warming/Climate Change		
Pollution <ul style="list-style-type: none"> • Air • Water • Plastic 		
E-waste		
Water Shortages		
Natural Disasters <ul style="list-style-type: none"> • Hurricanes • Tornados • Wild Fires 		
Resource Depletion <ul style="list-style-type: none"> • Deforestation • Mining for Fossil Fuels • Soil Erosion 		
Pesticides, Chemicals and Toxins		
Other issues you found in your research		



STEP
2

Observing My Neighborhood: Use three to four issues you selected in Step 1 and compare them to what you see in your neighborhood. Write your observations in the chart below. An example is provided.

Environmental Issue	I See	Cause and Effect	What We Can Do	Pictures/Proof
<i>Example:</i> Pollution (soil and water) and waste.	<i>Example:</i> Litter...potato chip bags, soda bottles on the side of the road.	<i>Example:</i> Cause: Humans, overpopulation, not recycling. Effect: It will eventually get into drains, streams, rivers, lakes and possibly harm animals.	<i>Example:</i> Recycle, Pick up after ourselves or others.	<i>Example:</i> 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—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. Using the issues you selected in Step 1, consider what actions your team can take to become global citizens who protect the environment and encourage others to do the same? With your team members, brainstorm ideas or solutions to address the issues and write them in the space below. List as many as you can. No idea is too big or too small.

Some examples to get you started:

- Can we come up with actions to recycle or up cycle items we no longer use?
- Can we explain and promote alternative energy options for the community and/or school?
- Could we prepare and make a presentation on environmental issues and solutions to other classes?

Ideas:

From your list select three ideas or solutions that are of interest to all team members.

Before moving to Lesson 2, draft your first entry for the Eco Diary located at the end of this workbook (page 14). Discuss what visual—photo or original art—will best illustrate your work in Lesson 1.





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Lesson 2

Project goal and action plan

You have explored many issues affecting the environment. It is now time for your team to decide what it will do to make a difference in protecting and saving the environment. Use the work completed in Lesson 1 to develop a project goal to improve an environmental issue in your community.



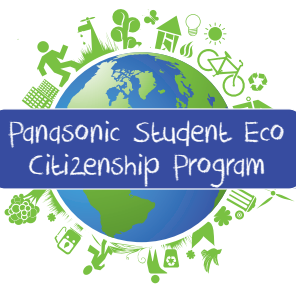
With your teammates, discuss the solutions you selected in Step 3 of Lesson 1 and select one of interest to all of you. All team members should be engaged in the discussion. One suggestion for bringing everyone into the discussion is to have each member present his or her ideas with no interruptions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

Our team's solution is:

Example: Increase understanding and knowledge of global warming.

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**STEP
2**

Now that your team has agreed on a solution, it is time to **turn that solution into action**. Think about what you can do, what actions you will take, and what your team can accomplish to help protect the environment. This is where you identify your team's project goal – the specific outcome you want from this project. What do you want to happen as a result of your project? Your project goal is an important first step in planning your project.

For example, if your team decided on global warming in step 1, your project goal could be to prepare a presentation on global warming and get a commitment from other students for one action they will take to combat global warming.

Focus your goal on the actions your team will take. Creating a social media account may draw attention to your environment cause and encourage others to act, but it is not enough for this project. You have to **act** and do something about it. Talking about improving the environment will not fix the problem. For this project your team will take action out in the community to make a difference.

When making your decision on your project goal consider:

- Are others in your school or community already responding to the team's issue? If yes, what will you do that will build on or expand their work?
- The resources (who/what) you will need to implement the project. **Tip: Think carefully about the resources you may need to implement your action and be sure the resources are available to you. Also, remember "time" is a resource. Consider the time team members already commit to other activities. If you and other team members are involved in a number of other activities, you may need to adjust your expectations for the project.**

Our team's Eco Project Goal is:

Example: Develop and make a presentation to other classes on global warming with examples of how individuals and community members can help to combat it.



**STEP
3**

You now have a project goal. The next step is, with your team members, prepare an action plan listing the activities you will need to complete to accomplish your project goal. Take time to develop your plan and be specific in describing each task. Keep your focus on the key words — action and accomplish. Prepare a calendar of important dates that team members can use to track their progress. **Tip: If available to you, use the online program in your school (such as Google classroom) to create your documents--action plan, calendar, presentation documents--so all team members have access to them at anytime.**

This Action Plan will become your guide to tracking your progress. When completed, carefully review it and highlight the actions that are most important. Consider putting the actions in the order you plan to complete them. Some actions/timelines may need to be adjusted because of schedule changes or resources not available. Also, you may have actions with the same deadline (see examples below) because there are different members carrying them out.

The chart below is a planning tool for preparing your action plan. Check off completed action and, if needed, have notes on any obstacles and how to resolve.

Actions/Activities to accomplish	Resources Needed	Person(s) Responsible	Deadline
Example: Prepare outline for presentation content on global warming Example: Generate a list of actions students can take daily to combat global warming	Example: Information (lesson 1) Example: Websites - Resource list from teacher	Example: All team members Example: Shatarah and Myra	Example: Jan 15 Example: Jan 15

Before moving to Lesson 3, draft your second entry for the Eco Diary located at the end of this workbook (page 15). Discuss what visual—photo or original art—will best illustrate your work in Lesson 2.



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Lesson 3

Carry out your project in your school or community

STEP
1

You have identified a project goal and prepared an action plan to accomplish it. Are you ready to complete your project?

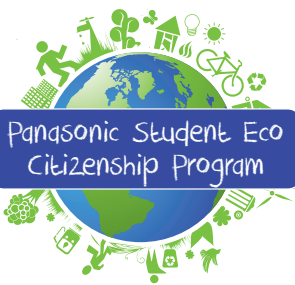
Before getting started can you answer, “yes” to the following questions:

- Do you have all the appropriate approvals/support (parents, teachers, principal, others important to the project success?)
- Do you have the needed equipment and materials (example--laptop, screen, handouts, table, soil, seeds, garbage bags) for what you plan to do?
- Does each team member have a part in the project implementation?
- If needed, do you have transportation to the site where you will carry out the project?
- Is someone assigned to take notes on the activity—what worked; what did not and to collect data on the project (Example—how many presentations made, number of student viewers, number of flowers planted, amount of litter collected and so forth?)
- Is someone assigned to take photographs (be sure to get one of the whole team)?
- Are you excited and eager to complete the project?

If your answers are *yes* to the above questions, you are ready—DO IT!****

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**STEP
2**

As a team, take time to come together to discuss the project. Consider two general questions:

Did you reach your goal?

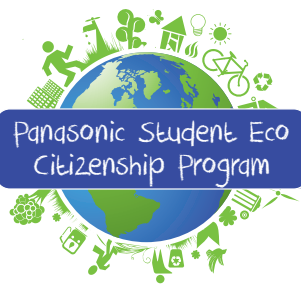
What is a key take away (one positive and one bothersome) for each of you?

✓ Positive

✓ Bothersome

Before moving to Lesson 4, draft your third entry for the Eco Diary located at the end of this workbook (page 16). Discuss what visual—photo or original art—will best illustrate your work in Lesson 3.





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Lesson 4

Evaluate your final results

Congratulations! You have completed your eco citizenship project. It is time to report your results and consider next steps



Describe the successes and challenges you faced. What strategies did you use to overcome the challenges?

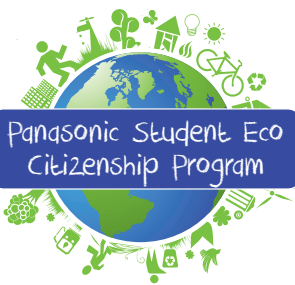
List the successes (what worked) of your project. Where you can present the numerical outcomes. (Examples-- Presented program on global warming to four classes for a total of 60 students. Received a commitment from 30 students to ride their bicycles to school at least two times a week.)

List other successes (Examples—team overcoming challenges to work together, developing plans to create a Keep America Green student club, personal thank you email from the regional EPA Director).

List the challenges or obstacles and how you overcame them. (Example — Selecting content for the presentation from the overwhelming amount of information on global warming. Our teacher worked with us to narrow our scope).

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STEP
2

It is important to expand your work and encourage others to take their own actions to help the environment. What will you and your team do to continue your work on protecting the environment? Be specific as you can on how you will continue this important work.

Our next steps:

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

This will be your last draft entry for the Eco Diary located at the end of this workbook (page 17). Discuss what visual—photo or original art—will best illustrate your work in Lesson 4.





STEP
3

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 review and share your draft Eco Diary.

1. Have each team member read the draft diary and suggest edits or changes.
2. Share the draft document with another team, a parent, or a teacher for feedback on the content and grammar.
3. Review with the team all suggested edits and changes and agree on those you will accept.
4. Prepare your final Eco Diary that will be submitted to your teacher.
5. Share your team's completed and final Eco Diary with your class.
6. Submit your Eco Diary to your teacher.

Your teacher will review the diary along with your classmates' Eco Diaries and select the top three to submit to the Panasonic Eco Diary Competition.

Great Job! You have completed your project and did important work to save the environment. Continue your good work. You do make a difference!

Instructions

1. Review the Official Competition Rules prior to submitting your entry.
2. 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
3. The *Eco Diary* must consist of 4 entries (one for each lesson) and be completed in the *Eco Diary*.
4. Each entry will highlight specific actions taken by the student team to protect the earth and improve the environment in your community.
5. Each Diary entry will include a picture and a paragraph to explain your steps taken.
6. The pictures must be actual photos of your student team working or original, hand-created artwork of your student team submitting the diary.
7. All paragraphs must be typed in English and must be the original work of the student team.



Draft Diary

Diary Entry 1 Draft: **Research environmental issues**

Completed by (teammate): _____

- Picture or illustration: Show your team’s research process. The picture may be a photo of your team conducting your research or original artwork created by a member of your team.
- Paragraph: Describe the process your team used to research the issues and what you learned.



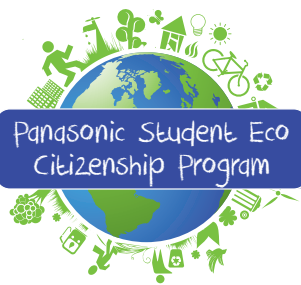
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Diary Entry 2 Draft: Project Goal and Action Plan

Completed by (teammate): _____

- Picture or illustration: The diary photo shows your team at work. Remember to show the environmental issue your team selected. This can be a photo of your team working or original artwork created by a team member.
- Paragraph: Describe the environmental issue the team selected, how it was selected and why it is important to your school or community. Also, describe the action steps your team carried out to implement your Eco Diary project.





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Diary Entry 3 Draft: **Carry out your project in your school or community**

Completed by (teammate): _____

- Picture or illustration: The diary photo shows your team at work carrying out your project. Remember this can be a photo or original artwork created by a team member.
- Paragraph: Describe the event or actions conducted in the community. Include how your team worked together.





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Diary Entry 4 Draft: Evaluate your final results

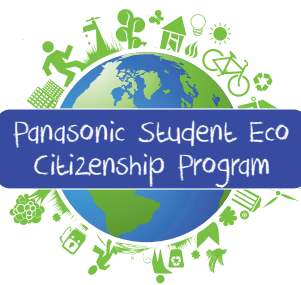
Completed by (teammate): _____

- Picture or illustration: The diary photo shows the final results of your project. Remember this can be a photo or original artwork created by a team member.
- Paragraph: Describe your successes as well as your challenges in carrying out your project. Include data or evidence of your success. (Success example: Presented to four classes for a total of 60 students, and got a written commitment from 30 students to ride their bicycles to school at least two days a week. Challenge example: some of the students parents would not allow them to ride their bikes to school.) Also describe your next steps for how you plan to continue your work to protect the earth.

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Eco Diary 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 that is a clear representation of what the team learned from its research. (up to 5 pts)</p> <p>___ The entry includes one paragraph explaining the team's research process and clearly stating the ideas or issues it found most interesting for follow up. (up to 10 pts)</p> <p>___ The writing is coherent, accurate and uses correct sentence structure with 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 that is a clear representation of the environmental issue selected by the team for its action. (up to 5 pts)</p> <p>___ The entry includes one paragraph clearly stating the environmental issue selected by the team and its response or planned action with a detailed plan showing how the team will implement it. (up to 10 pts)</p> <p>___ The writing is coherent, accurate and uses correct sentence structure with 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 that is a clear representation of the action or activity completed by the team in the community. (up to 5 pts)</p> <p>___ The entry includes one paragraph describing the implementation of the action or activity including what occurred, how and where in the community and the teamwork involved that made it happen. (up to 10 pts)</p> <p>___ The writing is coherent, accurate and uses correct sentence structure with 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 that is a clear representation of the team's outcomes or results. (up to 5 pts)</p> <p>___ The entry includes one paragraph describing the successes of the project, how, if any, challenges were overcome, and the next steps planned by the team to build on or continue the project. (up to 10 pts)</p> <p>___ The writing is coherent, accurate and uses correct sentence structure with no errors in spelling or grammar. (up to 5 pts)</p>	___/20
Overall Presentation	<p>The project story, as illustrated and written, shows enthusiasm and engagement by the whole team. It is clear the team took action in the community to improve the environment and collected information documenting its project outcomes and impact. The illustrations draw your attention and are aligned with the narrative. The story is clear, well written and descriptive with attention to grammar and spelling. (up to 20 pts)</p>	___/20
GRAND TOTAL OF POINTS AWARDED		___/100

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