



**Earth Force**  
**A Curriculum for Community Action and Problem Solving**



# Table of Contents |

## 8 The Launch

- 9 INTRO
- 14 **LESSON L.1** | Youth for a Change
- 17 **LESSON L.2** | Earth Force Rubric

## 26 Step 1

- 27 INTRO
- 31 **LESSON 1.1** | What is a Community?
- 35 **LESSON 1.2** | Choosing Inventory Methods
- 40 **LESSON 1.3** | Inventory Time

## 46 Step 2

- 47 INTRO
- 51 **LESSON 2.1** | Digging Deeper
- 58 **LESSON 2.2** | Issue Selection

## 64 Step 3

- 65 INTRO
- 69 **LESSON 3.1** | Policy vs. Practice
- 75 **LESSON 3.2** | Burning Questions
- 79 **LESSON 3.3** | What's Going On?
- 88 **LESSON 3.4** | The Change We Want to See

## 92 Step 4

- 93 INTRO
- 97 **LESSON 4.1** | Setting a Project Goal
- 104 **LESSON 4.2** | Strategy Selection

## 110 Step 5

- 111 INTRO
- 116 **LESSON 5.1** | Writing an Action Plan
- 123 **LESSON 5.2** | Taking Action

## 128 Step 6

- 129 INTRO
- 133 **LESSON 6.1** | Looking Back
- 138 **LESSON 6.2** | Taking It Public
- 142 **LESSON 6.3** | Looking Ahead

# Overview of Units |



## Launch | Getting Started

what needs to happen	lesson name	learning objective	class time	handouts
1. Introduce the concept of environmental citizenship.	L1   <b>Youth for Change</b>	<ul style="list-style-type: none"> <li>Develop an enhanced sense of students' personal role as an environmental citizen.</li> </ul>	60 minutes	LA – Mutated Frogs: The Images LB – Mutated Frogs: The Story LC – Community Problem Solvers
2. Convey the Earth Force purpose and process.	L2   <b>Welcome to Earth Force</b>	<ul style="list-style-type: none"> <li>List indicators of a "quality" Earth Force project.</li> </ul>	60 minutes	LD – Earth Force Project Rubric (completed) LE – Earth Force Project Rubric (shell) LF – Rubric descriptions



## Step 1 | Checking It Out : Community Environmental Inventory

what needs to happen	lesson name	learning objective(s)	class time	handouts
1. Learn about community.	1.1 <b>What is a Community?</b>	<ul style="list-style-type: none"> <li>Describe the physical and cultural aspects of their community.</li> </ul>	45 minutes	1A – Coat of Arms
2. Prepare for the community environmental inventory.	1.2 <b>Choosing Inventory Methods</b>	<ul style="list-style-type: none"> <li>Identify at least two methods that will be used to collect data in the inventory.</li> </ul>	45 minutes	1B – How We Find Out 1C – Comparing Methods
3. Conduct and make sense of the community environmental inventory.	1.3 <b>Inventory Time (Method 1)</b>	<ul style="list-style-type: none"> <li>Explain the benefits and procedures of taking a community environmental inventory.</li> <li>Evaluate their community and assess its strengths and issues.</li> </ul>	varies	1D – What We Found 1E – Comparing Results
	1.3 <b>Inventory Time (Method 2)</b>		varies	



## Step 2 | Choosing an Issue : Issue Selection

what needs to happen	lesson name	learning objective(s)	class time	handouts
1. Get to know the issues.	2.1 <b>Digging Deeper into the Issues</b>	<ul style="list-style-type: none"> <li>Identify cause and effect relationships.</li> <li>Classify issues.</li> </ul>	45-60 minutes	2A – Becoming Informed 2B – Cause and Effect Relationships 2C – Classification Examples 2D – Classification Organizer
2. Select an issue.	2.2 <b>Criteria-Based Issue Selection</b>	<ul style="list-style-type: none"> <li>Apply democratic principles to criteria-based decision making.</li> <li>Gain a greater understanding of the democratic process.</li> </ul>	45-60 minutes	2E – Issue Selection Grid



## Step 3 | Discovery : Policy and Community Practice Research

what needs to happen	lesson name	learning objective(s)	class time	handouts
1. Learn about policies and practices.	3.1 <b>Policy vs. Practice</b>	<ul style="list-style-type: none"> <li>Distinguish between policies and community practices.</li> </ul>	45 minutes	3A – Policy and Practice 3B – Policy/Practice Example
2. Construct a set of questions to guide research.	3.2 <b>Burning Questions</b>	<ul style="list-style-type: none"> <li>Construct a set of questions about their issue that will guide their research.</li> </ul>	45 minutes	3C – What Do We Want to Know?
3. Research and evaluate the relevant public and private policies and community practices.	3.3 <b>What's Going On?</b>	<ul style="list-style-type: none"> <li>Interact with individual and organizational stakeholders in the community.</li> <li>Examine research to find initial answers to their burning questions and to identify the policies and practices related to their selected issue.</li> <li>Identify how people and/or organizations are responsible for these policies and practices.</li> <li>Discover a variety of diverse perspectives about their issue.</li> </ul>	varies	3D – Stakeholder Web 3E – Sample Stakeholder Letter 3F – Finding Policies/ Practices 3G – Things to Think About 3H – Who's Responsible?
4. Students research options for changing policies and/or practices.	3.4 <b>The Change We Want to See</b>	<ul style="list-style-type: none"> <li>Synthesize policy and practice research.</li> <li>Analyze potential strategies for making changes to specific policies and/or practices.</li> </ul>	45 minutes	3I – The Change I'd Like to See



## Step 4 | Deciding What to Do : Goal and Strategy Selection

what needs to happen	lesson name	learning objective(s)	class time	handouts
1. Select one policy or practice to be changed.	4.1 <b>Setting a Project Goal</b>	<ul style="list-style-type: none"> <li>Evaluate the potential consequences of the various options for changing policies and practices.</li> </ul>	45 minutes	4A – Course of Action Example 4B – Goal Statement Planning
2. Select the most appropriate strategy to achieve the desired change.	4.2 <b>Criteria-Based Strategy Selection</b>	<ul style="list-style-type: none"> <li>Identify and apply selection criteria when making a decision.</li> <li>Demonstrate cooperative group process when making decisions.</li> </ul>	45 minutes	4C – Strategies for Change 4D – Strategy Selection Grid 4E – Goal/Strategy Statement
3. Develop and post a project goal and strategy statement.				



## Step 5 | Getting It Done : Planning and Taking Civic Action

what needs to happen	lesson name	learning objective(s)	class time	handouts
1. Write an action plan.	5.1 <b>Writing an Action Plan</b>	<ul style="list-style-type: none"> <li>Work collaboratively with classmates to develop an action plan.</li> <li>Break down tasks into work for committees.</li> <li>Address sustainability and project evaluation within the action plan.</li> </ul>	45-60 minutes	5A – Action Planning Sheet 5B – Committee Task Sheet 5C – Committee Budget Plan
2. Implement the action plan.	5.2 <b>Taking Action</b>	<ul style="list-style-type: none"> <li>Review the action plan.</li> <li>Work with classmates and the community to implement a sustainable project.</li> <li>Analyze and revise their plans and adjust project activities as obstacles arise.</li> </ul>	varies according to project	5A – Action Planning Sheet 5B – Committee Task Sheet 5C – Committee Budget Plan 5D – Committee Work Plan



## Step 6 | Wrapping Up : Reflecting, Going Public, and Planning for the Future

what needs to happen	lesson name	learning objective(s)	class time	handouts
1. Analyze and celebrate personal experiences with Earth Force.	6.1 <b>Looking Back</b>	<ul style="list-style-type: none"> <li>Evaluate their overall experiences with the program.</li> </ul>	45-60 minutes	6A – Earth Force Reflection
2. Publicize project successes.	6.2 <b>Taking it Public</b>	<ul style="list-style-type: none"> <li>Design, conduct and evaluate a public presentation.</li> </ul>	varies	6B – Success Stories
3. Plan for what lies ahead.	6.3 <b>Looking Ahead</b>	<ul style="list-style-type: none"> <li>Synthesize what they've learned and identify ways to apply this knowledge in the future.</li> </ul>	45 minutes	6C – Parting Thoughts and Commitments