

GREEN AMBASSADORS
A Program of Environmental Charter Schools

AMBASSADOR ACTION PLAN

Now that you've gotten hands-on to solve a GREEN issue, it's time to share what you've done....

ISSUE

What issue did you solve?



SOLUTION

How did you solve it and what difference did you make? (Use results. For example: "We decreased waste on campus by 75%.")

AUDIENCE

Who needs to know about this issue and your solution?

EXPERIENCE

What experience will you create to let your audience know? (Will it be an event, will you give a presentation, a lesson or a play, or all of 'em?)

NAME

What will you call this experience you are creating ?
(This is your tagline, make it clever and catchy.)

HEADLINE

If your favorite newspaper/magazine wrote an article about what you did to raise awareness of your issue and share your solution, where would it be featured and what would it say?

NEEDS

What do you need to make this happen?

.....

.....

RESOURCES/PARTNERS

Who can help you make this happen? (Think about teachers, administrators, parents, local organizations, etc). What do you already have that will help you make this possible?

SUCCESS

How will you know that the experience you created was successful? How will you measure it?
How will you celebrate it?

STEP-BY-STEP

What small steps do you need to break it down into? (After this step, you'll assign team roles).

1
WHAT?
.....
.....
.....
.....

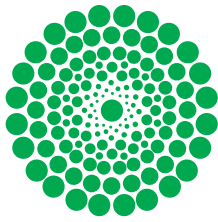
WHO?
BY WHEN?

2
WHAT?
.....
.....
.....
.....

WHO?
BY WHEN?

3
WHAT?
.....
.....
.....
.....

WHO?
BY WHEN?



GREEN AMBASSADORS
A Program of Environmental Charter Schools

STRATEGY



Talking Points 2:3



TEAM MEMBER: _____

After the Marketing Worksheet, you must come up with three “Talking Points” to intelligently and concisely speak about your message. Talking points should be clear, easily remembered, and well supported. They help you stay focused on your project when you are in front of an audience and nervous. Formulate your talking points **TOGETHER AS A CLASS** to make sure everyone is on the same page, then use this worksheet when you divide into teams to create your project.

MESSAGE: _____

TALKING POINT #1:

Support A:

Support B:

Support C:

STRATEGY



Talking Points 2:3



TALKING POINT #2:

Support A:

Support B:

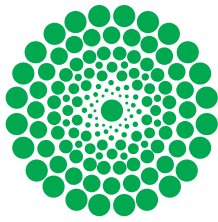
Support C:

TALKING POINT #3:

Support A:

Support B:

Support C:



GREEN AMBASSADORS
A Program of Environmental Charter Schools

STRATEGY



Team Roles 3:3



EVENT: _____

EVENT DATE: _____ **LOCATION:** _____ **TIME:** _____

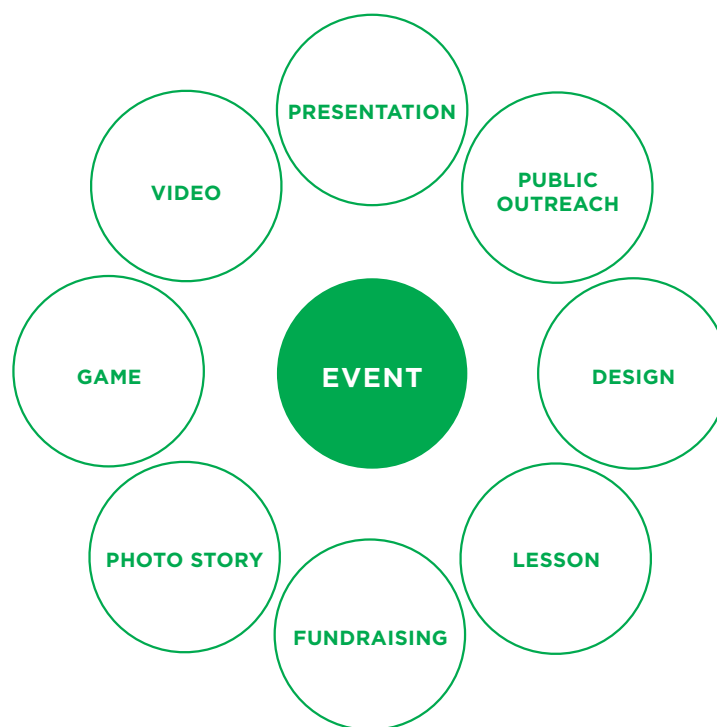
As a class, read the summary of responsibilities for each team and assign team roles for everyone in the class. Be sure to assign the Event, Presentation, Public Outreach, and Design teams first.

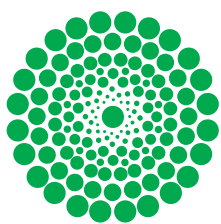
ROLE	SIGN UP	SUMMARY OF RESPONSIBILITY
* EVENT	1. 2. 3.	The Event team will unite the class and organize elements of the event that are created by other teams in your class. As the leading team of the event, it is your responsibility to make sure teams are communicating to create an effective and successful event that impacts your audience.
* PRESENTATION	1. 2. 3. 4.	You will educate your audience about a green issue and solution through creating and delivering a presentation.
* PUBLIC OUTREACH	1. 2. 3. 4.	You will spread a green message using media and social marketing tools, write a press release, secure media coverage, blog, tweet and facebook. You are also responsible for inviting people to your event.
* DESIGN	1. 2. 3. 4.	You will create printed or web-based materials that engage people in your event and green mission.
LESSON	1. 2. 3. 4. 5.	You will create and deliver a lesson to teach other students about a green issue and solutions.

* Necessary for a successful event



ROLE	SIGN UP	SUMMARY OF RESPONSIBILITY
FUNDRAISING	<ol style="list-style-type: none"> 1. 2. 3. 4. 	You will raise money to extend the reach of your solutions.
PHOTO STORY	<ol style="list-style-type: none"> 1. 2. 3. 4. 	You will create a photo story that illustrates your green issue and solution.
GAME	<ol style="list-style-type: none"> 1. 2. 3. 4. 	You will create a game that makes learning about green issues and solutions active and fun.
VIDEO	<ol style="list-style-type: none"> 1. 2. 3. 4. 	You will extend the reach of the green message beyond classroom walls by creating a short video that illuminates your solution.





GREEN AMBASSADORS
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EVENT



Performance Task 1:6

YOU WILL PLAN AND COORDINATE A SUCCESSFUL AND FUN GREEN EVENT.

THE 4 W'S

WHO: You and your Event team (3-4 people is best)

WHAT: Oversee the various elements that are required to produce an event

WHY: To provide the class with vision, direction and structure to create an inspiring event

WHERE: On your school campus or in your community

CHECKLIST

- ☐ Plan and coordinate a sustainable event
- ☐ Organize each team and their task
- ☐ Chose a venue/location
- ☐ Create an agenda
- ☐ Design a map
- ☐ Arrange food
- ☐ Assign and coordinate food check in, greeters and clean up crews
- ☐ Emcee the event
- ☐ Plan a rehearsal
- ☐ Coordinate event feedback from guests
- ☐ Organize "Thanks You" notes after the event
- ☐ Turn in all worksheets and materials

MATERIALS

1. Venue, tables and chairs
2. Various materials depending on what's included at the event (food, projectors, etc.)



THIS PACKET WILL GUIDE YOU THROUGH THE FOLLOWING TASKS TO CREATE A SUCCESSFUL EVENT. CHECK EACH SECTION ONCE COMPLETED.

TEAM MEMBERS: _____

TASK	TIMING	DATE COMPLETED?
1. VENUE	4-6 WEEKS PRIOR TO THE EVENT	
2. TYPE OF EVENT	4-6 WEEKS PRIOR TO THE EVENT	
3. EVENT PROPOSAL	4-6 WEEKS PRIOR TO THE EVENT	
4. TEAM INTERVIEWS	3 WEEKS PRIOR TO THE EVENT	
5. INVITATIONS	3 WEEKS PRIOR TO THE EVENT	
6. AGENDA	2 WEEKS PRIOR TO THE EVENT	
7. MAP	2 WEEKS PRIOR TO THE EVENT	
8. FOOD	2 WEEKS PRIOR TO THE EVENT	
9. SUSTAINABILITY	2 WEEKS PRIOR TO THE EVENT	
10. TEAM ROLES DURING THE EVENT	1 WEEK PRIOR TO THE EVENT	
11. CLASS ROLES DURING THE EVENT	1 WEEK PRIOR TO THE EVENT	
12. REHEARSAL	1-2 DAYS PRIOR TO THE EVENT	
13. DURING-EVENT CHECKLIST	DAY OF THE EVENT	
14. POST-EVENT CHECKLIST	1-3 DAYS AFTER THE EVENT	

OVERVIEW

As the Event team, your role is to ensure that each and every team does their job so things run smoothly up to and during the event. You will run the show during the event, which requires a lot of planning and coordination between all teams up until the event. It is your job to make sure that everyone is working together to accomplish your goals.

1. EVENT TOPIC:

2. HOW MANY PEOPLE DO YOU WANT TO ATTEND THE EVENT?

3. WHAT DO YOU WANT PEOPLE TO GAIN/DO AT THE EVENT?

4. OBTAIN A COPY OF YOUR CLASS TEAM ROLES FROM YOUR TEACHER SO YOU KNOW WHO IS IN EACH TEAM.



BEFORE THE EVENT

1. WHERE WILL YOU HOLD YOUR EVENT?

Things to consider

- Location: It should be located somewhere on campus easily accessible by visitors. If outside, have a backup at an indoor location.
- Try to limit it to one room to avoid confusion and distraction.
- What else will be going on in that room or area or school during that time?

Things to do

- Reserve the room or space with the school as soon as possible.
- Coordinate with anyone that uses the area or room.

2. WHAT TYPE OF EVENT WILL YOU HAVE?

Examples

- Booth/Fair: Will you set up booths for people to walk around and visit as they wish?
- Presentation Style: Will everyone sit down and listen while groups present?
- School assembly or pep rally.

Things to consider

- People like variety. Consider a combination of approaches.
- People often arrive at different times, so it's best to have booths/activities available before the actual event begins

3. EVENT PROPOSAL

Write up an event proposal, have the class vote on it and a teacher approve it.

EVENT PROPOSAL

EVENT NAME (OPTIONS):

EVENT TOPIC:

EVENT DATE AND TIME:

EVENT LOCATION:

TYPE OF EVENT

Based on the feedback from you teacher and class, what needs to be revised or changed?



5. TEAM INTERVIEWS

Now it is your job to coordinate WHAT, WHEN and WHERE each team will be. Fill out the chart below by asking each team the following questions:

- How will you present what your team is doing the night of the event?
- What is the best way to set it up? A booth? A presentation? Both? Something unique?
- Is it best at the beginning to introduce people to the topic? Is it best at the end to inspire action? Is it best in the middle to shake things up?

TEAM	WHAT WILL THEY DO FOR THE EVENT?	HOW?	WHEN?
PRESENTATION			
FUNDRAISING			
GAME			
PHOTO STORY			
VIDEO			
LESSON			
PUBLIC OUTREACH			
DESIGN			

Based upon your interviews, what team do you think will need the most support? What will your team do to ensure they get they get it?

5. INVITATIONS

There is no benefit in having an event if no one attends. Check in with the Public Outreach and Design teams to make sure they are doing their best to attract guests by designing invitations/fliers and listing the event on calendars. Remind them to check with each team for the most important and accurate information to include on the invitations (ex. will there be raffle prizes?). Also, if food is being served, the invitation should request that people to bring their own cups, silverware and plates. Encourage guests take public transportation, carpool, bike, or walk.



6. AGENDA

Now that you have an idea of what each team will be doing, create an agenda (timeline) for the event. An agenda lets your guests and teams know (a) what's going on (b) when and (c) where.

- The agenda should list everything happening during the event.
- The agenda should be printed and handed to teams prior to the event, handed out to guests and/or posted during the event.

EXAMPLE AGENDA

Welcome to Green Ambassador's From Garbage to Garden Event

5:00 PM In front of Room 141	Sign In & Mingle Snacks and Drinks Visit these booths: • Garbage Garden Game • "Who Ate My Garbage" Elementary Lesson Booth • Compost Shop Fundraising • Garden to Garbage Photo Booth
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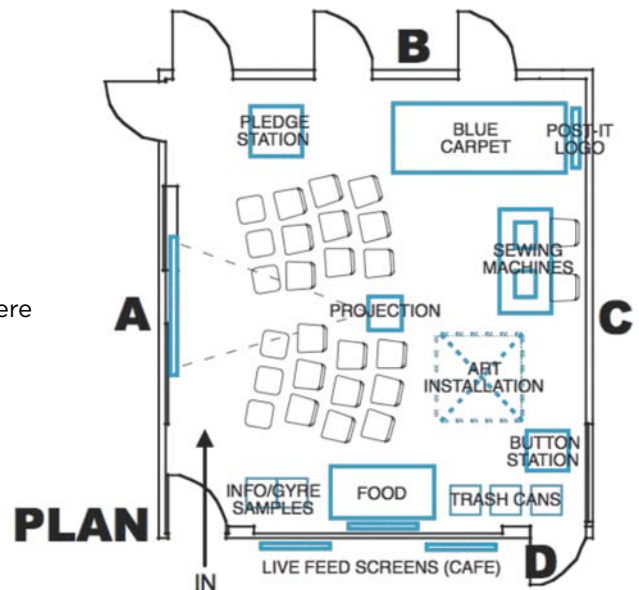
5:30 PM In front of Room 141	Composting 101 Presentation "Garden to Garbage" Film Screening Visit these booths: Compost Fundraising Team Demonstration Garbage Garden Game
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5:30 PM In front of Room 141	Snack and Drinks Garbage Garden Game Compost Shop Fundraising
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7. MAP

Create a map for your teams so they know where and how to set up. This map is NOT for guests.

- Include each team and project (i.e. where will the presentation be, where should the chairs be placed, where will the food be, where will the greeting table be, where should fundraising set up)
- Include room numbers and notable places
- Make the map clear enough so that your class could set up the room perfectly—even if no one from the event team was there





8. FOOD

Having food at your event is a good way to bring people together and gives your guests something to do while they wait for the main presentation to begin. It is also a good way to show people the advantages of eating locally and organically!

- Coordinate with the fundraising group. They may already be selling food to raise funds.
- Ask for donations. Contact nearby restaurants and grocery stores that serve sustainable and healthy snacks and food.
- Serve things that are easy to snack on but aren't individually packaged. Finger foods are preferred because they do not require plates or silverware.
- If you must use plates or utensils, DO NOT use plastic. Smart & Final and other grocers offer plant-based options.
- Have signs that explain where the food is from to show that you have chosen local organic options.
- Plan who will serve the food during the event.

WHAT FOOD WILL YOU SERVE?	WHERE WILL IT BE FROM?	HOW WILL YOU SERVE IT?	WHO WILL SERVE THE FOOD DURING THE EVENT?

9. SUSTAINABILITY

It is important that you set an example for creating sustainable events. "Leave No Trace" should be your motto for the event.

- **Utensils** – Work with the Design and Public Outreach teams to encourage people to bring their own cups, silverware and plates if there will be food. For those that forget, have reusable or plant-based utensils on hand.
- **Water** – Do not use plastic water bottles. Encourage people to bring water bottles (or have reusable cups) so people can use the fountain.
- **Waste** – Make sure you have separate bins for recycling, composting and landfill items and that they are all accessible and clearly labeled. Consider working with the Design team to make signs with additional information about recycling and composting.
- **Transportation** – Work with the Design and Public Outreach teams to encourage guests to take public transportation, carpool, bicycle or walk to the event. Don't forget to coordinate with the Fundraising team. If they are holding a raffle, give a free raffle ticket to anyone that bicycles or walks.



10. YOUR ROLES DURING THE EVENT

As the team responsible for the flow of the evening, sign up or assign the following roles. If your group is small you will need to double up on roles. For those of you that are managing teams, you will find people to help you on your team in exercise #11.

ROLE	RESPONSIBILITIES	NAME
MC (MASTER OF CEREMONIES)	Welcomes everyone and introduces the evening and each team as they present. Requests that everyone fills out their Feedback Forms. Wraps up the event by thanking everyone that made the event possible. Don't forget to thank your teams, teacher, sponsors and guests.	
TASK MASTER	Makes sure everyone in your class signs in and is completing their assigned responsibilities the day of the event (use the sign-in sheet on the following page) and understands this is part of their grade. You are also the problem solver of the night. Should any issue arise, you will first try to solve the problem yourself, and then go to the teacher.	
SET UP MANAGER	Responsible for the team that shows up 45 min-1 hour before the event to help set up. This includes setting up the greeter table, setting up chairs, putting up signs, checking technology and making sure everything is in place.	
CLEAN UP MANAGER	Responsible for the team that stays after the event for as long as it takes to make sure everything is cleaned up and put away where it belongs and that the room/area is cleaner than you found it. The entire group should help with this, but there should be at least 6 people you can count on.	
FOOD MANAGER	Responsible for getting the food and utensils prior to the event (or making sure it is delivered) and works with the Food team to ensure it is set up.	
GREETER MANAGER	Makes sure the greeters are properly set up and have Feedback Forms and agendas to hand out and collect after the event. Makes sure you have nametags and markers for everyone. The Greeter team should arrive at least 20 minutes prior to the event.	

11. CLASS ROLES DURING THE EVENT

Use the "Task Master Sign In" on the following page to check with each team and get their roles and responsibilities during the event. Share the map and agenda with each group and make any revisions that are necessary after getting their feedback.

- If a team does not know what they are supposed to be doing, review their packet checklist with them.
- If they do not have task for the day of the event, then assign them to the Set Up, Sign In, Food, or Clean Up team for that day.
- If everyone already has something to do for the day of the event, people will need to do double up on assignments. Make sure the Set Up, Sign In, Food, and Clean Up teams are filled.
- You will use this form again during the event to make sure everyone has signed in for their role.



TASK MASTER SIGN IN

			(DAY OF THE EVENT)	
TEAM	NAME	ROLES DURING THE EVENT	ARRIVAL TIME	SIGN IN
PRESENTATION				
FUNDRAISING				
GAME				
PHOTO STORY				
VIDEO				
LESSON				
PUBLIC OUTREACH				
DESIGN				



SET UP	SIGN IN (2-4)	FOOD (2-4)	CLEAN UP/PUT AWAY
1.			
2.			
3.			
4.			
5.			
6.			

12. CLASS ROLES DURING THE EVENT

At least one day before the event, schedule a dress rehearsal and let everyone know when it will take place. Everything should flow exactly how it will the day of the event, but there will be no guests. This will allow you to make any adjustments necessary and will guarantee fewer problems during the event. Give feedback to each booth and presentation. This is your chance to see everyone in action and have the class provide feedback

A. Based upon your rehearsal, what needs to be changed / better prepared / fixed?

B. How will you inform your class of the changes that need to be made? (Then do it).

C. What team needs your support the most between now and the event? What will you do to support them?

DURING THE EVENT

		DONE
SIGN IN	Everyone in your class has signed in and knows their roles	<input type="radio"/>
SET UP	Chair and tables are properly set up	<input type="radio"/>
GREETER TABLE	Feedback Forms and agendas are printed, being handed out and returned	<input type="radio"/>
TECHNOLOGY CHECK	Speakers, projector and computer work; the presentation and video are set up	<input type="radio"/>
FOOD CHECK	Food has arrived and is set up with proper utensils and napkins	<input type="radio"/>
EMCEE	Is prepared to direct the evening	<input type="radio"/>
CLEAN UP	The venue is left cleaner than when you found it; everything is put back in order	<input type="radio"/>

AFTER THE EVENT

		DONE
FEEDBACK	All the Feedback Forms are completed and turned in to the teacher	<input type="radio"/>
SIGN IN SHEETS	The community and student sign in sheets have been completed and turned in to the teacher	<input type="radio"/>
THANKS	Each team has sent a written thank you to the community members that specifically supported their team. As an event team you have sent written notes to everyone that contributed to the overall event.	<input type="radio"/>

EVENT**Feedback 3:6**

THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

5. HOW WOULD YOU RATE IT?

☐ Excellent

☐ Very Good

☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?

EVENT**Feedback 3:6**

THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

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☐ Very Good

☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?



TEAM MEMBERS:

1. HOW MANY PEOPLE ATTENDED YOUR EVENT?
2. HOW MANY FEEDBACK FORMS WERE FILLED OUT?
3. ACCORDING TO THE FEEDBACK FORMS AND OBSERVATION, WHAT DID PEOPLE LIKE MOST ABOUT THE EVENT?
4. ACCORDING TO THE FEEDBACK FORMS AND OBSERVATION, WHAT DID PEOPLE LEAST APPRECIATE ABOUT THE EVENT?
5. WAS EVERYTHING IN PLACE AND READY TO GO PRIOR TO THE START OF THE EVENT? EXPLAIN.

6. WHAT TEAM WAS MOST PREPARED? WHY?

TEAM	EXPLANATION

7. WHAT TEAM WAS LEAST PREPARED? WHY?

TEAM	EXPLANATION

8. WHAT QUALITIES DID IT TAKE TO ENSURE EVERYONE WAS ON TASK?

9. BASED UPON THE FEEDBACK, WHAT WOULD YOU DO DIFFERENTLY WERE YOU TO DO IT AGAIN?



NAME:

TEAM MEMBERS:

1. WHAT WAS THE OVERALL PURPOSE OF THE EVENT? HOW DID YOUR GROUP SUPPORT IT?

2. WHAT DID YOU WANT TO COMMUNICATE TO YOUR AUDIENCE (MARKET)?

3. WHAT WAS YOUR CONTRIBUTION TO THE OVERALL EVENT?

LIST 3-5 RESPONSIBILITIES

PROVIDE EVIDENCE THAT THEY WERE COMPLETED.

4. WHICH MEMBERS OF YOUR TEAM DEMONSTRATED LEADERSHIP AND ENSURED A SUCCESSFUL EVENT? (You should include yourself if you feel that this is true)

STUDENT

LEADERSHIP EXAMPLES

5. WHAT NEW SKILLS AND KNOWLEDGE DID YOU GAIN FROM YOUR GROUP'S ACTIVITY?

LIST SKILL/KNOWLEDGE

EXPLAIN

6. WHAT WORKED WELL?

7. WHAT COULD BE IMPROVED?

8. WHAT WILL YOU DO TO IMPROVE THE NEXT EVENT?



YOU AND YOUR TEACHER SHOULD BOTH EVALUATE YOUR WORK USING THIS WORKSHEET.

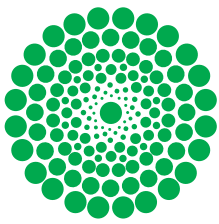
TEAM MEMBERS:

GRADE	POINTS	DESCRIPTION
A	4 OUT OF 4	ALL CIRCLES ARE CHECKED AND TEAM WENT ABOVE AND BEYOND
B	3 OUT OF 4	ALL ADVANCED AND BASIC CIRCLES ARE CHECKED
C	2 OUT OF 4	ALL BASIC CIRCLES ARE CHECKED, ONLY SOME ADVANCED CIRCLES ARE CHECKED
NOT PASSING	0-1 OUT OF 4	NOT ALL BASIC CIRCLES ARE CHECKED

BASIC	STUDENT	TEACHER
1. The Team worked with each team to ensure everyone was prepared for the event.	<input type="radio"/>	<input type="radio"/>
2. Feedback from a rehearsal was incorporated into the flow of the final event.	<input type="radio"/>	<input type="radio"/>
3. The event was set up prior to its start.	<input type="radio"/>	<input type="radio"/>
4. The Task Master signed all students in and ensured they were accountable for their responsibilities during the event.	<input type="radio"/>	<input type="radio"/>
5. The event set an example for sustainability.	<input type="radio"/>	<input type="radio"/>
6. Each guest signed in and knew what to expect and where to be.	<input type="radio"/>	<input type="radio"/>
7. The Master of Ceremonies was prepared.	<input type="radio"/>	<input type="radio"/>
8. The team was responsible for having guests complete Feedback Forms.	<input type="radio"/>	<input type="radio"/>
9. If food was part of the event, it was healthy, sustainable and managed properly.	<input type="radio"/>	<input type="radio"/>
10. The team was focused, on task and worked well together and with other teams.	<input type="radio"/>	<input type="radio"/>
11. The area was left as clean or cleaner than it was found.	<input type="radio"/>	<input type="radio"/>
12. Thank you letters were sent to everyone who helped with the event.	<input type="radio"/>	<input type="radio"/>
13. The following handouts were completed and turned in to your teacher: Marketing Worksheet, Talking Points Worksheet, Event Packet, Feedback Forms, Event Results, Event Rubric, Reflection	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>

ADVANCED	STUDENT	TEACHER
1. The event ran seamlessly.	<input type="radio"/>	<input type="radio"/>
2. The purpose of the event was clear and consistent.	<input type="radio"/>	<input type="radio"/>
3. The Master of Ceremonies led a dynamic event.	<input type="radio"/>	<input type="radio"/>
4. Guests learned something (based upon formal and informal feedback).	<input type="radio"/>	<input type="radio"/>
5. Students were professional and prepared.	<input type="radio"/>	<input type="radio"/>
6. The Event team set an example of leadership.	<input type="radio"/>	<input type="radio"/>
7. The event reflected a strong sense of teamwork and preparation.	<input type="radio"/>	<input type="radio"/>
8. Responsibilities for the event did not fall on the shoulders of the teacher unless previously arranged.	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>

TOTAL BASIC: / **TOTAL ADVANCED:** / **TOTAL POINTS:** / 4 **GRADE:**



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PRESENTATION

Performance Task 1:6



YOU WILL CREATE AND DELIVER A PRESENTATION TO EDUCATE
YOUR AUDIENCE ABOUT A GREEN ISSUE AND SOLUTION

THE 4 W'S

WHO: You and your Presentation team (2-5 people is best)

WHAT: Create and deliver a slide show presentation

WHY: To educate your audience about a green issue and inspire them to be part of the solution

WHERE: At an event, at your school or in your community

CHECKLIST

- ☐ Design a presentation template (select graphics/colors/fonts)
- ☐ Write an outline, main points and supporting points
- ☐ Sketch a storyboard
- ☐ Create slides in PowerPoint or Keynote
- ☐ Proof your slides
- ☐ Make, find or buy handouts/prizes
- ☐ Practice your presentation for the class
- ☐ Perfect your slides and delivery
- ☐ Practice again, and again
- ☐ Set up equipment and projector
- ☐ Deliver your presentation
- ☐ Turn in all worksheets and materials

MATERIALS

1. Computer
2. Presentation software
(PowerPoint, Keynote)
3. Projector



THIS PACKET WILL GUIDE YOU THROUGH THE FOLLOWING TASKS TO CREATE A COMPELLING PRESENTATION.

TEAM MEMBERS: _____

PRESENTATION TOPIC: _____ **PRESENTATION DATE:** _____

TASK	DATE COMPLETED
1. REVIEW TIPS	
2. CREATE PRESENTATION TEMPLATE	
3. DEVELOP PRESENTATION OUTLINE	
4. CREATE A SLIDE SHOW STORYBOARD	

1. TIPS FOR YOUR PRESENTATION

CONTENT

- PRACTICE, PRACTICE, PRACTICE. In front a mirror and for your friends and family.
- Become an expert on your topic. Don't memorize the slides. Know your content and use the slides as a guide.
- Less is more. Limit yourself to 25 words or less per slide.
- Use bullets and top-line information to accompany photos and visuals.
- Your last slide shouldn't read "Questions?" Instead, close with a slide that has your contact information or Web site for further information.

DESIGN

- Pictures are worth a thousand words. Your slide should be a simple visual representation of what you are talking about. Use appropriate and simple graphs, charts or photos whenever possible.
- Make sure pictures are high resolution. Use real photos instead of clip art.
- Refrain from using distracting animation and transitions.
- Use consistent fonts (limit to one or two) throughout the entire presentation.
- Use a simple template that is consistent for all slides. It should be light background with dark text.


DELIVERY

- Allow plenty of set up time to make sure everything works properly (projector, speakers, etc). Bring a backup of your presentation (on a disk or drive).
- Introduce yourself (or have someone introduce you and thank them for the introduction).
- Ask your audience what they know about the topic. This gives you time to relax before presenting.
- Make it interactive. Incorporate questions and personal stories.
- Speak slowly, clearly and loudly. Don't fidget or use distracting gestures.
- Do not read from your slides or turn your back to the audience. The second you lose eye contact with your audience, they stop listening.
- When you ask questions, have them discuss answers amongst themselves then call on someone specific to answer. Consider giving sustainable prizes for audience participation.
- It's OK if you don't know the answer to a question. Say "that's a great question" and ask if anyone in the audience knows. If not, tell them you can talk to them after the presentation. **DON'T MAKE SOMETHING UP!**



2. CREATE A PRESENTATION TEMPLATE:

DETERMINE THE FOLLOWING PARAMETERS AND THEN SKETCH YOUR TEMPLATE OUT:

EXAMPLE	
TITLE (Font, Size, Color)	 <p>Great Pacific Garbage</p> <ul style="list-style-type: none"> • A giant, eternal swirling spiral of floating t • Twice the size of the US and growing • Home to an estimated 100 million tons of • Just 1 of 5 gyres that collect plastic
BODY (Font, Size, Color)	
BACKGROUND (color, logo)	

3. PRESENTATION OUTLINE

AS YOU CONSIDER YOUR PRESENTATION TOPIC AND POINTS, CONSIDER THESE QUESTIONS

- What do I want to know about this subject?
- After learning about it, what questions do I still have?
- What is missing from the general information on my topic? How can I fill that gap?
- What can I do to make the information fresh, new and interesting?
- How can I show an angle that hasn't been explored?
- If I were a member of the audience, what would I want to learn?
- Can I create graphs or photos to best represent the information?

A. PRESENTATION TOPIC: (Refer to your "Mission:" on your completed "Marketing Worksheet")

B. PRESENTATION GOAL: (What do you want your audience to know and do as a result of your presentation)?

C. OPENING HOOK: How will you grab your audience's attention and make them want to listen to your presentation? Consider a short video, a song, a question for your audience to think about, paint a picture of before/after, include a shocking photo or statistic).



D. MAIN POINTS

MAIN POINT #1	
Supporting Point A	
Supporting Point B	
Supporting Point C	
MAIN POINT #2	
Supporting Point A	
Supporting Point B	
Supporting Point C	
MAIN POINT #3	
Supporting Point A	
Supporting Point B	
Supporting Point C	



E. CLOSING: How will you engage your audience to make sure they learned what you want them to? How will you inspire them to take action?

a. Reinforce: What points will you repeat to your audience

b. Discuss: What will you have your audience discuss with each other?

c. Ask: What will you ask your audience to ensure they understand?

d. Action: What do you want your audience to do after hearing you speak? How will your creatively ask them to do this (consider asking them to take a pledge)? Consider partnering with the video team to create an inspiring video or PSA.

e. Contact/Questions/Thank You: Be sure to ask if there are any questions and thank the audience for allowing you to present. Include your contact information or Web site for additional information.

4. SLIDE SHOW STORYBOARD

Sketch the slides you will use to communicate your hook, main points and closing. This will be your road map for creating your slides.

SLIDE #1 (OPENING)		SLIDE #2 (HOOK)		SLIDE #3 (PRESENTATION OUTLINE)		SLIDE#4 (MAIN POINTS)	
TITLE							
TEXT (BULLETS)							
VISUAL (GRAPHICS OR PHOTOS)							
WHO WILL PRESENT?							
SLIDE#5 (MAIN POINTS)		SLIDE#6 (MAIN POINTS)		SLIDE#7 (MAIN POINTS)		SLIDE#8 (MAIN POINTS)	
TITLE							
TEXT (BULLETS)							
VISUAL (GRAPHICS OR PHOTOS)							
WHO WILL PRESENT?							
SLIDE#9 (MAIN POINTS)		SLIDE#10 (MAIN POINTS)		SLIDE#11 (CLOSING/ACTION)		SLIDE#12 (CONTACT/INFO)	
TITLE							
TEXT (BULLETS)							
VISUAL (GRAPHICS OR PHOTOS)							
WHO WILL PRESENT?							

PRESENTATION



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

5. HOW WOULD YOU RATE IT?

☐ Excellent

☐ Very Good

☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?

PRESENTATION



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

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☐ Public Outreach

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☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

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☐ Very Good

☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?



TEAM MEMBERS:

1. WHO DID YOU PRESENT TO?
2. HOW MANY PEOPLE DID YOU PRESENT TO?
3. ACCORDING TO THE FEEDBACK FORMS AND OBSERVATION, WHAT DID PEOPLE LIKE MOST ABOUT THE PRESENTATION?
4. ACCORDING TO THE FEEDBACK FORMS AND OBSERVATION, WHAT WOULD YOU DO DIFFERENTLY?
5. WAS EVERYTHING IN PLACE AND READY TO GO PRIOR TO THE START OF THE PRESENTATION? EXPLAIN.
6. DID THE AUDIENCE INTERACT? WHY OR WHY NOT?
7. DID EVERYONE ON YOUR TEAM DO THEIR FAIR SHARE IN PRESENTING?

TEAM MEMBER

EXPLANATION

8. HOW DO YOU KNOW THAT YOU'VE INSPIRED PEOPLE TO TAKE ACTION BEYOND THE PRESENTATION? GIVE EVIDENCE.

ACTION

EVIDENCE



NAME:

TEAM MEMBERS:

1. WHAT WAS THE OVERALL PURPOSE OF THE EVENT? HOW DID YOUR GROUP SUPPORT IT?

2. WHAT DID YOU WANT TO COMMUNICATE TO YOUR AUDIENCE (MARKET)?

3. WHAT WAS YOUR CONTRIBUTION TO THE OVERALL EVENT?

LIST 3-5 RESPONSIBILITIES

PROVIDE EVIDENCE THAT THEY WERE COMPLETED.

4. WHICH MEMBERS OF YOUR GROUP DEMONSTRATED LEADERSHIP AND ENSURED A SUCCESSFUL EVENT? (You should include yourself if you feel that this is true)

STUDENT

LEADERSHIP EXAMPLES

5. WHAT NEW SKILLS AND KNOWLEDGE DID YOU GAIN FROM YOUR GROUP'S ACTIVITY?

LIST SKILL/KNOWLEDGE

EXPLAIN

6. WHAT WORKED WELL?

WHAT COULD BE IMPROVED?

WHAT WILL YOU DO TO IMPROVE THE NEXT EVENT?



YOU AND YOUR TEACHER SHOULD BOTH EVALUATE YOUR WORK USING THIS WORKSHEET.

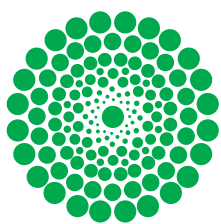
TEAM MEMBERS:

GRADE	POINTS	DESCRIPTION
A	4 OUT OF 4	ALL CIRCLES ARE CHECKED AND TEAM WENT ABOVE AND BEYOND
B	3 OUT OF 4	ALL ADVANCED AND BASIC CIRCLES ARE CHECKED
C	2 OUT OF 4	ALL BASIC CIRCLES ARE CHECKED, ONLY SOME ADVANCED CIRCLES ARE CHECKED
NOT PASSING	0-1 OUT OF 4	NOT ALL BASIC CIRCLES ARE CHECKED

BASIC	STUDENT	TEACHER
1. The presentation material was accurate, informative and effective.	<input type="radio"/>	<input type="radio"/>
2. The presentation looked professional (uniform formatting throughout, slides aren't crowded, text is easy to read from afar, color and text schemes are simple, graphics are appropriate and of high resolution).	<input type="radio"/>	<input type="radio"/>
3. There are no spelling or grammatical errors.	<input type="radio"/>	<input type="radio"/>
4. The presentation was improved upon class feedback prior to final delivery.	<input type="radio"/>	<input type="radio"/>
5. Students were prepared (technology, slideshow, materials were ready to go).	<input type="radio"/>	<input type="radio"/>
6. Students opened the presentation with a compelling hook.	<input type="radio"/>	<input type="radio"/>
7. Students spoke loudly and clearly.	<input type="radio"/>	<input type="radio"/>
8. The presentation encouraged audience engagement.	<input type="radio"/>	<input type="radio"/>
9. Students maintained eye contact with the audience and did not read off slides.	<input type="radio"/>	<input type="radio"/>
10. Presenter(s) demonstrated good knowledge of material.	<input type="radio"/>	<input type="radio"/>
11. The team worked together - everyone prepared, presented, and cleaned up.	<input type="radio"/>	<input type="radio"/>
12. Students dressed appropriately.	<input type="radio"/>	<input type="radio"/>
13. The following worksheets were completed and turned in: Marketing Worksheet, Talking Points Worksheet, Presentation Packet, Feedback Form, Presentation Results, Presentation Rubric, Reflection	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>

ADVANCE	STUDENT	TEACHER
1. Students became experts on their topic.	<input type="radio"/>	<input type="radio"/>
2. Students made the presentation their own (it was lively and incorporated personality; students were able to think on their feet).	<input type="radio"/>	<input type="radio"/>
3. The goal of the presentation was made clear and was reinforced in closing.	<input type="radio"/>	<input type="radio"/>
4. The presentation engaged the audience (discussion, questions, stories).	<input type="radio"/>	<input type="radio"/>
5. Students used original, creative and appropriate graphics.	<input type="radio"/>	<input type="radio"/>
6. The audience was inspired to take action beyond the presentation.	<input type="radio"/>	<input type="radio"/>
7. Audience feedback was positive (based on Feedback Forms).	<input type="radio"/>	<input type="radio"/>
8. The presentation flowed seamlessly between speakers and topics.	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>

TOTAL BASIC: / **TOTAL ADVANCED:** / **TOTAL POINTS:** / 4 **GRADE:**



GREEN AMBASSADORS
A Program of Environmental Charter Schools

PUBLIC OUTREACH

Performance Task 1:7



YOU WILL SPREAD A GREEN MESSAGE USING MEDIA AND
SOCIAL MARKETING TOOLS

THE 4 W'S

WHO: You and your Public Outreach team (2-5 people is best)

WHAT: Write a press release, secure media coverage, blog, tweet and facebook

WHY: To get media to cover your green solution and get the public to attend your event

WHERE: Local print and television media, national online media

CHECKLIST

- ☐ Turn in all worksheets and materials
- ☐ Interview an expert
- ☐ Write a press release
- ☐ Create a media list
- ☐ Call/email media contacts
- ☐ Secure calendar listings and articles
- ☐ Invite the public
- ☐ Make school announcements
- ☐ Write blog postings
- ☐ Create Facebook and Twitter profiles/events
- ☐ Create a press coverage brag book
- ☐ Turn in all worksheets and materials

MATERIALS

1. Computers
2. Access to social networking sites
3. Poster board for press clippings



THIS PACKET WILL GUIDE YOU THROUGH THE FOLLOWING TASKS TO CREATE A SUCCESSFUL MEDIA PLAN

TEAM MEMBERS: _____

TASK	TIMING	DATE COMPLETED
1. DEVELOP TALKING POINTS	1 MONTH - 2 WEEKS BEFORE THE EVENT	
2. WRITE A PRESS RELEASE	1 MONTH - 2 WEEKS BEFORE THE EVENT	
3. CREATE A MEDIA LIST	1 MONTH - 2 WEEKS BEFORE THE EVENT	
4. CONTACT MEDIA	1 MONTH - 2 WEEKS BEFORE THE EVENT	
5. POST-EVENT FOLLOW UP	DAYS IMMEDIATELY FOLLOWING EVENT	

1. DEVELOP TALKING POINTS

A. ISSUE/EVENT INFORMATION:

Name of Event: _____

Date and Time: _____ Location _____

Summary: _____

Main Points (perfect the relevant points from Talking Points Worksheet).

1.

2.

3.



2. WRITE A PRESS RELEASE

Press releases help guide reporters as they cover your issue/event. Often they are printed word-for-word. Your press release should be written like an article with relevant, timely and interesting information. Follow the example on the following page as you write your press release. It should look the same and fit on one page. You will need to conduct interviews to obtain quotes for your press release

Tips for Writing Your Press Release:

- The subject line should be catchy but concise.
- Limit your press release to one page.
- The press release should read like an article.
- Include recent and relevant facts and statistics on your issue.
- Draft your press release before interviewing students, teachers, or experts for quotes (see below).
- Read the press release out loud to a group and edit it according to their feedback.
- Have someone review it for correct grammar and spelling.

Tips for Arranging and Conducting Interviews:

- Introduce yourself; clearly state your purpose so the interviewer knows what you are looking for.
- Arrange a specific date and time that is convenient for them (in person, or via phone or Skype).
- Prepare and review your questions before the interview. Your questions should be simple, short and open ended. Do not ask yes or no questions – ask them questions that invite conversation.
- Record your interview on an audio device. Ask for their permission before recording.
- Confirm the correct spelling of their name, title and organization.
- Don't get caught up on notes (you can refer back to your recording).
- Speak naturally and listen to their answers – they may lead to ideas of new questions to ask.
- Don't be afraid to ask for clarification, verification or of sources of information.
- Volunteer to repeat a summary of your notes to ensure you captured their main points.
- Thank them.
- Make sure you don't leave with questions unanswered.
- Send them a copy of their quote before sending the press release out.



SAMPLE PRESS RELEASE

<<SCHOOL/GROUP LOGO>>

FOR IMMEDIATE RELEASE

Contact: Green Girl
greengirl@green.com
(XXX) XXX-XXXX

MAIN TITLE GOES HERE IN ALL CAPS

--Subtitle Goes Here With Upper and Lower Case--

(CITY NAME) Day, Month, Year - Body text goes here, communicating the most important information. This paragraph answers the questions:

1) Who, 2) What, 3) Where, 4) When, and 5) Why.

Supporting paragraph goes here, communicating background information on your issue, event and solutions. How does your event/solution help to promote a better world?

Third paragraph includes at least two quotes from event speakers, fellow students, administration, or experts on the topic. The quotes should inspire readers to get involved in your event or solution. They can also express more heart-felt or biased information that hasn't already been communicated above.

For more information, visit www.yourschoolorclub.org.

#

About Your Club: Include a line or two with background information on your club or school here.

Attachments: Photo, Logo



3. CREATE A MEDIA LIST

Find relevant online, print (newspaper, magazine) and broadcast (radio, television) media and identify the best reporter to contact.

Tip:

- Identify people interested in your issue/event and list their contact information in the chart below.
- Think about all media, including online outlets (i.e., Huffington Post, Tree Hugger), print publications (i.e. Your Daily Newspaper) and broadcast (i.e., local news radio, local television news station).
- Search online media and read through relevant publications for people already covering your topic.

PUBLICATION NAME	REPORTER NAME AND TOPIC	CONTACT INFORMATION EMAIL/PHONE	NOTES (DATE CALLED / DATE RELEASE SENT)
	Name:	Email:	Called:
	Topic(s):	Phone:	Emailed:
	Name:	Email:	Called:
	Topic(s):	Phone:	Emailed:
	Name:	Email:	Called:
	Topic(s):	Phone:	Emailed:
	Name:	Email:	Called:
	Topic(s):	Phone:	Emailed:
	Name:	Email:	Called:
	Topic(s):	Phone:	Emailed:
	Name:	Email:	Called:
	Topic(s):	Phone:	Emailed:



4. CONTACT MEDIA

A. CALL YOUR MEDIA CONTACTS

Make sure you have reviewed your talking points and press release. Have them in front of you. Use this format as a guide when you call them.

- “Hi, my name is: _____”
- “I am a student at: (don’t abbreviate school name) _____”
- “I’m calling you about (describe your important issue/event in one sentence):
_____”
- “Do you have a minute?”
- If yes, provide more detail and tell them you’ll follow up with an email — double check their email address.
- If no, ask if you can send them a press release via email and confirm their email address.
- If no answer, leave a BRIEF message saying you will send a press release via email.

B. EMAIL YOUR MEDIA CONTACTS

Follow up after your phone call or send information if you can’t reach them by phone.

Tips:

- Make sure your subject line is relevant and clear.
- Thank them for talking with you (if you are following up to your call).
- If you have not reached them by phone, introduce yourself and include three bullets on the issue/event (for example: (a) a relevant statistic on the issue, (b) a solution, (c) date and time of event)
- Include the press release in the body of your email and attach it.
- Attach one or two photos that are relevant to the event/issue.

C. IF THE MEDIA ATTENDS YOUR EVENT

Tips:

- Make sure you give them clear directions on how to get there.
- Introduce yourself, shake their hand, and explain you will be their host.
- Ask them for their business card and give them the school contact info (make a card).
- Provide an overview of the event.
- Ask if there is anything you can do to help them (bathroom, H2O, food).
- Prepare someone for them to interview and practice with your “Talking Points” and potential Q & A.
- In answering their questions, provide the main message of the event and state the talking points from your press release. For example, if a reporter asks, “Do you think anybody cares about the environment?” you could respond, “That’s a good question. The most important thing about this event is....”, and give your message! Share through conversation – do not read from notes.

5. POST-EVENT FOLLOW UP

- Be sure to check the media that you contacted and see if they published articles.
- Collect the articles that were written and make a poster to share with the class.
- Send an email thanking the reporter for attending the event or writing the article.

MAKE SURE YOU HAVE FIRST COMPLETED YOUR MEDIA PACKET. YOU WILL BE USING YOUR PRESS RELEASE AS A GUIDE.

TEAM MEMBERS: _____

EVENT DATE _____

TASK	TIMING	DATE COMPLETED
1. POST EVENTS TO PUBLIC CALENDARS	1 MONTH - 2 WEEKS BEFORE THE EVENT	
2. BLOG	1 MONTH - 2 WEEKS BEFORE THE EVENT	
3. FACEBOOK/TWITTER	THE WEEKS BEFORE THE EVENT	
4. SCHOOL OUTREACH	WEEK OF THE EVENT	
5. COMMUNITY OUTREACH	WEEK OF THE EVENT	

1. POST EVENTS TO PUBLIC CALENDARS

Post your event on public calendars, especially for groups that are interested in your issue/topic. Include event purpose, location, time and contact information (email and phone number).

Though these are specific to the Los Angeles area, they should give you ideas for your local calendars.

1. **The Daily Breeze** (Carson, Torrance and surrounding areas)
 - Email information to calendar@dailybreeze.com, or call the editor at: 310-540-5511 x375
 - 2 weeks lead time
2. **Easy Reader** (South Bay beach communities)
 - Email event information to calendar@easyreader.info OR fax information to the attention of Beverly at 310-318-6292 or 310-374-0191
3. **The Beach Reporter** (Coastal Newspaper)
 - Email event information (host, date, time, location, contact phone number) to editor@tbrnews.com OR fax it to 310-372-6113
4. **City of Manhattan Beach** (South Bay and Los Angeles Calendar)
 - Visit: www.southbaycalendar.org or www.losangelescalendar.org
 - When you are on either site you will need to merge the areas or special groups you want to see then click ADD EVENT in the upper right corner. There you will have an opportunity to submit your event information to your surrounding areas.
5. **Santa Monica Daily Press**
 - Visit: <http://www.smdp.com> click EVENTS and post your event information.
6. **Santa Monica Mirror**
 - Email your event information and phone number to: tanyasare@earthlink.net and lee@smmirror.com

**7. City of Santa Monica – Event Calendar**

- Go to www.smgov.net, click on right tab CALENDAR, click FULL CALENDAR and then click SUBMIT EVENT. You can also click on this link to go directly there: <http://www01.smgov.net/communication/cityforms/event-calendar.htm>

8. Wholelife Times

- Visit: <http://www.wholelifetimes.com/calendar/add>
- Enter event information, and click submit

9. Eye Spy LA

- Visit: <http://www.eyespyla.com/www/thebuzz.nsf/CommentEvent!OpenForm> and choose the area and the topic and press submit

10. Green-LA.com

- Go to <http://www.green-la.com/portal/submit.php?type=calendar>
- Sign up as a new user and submit your event

2. BLOG

- Locate relevant blogs that allow you post content on their site
- Locate online articles on your topic and post the event information in the “comments” section
- Post your press release or relevant information – be sure to include relevant photos
- After its posted, send a link of the posting to your teacher
- Here are a few examples of blogs you can post to, but you should find others:
 - Wiser Earth: <http://www.wiserearth.org/>
 - Earth Protect: <http://www.earthprotect.com/>

3. FACEBOOK/TWITTER (SOCIAL NETWORKING TOOLS)

Your team is responsible for getting people to attend the event. Facebook and Twitter are great tools that help you reach a targeted audience. If your school blocks access to these on campus, it is your group’s responsibility to do these activities at home and provide your teacher with a copy (screen shot or printed) of what you post. Use or create your school/club’s/class online accounts. Do not use your own personal accounts.

A. BUILD YOUR LIST OF FRIENDS

- Only send information to people that want to hear about it
- Before sending updates and invites, build your friend list with people in your club/school/network or people who are talking about similar green issues

B. CREATE A FACEBOOK EVENT

- Create an “event” – include photos and all event details (time, location, place)
- Invite all your friends and ask them to invite their friends

C. FACEBOOK AND TWITTER STATUS UPDATES

- 2 weeks prior to the event post regular status updates with teasers related to your event (i.e. facts, articles, videos)
- 1 week prior to the event, post regular updates and invitations with specific event information



4. SCHOOL OUTREACH

A. PERSONAL INVITES

- Personally invite your peers, teachers and family
- Ask teachers to give extra credit to students from other classes/grades that attend
- Provide administration with hand-written invitations

B. SCHOOL ANNOUNCEMENTS

- Write up a fun announcement to be read over the PA system
- Ask your school to include it the school newsletter and post it to the school website
- Have the video team create a fun video to be aired before or after your school news
- Post fliers around campus using the Marketing team's materials
 - Save paper and be strategic by posting fliers in bathroom stalls and common areas
- Have the school post the event on the kiosk
- Talk about it at lunch and remind people the day of the event
- Submit your press release to the school newspaper
- Encourage the student council, school clubs, the PTA and the school board to attend

4. COMMUNITY OUTREACH

Coordinate with the Marketing team and see if they can make fliers for you to post in the community:

- Bulletin boards at local/organic groceries and cafes (i.e. Trader Joe's, Fresh N' Easy, Whole Foods)
- Street corners and doorsteps in the neighborhood (it is a federal offense to put fliers on mailboxes)
- Ask local environmental groups to announce it on their websites, newsletters or at their meetings (i.e. VOICE, Surfrider Foundation, Heal the Bay, Sustainable Works)

PUBLIC OUTREACH



Feedback 4:7



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

5. HOW WOULD YOU RATE IT?

☐ Excellent

☐ Very Good

☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?

PUBLIC OUTREACH



Feedback 4:7



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

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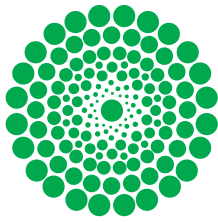
☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?



GREEN AMBASSADORS
A Program of Environmental Charter Schools

PUBLIC OUTREACH



Results 5:7



TEAM MEMBERS:

1. HOW MANY PEOPLE ATTENDED THE EVENT? STUDENTS _____ ADULTS _____

2. WHAT GOT THE MOST PEOPLE TO ATTEND THE EVENT (PRESS RELEASE, FACEBOOK, TWITTER, PERSONAL INVITATIONS)?

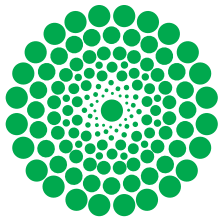
3. DID ANY MEDIA CONTACTS ATTEND THE EVENT? (ADD MORE ROWS IF NEEDED).

NAME	PUBLICATION

4. WHICH CALENDARS OR BLOGS SHARED INFORMATION ABOUT YOUR EVENT OR ISSUE/SOLUTION? (SHARE A POSTER OF YOUR MEDIA WITH YOUR TEACHER AND CLASS)

5. HOW MANY NEW SOCIAL NETWORKING FRIENDS DID YOUR TEAM MAKE AS A RESULT OF YOUR OUTREACH?

TWITTER _____ FACEBOOK _____ OTHER _____



GREEN AMBASSADORS
A Program of Environmental Charter Schools

PUBLIC OUTREACH



Reflection 6:7



NAME:

TEAM MEMBERS:

1. WHAT WAS THE OVERALL PURPOSE OF THE EVENT? HOW DID YOUR GROUP SUPPORT IT?

2. WHAT DID YOU WANT TO COMMUNICATE TO YOUR AUDIENCE (MARKET)?

3. WHAT WAS YOUR CONTRIBUTION TO THE OVERALL EVENT?

LIST 3-5 RESPONSIBILITIES

PROVIDE EVIDENCE THAT THEY WERE COMPLETED.

4. WHICH MEMBERS OF YOUR GROUP DEMONSTRATED LEADERSHIP AND ENSURED A SUCCESSFUL EVENT? (You should include yourself if you feel that this is true)

STUDENT

LEADERSHIP EXAMPLES

5. WHAT NEW SKILLS AND KNOWLEDGE DID YOU GAIN FROM YOUR GROUP'S ACTIVITY?

LIST SKILL/KNOWLEDGE

EXPLAIN

6. WHAT WORKED WELL?

7. WHAT COULD BE IMPROVED?

8. WHAT WILL YOU DO TO IMPROVE THE NEXT EVENT?



YOU AND YOUR TEACHER SHOULD BOTH EVALUATE YOUR WORK USING THIS WORKSHEET.

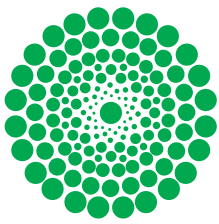
TEAM MEMBERS:

GRADE	POINTS	DESCRIPTION
A	4 OUT OF 4	ALL CIRCLES ARE CHECKED AND TEAM WENT ABOVE AND BEYOND
B	3 OUT OF 4	ALL ADVANCED AND BASIC CIRCLES ARE CHECKED
C	2 OUT OF 4	ALL BASIC CIRCLES ARE CHECKED, ONLY SOME ADVANCED CIRCLES ARE CHECKED
NOT PASSING	0-1 OUT OF 4	NOT ALL BASIC CIRCLES ARE CHECKED

BASIC	STUDENT	TEACHER
1. The press release, blog posts, school announcements and calendar events had no spelling or grammatical errors	<input type="radio"/>	<input type="radio"/>
2. All information presented was true and accurate	<input type="radio"/>	<input type="radio"/>
3. The press release communicated the issue/solution in a logical and easy to follow format	<input type="radio"/>	<input type="radio"/>
4. The press release included one or more quotes from appropriate people (experts, teachers, students)	<input type="radio"/>	<input type="radio"/>
5. The press release was sent to 5 media contacts at least 2 weeks before the event/news	<input type="radio"/>	<input type="radio"/>
6. The team took responsibility for inviting people to the event	<input type="radio"/>	<input type="radio"/>
7. The event/news appeared on a minimum of 2 calendars at least 1 week before the event (if appropriate)	<input type="radio"/>	<input type="radio"/>
8. An article/listing was posted on at least one blog 2 weeks prior to the event	<input type="radio"/>	<input type="radio"/>
9. The event appeared on Facebook and Twitter leading up to the event	<input type="radio"/>	<input type="radio"/>
10. The team was focused on each task and worked well together and with other teams	<input type="radio"/>	<input type="radio"/>
11. The following handouts were completed and handed in: Marketing Worksheet, Talking Points Worksheet, Media Packet, Social Media Packet, Public Outreach Results, Feedback Form, Public Outreach Rubric	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>

ADVANCE	STUDENT	TEACHER
1. The team worked with the design team to design a flyer or invitation	<input type="radio"/>	<input type="radio"/>
2. The release captured the attention and interest of the reader	<input type="radio"/>	<input type="radio"/>
3. First paragraph of the release made the reader want to continue reading	<input type="radio"/>	<input type="radio"/>
4. Release and blog posts communicated the importance/mission of the event	<input type="radio"/>	<input type="radio"/>
5. Outreach resulted in media attendance and/or coverage	<input type="radio"/>	<input type="radio"/>
6. Students identified unique or new sites or publications for outreach	<input type="radio"/>	<input type="radio"/>
7.		

TOTAL BASIC: / TOTAL ADVANCED: / TOTAL POINTS: / 4 GRADE:



GREEN AMBASSADORS
A Program of Environmental Charter Schools

DESIGN



Performance Task 1:6

YOU WILL CREATE PRINT AND WEB-BASED MATERIALS THAT ENGAGE PEOPLE IN YOUR EVENT AND GREEN ISSUE/SOLUTION

THE 4 W'S

WHO: You and your Design team (2-5 people is best)

WHAT: Create fliers, signs, handouts and web graphics

WHY: To visually entice the public to attend your event, educate them about the issue and inspire them to be part of your solution

WHERE: At an event, in the community, on campus and on the Web

CHECKLIST

- ☐ Determine your design needs (logo, stickers, invites, fliers, etc.)
- ☐ Form your message(s)
- ☐ Pick colors, images and fonts
- ☐ Layout and design your materials
- ☐ Get class feedback
- ☐ Proof your materials (visual, content)
- ☐ Share your designs (print and/or post online)
- ☐ Get audience feedback
- ☐ Turn in all worksheets and materials

MATERIALS

1. Computer & Printer
2. Paper for fliers/posters/signs
3. Layout software (PowerPoint, Adobe)



YOUR GOAL IS TO PROVIDE VISUALLY PLEASING MATERIALS THAT SUPPORT THE OVERALL EVENT. THIS COULD INCLUDE GRAPHICS, INVITATIONS, FLIERS OR SIGNS.

1. BE CLEAR ON YOUR MISSION.

WHAT MESSAGE WILL YOUR MATERIALS COMMUNICATE? (See Marketing Worksheet).

2. ASSESS YOUR NEEDS.

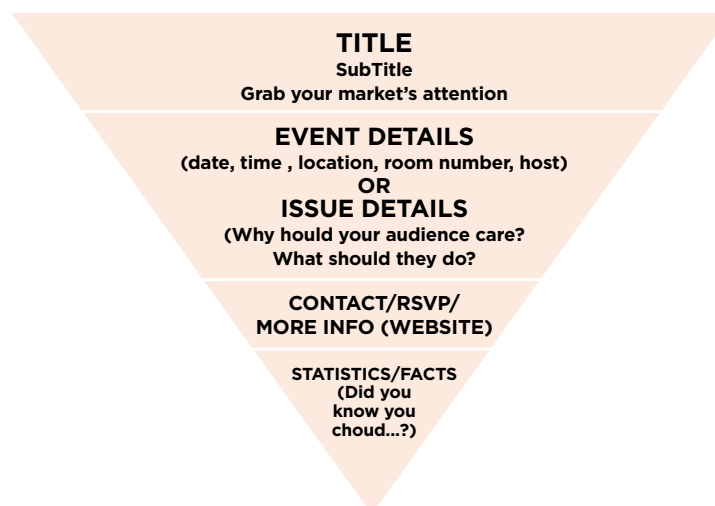
CHECK WITH EACH TEAM TO ASSESS THEIR DESIGN NEEDS AND DEADLINES AND PRIORITIZE HOW YOU WILL SUPPORT THEM. YOU MAY NEED TO ADJUST YOUR NEEDS AND DEADLINES.

- Event Production (signs to welcome people and guide them through the event; food; trash)
- Public Outreach (to inform your community and school about the issue/solution and invite them to the event)
- Fundraising (signs that promote the fundraiser and clarify the mission)

	TEAM:	TEAM:
A. WHAT IS THEIR MISSION?		
B. WHO IS THEIR MARKET? (I.E. SCHOOL, PARENTS, COMMUNITY)		
C. HOW WILL YOU BEST REACH THIS MARKET? (I.E. WEB, FLIERS, SIGNS, BROCHURES)		
D. WHEN IS THE DEADLINE? WHEN WILL THE TEAM NEED PRINTED MATERIALS TO POST/SHARE?		

3. WRITE YOUR COPY

PRIORITIZE THE INFORMATION YOU WILL COMMUNICATE USING THIS CHART:





4. CREATE YOUR DESIGN

HOW WILL YOU MAKE YOUR MATERIALS VISUALLY PLEASING?

- What graphics must be included on your materials? (i.e. school/club logo, community partner logo, fundraising item logo)
- What picture(s) could be included in your flier that represents your message? Whenever possible, include pictures that your class or team has taken. Check with the photo story team to see if they've taken any photos you want to use.
- Is there a graphic you can create that would best communicate your green solution to your market?
- What colors do you want to use? You should be simple and consistent with the photos and colors you use.

Use the tips below as you design your materials. If you have time, present a couple of options to the teams you are designing for (and your class). Incorporate their feedback and go with their favorite option (even if it is not your favorite). Make sure you complete your design well before the event and in time for the team you are supporting to distribute as needed. Print one copy of each of your final designs and attach it to this packet when turning it in.

DESIGN TIPS

- Less is more, especially with words. Pictures are worth a thousand words.
- **Copy:** The most important information on your materials should be in the largest text and brightest color so people know what to read.
- **Fonts:** If designing on the computer, stick with one or two fonts that look good together.
- **Proper grammar and spelling are a must!** Have a teacher review and approve ALL materials before printing.
- **White space:** Leave as much white space as possible to make it more visually appealing.
- **Color:** Stick with two or three colors. Consider using colors that represent your school or your solution. Don't forget to check how your materials will look when printed in black and white.
- **Be green.** Print on recycled or reused paper. Print double sided when possible. Only print what you need—you can always print more later.
- If you are designing on the computer, here are a couple of programs to consider:
 - Google SketchUp
 - Microsoft PowerPoint (better than Word)
 - Adobe Photoshop



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME) _____
☐ Teacher: ☐ Parent: ☐ Other:
☐ Student: ☐ Press:
2. HOW DID YOU HEAR ABOUT THE EVENT?
3. WHAT ARE YOU EVALUATING?
☐ Overall Event ☐ Game ☐ Photo Story ☐ Other:
☐ Design (materials) ☐ Lesson ☐ Public Outreach
☐ Fundraising ☐ Presentation ☐ Video
4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:
5. HOW WOULD YOU RATE IT? ☐ Excellent ☐ Very Good ☐ Fair ☐ Poor
WHY?
6. WHAT WAS MOST EFFECTIVE ABOUT IT?
7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?
8. WHAT DID YOU LEARN?



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME) _____
☐ Teacher: ☐ Parent: ☐ Other:
☐ Student: ☐ Press:
2. HOW DID YOU HEAR ABOUT THE EVENT?
3. WHAT ARE YOU EVALUATING?
☐ Overall Event ☐ Game ☐ Photo Story ☐ Other:
☐ Design (materials) ☐ Lesson ☐ Public Outreach
☐ Fundraising ☐ Presentation ☐ Video
4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:
5. HOW WOULD YOU RATE IT? ☐ Excellent ☐ Very Good ☐ Fair ☐ Poor
WHY?
6. WHAT WAS MOST EFFECTIVE ABOUT IT?
7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?
8. WHAT DID YOU LEARN?



TEAM MEMBERS:

- 1. WHAT TEAM(S) DID YOUR MATERIALS SUPPORT? WHAT DID YOUR DESIGN WORK ACCOMPLISH FOR EACH OF THESE TEAMS? (BE SPECIFIC)**

TEAM	ACCOMPLISHMENT

- 2. COMPLETE THE FOLLOWING FOR EACH OF THE MATERIAL(S) YOU CREATED.**

MATERIAL	HOW MANY PRINTED?	HOW DID YOU DISTRIBUTE?	HOW MANY PEOPLE ATTENDED DUE TO THIS MATERIAL? (SEE EVENT FEEDBACK FORM)

- 3. HAVE THE TEAM YOU PROVIDED THE MOST SUPPORT FOR ANSWER THESE QUESTIONS:**

A. Did you get your materials on time?

B. What did the materials help you accomplish?

C. What did you like best about the materials?

Your Team: _____ Name _____

Signature: _____

- 4. BASED UPON THE FEEDBACK, WHAT WOULD YOU DO TO IMPROVE YOUR DESIGN MATERIALS?**



NAME:

TEAM MEMBERS:

1. WHAT WAS THE OVERALL PURPOSE OF THE EVENT? HOW DID YOUR GROUP SUPPORT IT?

2. WHAT DID YOU WANT TO COMMUNICATE TO YOUR AUDIENCE (MARKET)?

3. WHAT WAS YOUR CONTRIBUTION TO THE OVERALL EVENT?

LIST 3 RESPONSIBILITIES

PROVIDE EVIDENCE THAT THEY WERE COMPLETED

4. WHICH MEMBERS OF YOUR GROUP DEMONSTRATED LEADERSHIP AND ENSURED A SUCCESSFUL EVENT? (You should include yourself if you feel that this is true)

STUDENT

LEADERSHIP EXAMPLES

5. WHAT NEW SKILLS AND KNOWLEDGE DID YOU GAIN FROM YOUR GROUP'S ACTIVITY?

LIST SKILL/KNOWLEDGE

EXPLAIN

6. WHAT WORKED WELL?

7. WHAT COULD BE IMPROVED?

8. WHAT WILL YOU DO TO IMPROVE THE NEXT EVENT?



YOU AND YOUR TEACHER SHOULD BOTH EVALUATE YOUR WORK USING THIS WORKSHEET.

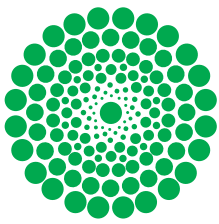
TEAM MEMBERS:

GRADE	POINTS	DESCRIPTION
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C	2 OUT OF 4	ALL BASIC CIRCLES ARE CHECKED, ONLY SOME ADVANCED CIRCLES ARE CHECKED
NOT PASSING	0-1 OUT OF 4	NOT ALL BASIC CIRCLES ARE CHECKED

BASIC	STUDENT	TEACHER
1. At least one team was supported with design materials.	<input type="radio"/>	<input type="radio"/>
2. There are no spelling or grammar errors and all information is accurate.	<input type="radio"/>	<input type="radio"/>
3. The materials are visually pleasing (font, white space, visual elements, color) and easy to read.	<input type="radio"/>	<input type="radio"/>
4. The graphics used were of high quality (clear, sharp, sufficient resolution).	<input type="radio"/>	<input type="radio"/>
5. The final materials were improved based upon team feedback.	<input type="radio"/>	<input type="radio"/>
6. The materials were printed in time for each team and the event.	<input type="radio"/>	<input type="radio"/>
7. The team was focused on each task and worked well together and with other teams.	<input type="radio"/>	<input type="radio"/>
8. The following handouts were completed and handed in: Marketing Worksheet, Talking Points Worksheet, Design Packet, Feedback Form, Design Results, Design Rubric, Reflection	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>

ADVANCE	STUDENT	TEACHER
1. The team wisely prioritized which team(s) to support with design materials.	<input type="radio"/>	<input type="radio"/>
2. The team created an original graphic.	<input type="radio"/>	<input type="radio"/>
3. The graphics used enhanced the materials.	<input type="radio"/>	<input type="radio"/>
4. If photos were used, they represent, or were taken by, the current class/school (not stock or web photos)	<input type="radio"/>	<input type="radio"/>
5. The black and white printing was of the same quality as the color printing.	<input type="radio"/>	<input type="radio"/>
6. The materials made a difference for the goals of the event (i.e. more people attended, more funds were raised).	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>

TOTAL BASIC: / **TOTAL ADVANCED:** / **TOTAL POINTS:** / 4 **GRADE:**



GREEN AMBASSADORS
A Program of Environmental Charter Schools

LESSON



Performance Task 1:6



IN THIS LESSON MODULE YOU WILL TEACH OTHER STUDENTS ABOUT GREEN ISSUES AND SOLUTIONS.

THE 4 W'S

WHO: You and your Lesson team (2-5 people is best)

WHAT: Create and deliver a 10-30 minute lesson that will teach other students about a green issue and solutions

WHY: To teach other students what it means to live sustainably and how they can be part of the solution

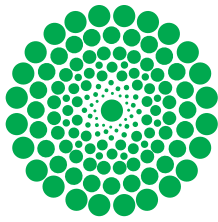
WHERE: On your school campus or at another school

CHECKLIST

- ☐ Find a creative way to introduce your lesson
- ☐ Create a hands-on activity/game
- ☐ Research your topic
- ☐ Identify key concepts and vocabulary
- ☐ Link your lesson to learning standards
- ☐ Write out a lesson plan
- ☐ Schedule a lesson
- ☐ Give your lesson to an elementary school class
- ☐ Turn in all worksheets and materials

MATERIALS

1. *Materials for lesson activity (as determined by team and activity)*



GREEN AMBASSADORS
A Program of Environmental Charter Schools

LESSON



Packet 2:6



KNOWLEDGE IS POWER. THIS PACKET WILL HELP YOU PLAN AND DELIVER A 10-30 MINUTE LESSON.

TEAM MEMBERS: _____

TASK	TIMING	DATE COMPLETE
1. KNOW YOUR STUFF	1-2 WEEKS	
2. PLAN YOUR LESSON	1-2 WEEKS	
3. SCHEDULE A LESSON	2-6 WEEKS IN ADVANCE	
4. PRACTICE YOUR LESSON	2-5 DAYS BEFORE YOUR LESSON	
5. DELIVER YOUR LESSON	DAY OF LESSON	

1. KNOW YOUR STUFF

A. WHAT GREEN ISSUE WILL YOUR LESSON FOCUS ON?

B. WHAT SOLUTION WILL YOU PRESENT?

C. WHAT ACTION DO YOU WANT PEOPLE TO TAKE AS A RESULT OF YOUR LESSON?

D. WHAT SCIENCE STANDARD WILL THE STUDENTS LEARN? (Circle at least one for the appropriate grade level).

NATIONAL SCIENCE STANDARDS — GRADES K-4

SCIENCE AS INQUIRY

- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

PHYSICAL SCIENCE

- Properties of objects and materials
- Position and motion of objects
- Light, heat, electricity, and magnetism

LIFE SCIENCE

- The characteristics of organisms
- Life cycles of organisms
- Organisms and environments

EARTH AND SPACE SCIENCE

- Properties of earth materials
- Objects in the sky
- Changes in earth and sky

SCIENCE AND TECHNOLOGY

All grades K-4 students should develop:

- Abilities of technological design
- Understanding about science and technology
- Abilities to distinguish between natural objects and objects made by humans

PERSONAL AND SOCIAL PERSEPECTIVES

- Personal health
- Characteristics and changes in populations
- Types of resources
- Changes in environments
- Science and technology in local challenges

HISTORY OF NATURE AND SCIENCE

- Science as a human endeavor



NATIONAL SCIENCE STANDARDS — GRADES 5-8

SCIENCE AS INQUIRY

- Abilities necessary to do scientific inquiry
- Understandings about scientific inquiry

PHYSICAL SCIENCE

- Properties and changes of properties in matter
- Motions and forces
- Transfer of energy

LIFE SCIENCE

- Structure and function in living systems
- Reproduction and heredity
- Regulation and behavior
- Populations and ecosystems
- Diversity and adaptations of organisms

EARTH AND SPACE SCIENCE

- Structure of the earth system
- Earth's history
- Earth in the solar system

SCIENCE AND TECHNOLOGY

- Abilities of technological design
- Understandings about science and technology

PERSONAL AND SOCIAL PERSPECTIVES

- Personal health
- Populations, resources, and environments
- Natural hazards
- Risks and benefits
- Science and technology in society

HISTORY AND NATURE OF SCIENCE

- Science as a human endeavor
- Nature of science
- History of science

E. WHAT SUSTAINABILITY STANDARD WILL THE STUDENTS LEARN? (Circle at least one)

For full standards, visit www.uspartnership.org/resources/.../USP_EFS_standards_V3_10_09.pdf

EFS CONCEPTS AND EXAMPLE PERFORMANCE INDICATORS

GRADE BAND TOPICS AND AREAS OF STUDY			
Elements	K-4	5-8 (Building on topics and areas of study in K-4)	9-12 (Building on topics and areas of study in 5-8)
1.1 Intergenerational Responsibility	<ul style="list-style-type: none"> • Family • Generations (grandparents, parents, children) 	<ul style="list-style-type: none"> • Responsibility to Future 	<ul style="list-style-type: none"> • Intergenerational Equity
2.1 Interconnectedness	<ul style="list-style-type: none"> • Relationships 	<ul style="list-style-type: none"> • Systems • Interdependency 	<ul style="list-style-type: none"> • Systems Thinking
2.2 Environmental Systems	<ul style="list-style-type: none"> • Sense of Place • Plants and Animals • Habitats 	<ul style="list-style-type: none"> • Natural Resources (renewable & non-renewable) • Biodiversity • Ecological Footprint (including Carbon Footprint) • Carrying Capacity • Respect for Limits • Nature as Model and Teacher 	<ul style="list-style-type: none"> • Stewardship • Ecosystems • Tragedy of the Commons • Environmental Justice • Urban Design/Land Management • Natural Capital

(continued on next page)



E. WHAT SUSTAINABILITY STANDARD WILL THE STUDENTS LEARN? (Circle at least one)
(continued from previous page)

GRADE BAND TOPICS AND AREAS OF STUDY			
Elements	K-4	5-8 (Building on topics and areas of study in K-4)	9-12 (Building on topics and areas of study in 5-8)
2.3 Economic Systems	<ul style="list-style-type: none"> Human Needs and Wants (food, water, energy, shelter) 	<ul style="list-style-type: none"> Equity Resource Scarcity Energy Economics Multiple Progress Indicators 	<ul style="list-style-type: none"> Classical and Neoclassical Economics Ecological Economics Ecosystem Services Alternative Indicators and Indexes Globalization Economic Restructuring True Cost Accounting Triple Bottom Line Micro Credit
2.4 Social Systems	<ul style="list-style-type: none"> Family and Friends Personal Identity Happiness Fairness Collaborative Learning 	<ul style="list-style-type: none"> Cultural Diversity Multiple Perspectives Citizenship Resource Distribution Population Growth Quality of Life Indicators Education Governance 	<ul style="list-style-type: none"> Human Rights Social Justice Multilateral Organizations Global Health Appropriate Technology Governance
3.1 Personal Action	<ul style="list-style-type: none"> Setting Goals Communicating Ideas Making a Difference 	<ul style="list-style-type: none"> Personal Responsibility Critical Thinking Problem Solving Project Planning Accountability Personal Footprint Calculation 	<ul style="list-style-type: none"> Personal Responsibility Critical Thinking Problem Solving Project Planning Accountability Lifelong Learning
3.2 Collective Action	<ul style="list-style-type: none"> Setting Goals Working Together 	<ul style="list-style-type: none"> Designing a Sustainable System Structural Solutions Democracy Societal Footprint Calculation 	<ul style="list-style-type: none"> Local and Global Responsibility Community-Based Decision-Making Designing a Sustainable System Structural Solutions Democracy Public Discourse and Policy



2. PLAN YOUR LESSON

A. HANDS-ON ACTIVITY OR GAME

The most important element of your lesson is a hands-on activity or game that connects to your topic and standards. It should be planned first even though it won't be the first thing you do. The activity should get students out of their seats (maybe even outdoors) and get them talking and working in pairs or teams. Teaching important information through a hands-on activity makes it more meaningful and memorable.

1. What is your activity? Describe the steps in detail:
2. What will your students learn from your activity/game?
3. How does this relate to your science and sustainability standard?
4. Who will deliver the activity (student names)?

B. INTRODUCTION/HOOK

The first thing you will want to do is get the students' attention and introduce the subject and activity you will be teaching. This should incorporate discussion or writing. Examples:

- Ask a question, for example: "What do you think happens to the garbage that you throw away?"
- Show a photograph, short video, or an object that is related to your topic, then ask students to comment about it.

1. What is your hook?
2. Who will deliver the hook (student name)?

C. CONCEPT/VOCABULARY

What concepts will you teach that connect your topic, activity and standards? What big ideas or new vocabulary words will you teach them about? List at least four and provide definitions and examples.

CONCEPT/WORD	DEFINITION/EXPLANATION	EXAMPLE
1.		
2.		
3.		
4.		

**D. RESOURCES**

Become an expert on your topic. Students will ask you questions and it is important that you know your information. List at least three resources that you will use. Use current and relevant textbooks and newspaper articles. Try to find good graphics or visuals to incorporate into your lesson.

1.

2.

3.

E. MATERIALS

Think about each step of your activity and lesson and list all the materials you will need for the day of your lesson.

WHAT DO YOU NEED?	WHERE WILL YOU GET IT?	EXAMPLE

F. WRAP UP

How will you end the lesson to ensure that students remember the most important ideas and use what they have learned in their lives? How will you find out if your lesson worked after it's over?

1. REINFORCE	What points will you repeat to the students?
2. DISCUSS	What will you have your student talk about to each other?
3. ASK	What will you ask students to ensure they understand what you taught?
4. ACTION	What will you do to ensure students will take action after the lesson?



3. DAY OF LESSON OUTLINE

Now that you've got it all planned out, put everything in an outline that you can use the day of the presentation and that others can use to deliver your lesson.

A. MATERIALS:

B. INTRODUCTION/HOOK

WHAT IS THE HOOK?	WHO WILL DELIVER IT?

C. HANDS-ON ACTIVITY OR GAME

List your activity steps including the concepts and vocabulary you will introduce with each step. Also know who will deliver it.

ACTIVITY STEPS	WHO WILL DELIVER IT?
1.	
2.	
3.	
4.	

D. WRAP UP

	WHO WILL DO THIS?
1. HOW WILL YOU REINFORCE?	
2. WHAT WILL YOU DISCUSS?	
3. WHAT ACTION WILL THEY TAKE?	
4. WHAT WILL YOU ASK THEM?	
5. FEEDBACK/THANK YOU	



4. SCHEDULE YOUR LESSON(S)

Schedule your lessons ASAP so teachers can incorporate your lesson into their schedule. Contact science teachers at neighboring schools. Start with teachers you used to have or ones that teach your younger siblings or friends. If you are traveling to another school, make the most of your visit by asking as many teachers as possible if you can present to their classes. Remember to confirm the date and time a day or two before you plan to give it.

COMPLETE THIS FORM FOR EACH LESSON YOU WILL DELIVER.

1. TEAM MEMBERS:

2. WHERE WILL YOU DELIVER YOUR PRESENTATION?

Teacher Name:

Grade:

School:

Address:

Number of Students:

Set Up (i.e. projector, chalkboard, etc):

3. WHEN WILL YOU GIVE THE PRESENTATION?

Date:

Time:

4. HOW WILL YOU GET THERE?

5. SCHOOL ADMINISTRATOR APPROVAL: _____

6. TEACHER APPROVAL (IF YOU MUST MISS CLASS TO DELIVER YOUR LESSON):

STUDENT	CLASS MISSED	TEACHER	SIGNATURE



5. PRACTICE YOUR LESSON

- Practice your lesson in front of your class before giving it to the students.
- Ask the class to fill out the Feedback Form.
- Revise your lesson based on their feedback.

6. DELIVER YOUR LESSON(S)

- Deliver your lesson using the Day of Lesson Outline as a guide.
- Collect all of your materials you will need for your activity and lesson.
- Be sure everyone knows who will be doing what. Everyone should have practiced and be prepared.
- Be clear, confident and have fun when giving your lesson,
- Print out and take a Feedback Form with you and ask the teacher to fill it out based on your lesson.
- Thank everyone for allowing you to present.

LESSON



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

5. HOW WOULD YOU RATE IT?

☐ Excellent

☐ Very Good

☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?

LESSON



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

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☐ Excellent

☐ Very Good

☐ Fair

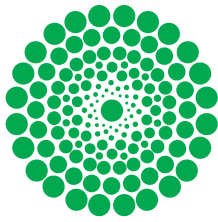
☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?



GREEN AMBASSADORS
A Program of Environmental Charter Schools

LESSON



Results 4:6



TEAM MEMBERS:

1. HOW MANY PEOPLE DID YOU TEACH USING YOUR LESSON?
2. WERE THE STUDENTS ABLE TO ANSWER THE QUESTIONS YOU ASKED AT THE END OF YOUR LESSON? EXPLAIN.
3. LIST THE VOCABULARY WORDS AND CONCEPTS YOU TAUGHT. DOES IT INCLUDE EVERYTHING FROM YOUR LESSON PLAN WORKSHEET?

1.

2.

3.

4.

4. WHAT ASPECTS OF YOUR LESSON CHANGED FROM THE ORIGINAL LESSON PACKET? HOW DID YOU HANDLE THE CHANGES?

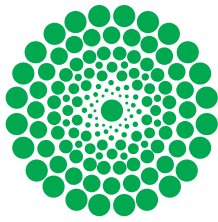
5. WHAT DID THE STUDENTS LIKE BEST ABOUT YOUR LESSON? WHY?

LESSON HIGHLIGHTS

EXPLANATION

6. BASED UPON THE TEACHER'S FEEDBACK, HOW WOULD YOU IMPROVE YOUR LESSON?

7. WHAT DID YOU LEARN ABOUT TEACHING?



GREEN AMBASSADORS
A Program of Environmental Charter Schools

LESSON



Reflection 5:6



NAME:

TEAM MEMBERS:

1. WHAT WAS THE OVERALL PURPOSE OF THE EVENT? HOW DID YOUR GROUP SUPPORT IT?

2. WHAT DID YOU WANT TO COMMUNICATE TO YOUR AUDIENCE (MARKET)?

3. WHAT WAS YOUR CONTRIBUTION TO THE OVERALL EVENT?

LIST 3-5 RESPONSIBILITIES

PROVIDE EVIDENCE THAT THEY WERE COMPLETED.

4. WHICH MEMBERS OF YOUR GROUP DEMONSTRATED LEADERSHIP AND ENSURED A SUCCESSFUL EVENT? (You should include yourself if you feel that this is true)

STUDENT

LEADERSHIP EXAMPLES

5. WHAT NEW SKILLS AND KNOWLEDGE DID YOU GAIN FROM YOUR GROUP'S ACTIVITY?

LIST SKILL/KNOWLEDGE

EXPLAIN

6. WHAT WORKED WELL?

7. WHAT COULD BE IMPROVED?

8. WHAT WILL YOU DO TO IMPROVE THE NEXT EVENT?



YOU AND YOUR TEACHER SHOULD BOTH EVALUATE YOUR WORK USING THIS WORKSHEET.

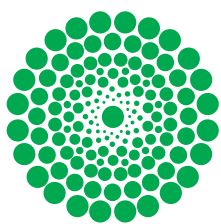
TEAM MEMBERS:

GRADE	POINTS	DESCRIPTION
A	4 OUT OF 4	ALL CIRCLES ARE CHECKED AND TEAM WENT ABOVE AND BEYOND
B	3 OUT OF 4	ALL ADVANCED AND BASIC CIRCLES ARE CHECKED
C	2 OUT OF 4	ALL BASIC CIRCLES ARE CHECKED, ONLY SOME ADVANCED CIRCLES ARE CHECKED
NOT PASSING	0-1 OUT OF 4	NOT ALL BASIC CIRCLES ARE CHECKED

BASIC	STUDENT	TEACHER
1. The lesson included a compelling hook/opener.	<input type="radio"/>	<input type="radio"/>
2. The lesson objective is clearly defined and addresses an important environmental issue.	<input type="radio"/>	<input type="radio"/>
3. The lesson supported learning of at least one national science and one national sustainability standard.	<input type="radio"/>	<input type="radio"/>
4. The team used at least 3 recent, appropriate resources to create the lesson.	<input type="radio"/>	<input type="radio"/>
5. The lesson taught the most relevant concepts and vocabulary.	<input type="radio"/>	<input type="radio"/>
6. The materials were appropriate and effective.	<input type="radio"/>	<input type="radio"/>
7. The lesson included an engaging hands-on activity that supported your objectives.	<input type="radio"/>	<input type="radio"/>
8. The lesson wrap up was thorough.	<input type="radio"/>	<input type="radio"/>
9. Everyone on the team had a role.	<input type="radio"/>	<input type="radio"/>
10. The team was focused on each task and worked well together.	<input type="radio"/>	<input type="radio"/>
11. The following handouts were completed and handed in: Marketing Worksheet, Talking Points Worksheet, Lesson Performance Task, Lesson Packet, Lesson Results, Feedback Form, Lesson Rubric, Lesson Reflection	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>

ADVANCE	STUDENT	TEACHER
1. Students became experts on the topic that was presented.	<input type="radio"/>	<input type="radio"/>
2. The lesson plan could easily be used by someone else.	<input type="radio"/>	<input type="radio"/>
3. The teacher's feedback was positive.	<input type="radio"/>	<input type="radio"/>
4. Materials and handouts were of high quality and effectively supported the lesson.	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>

TOTAL BASIC: / **TOTAL ADVANCED:** / **TOTAL POINTS:** / 4 **GRADE:**



GREEN AMBASSADORS
A Program of Environmental Charter Schools

FUNDRAISING

Performance Task 1:6



YOU WILL RAISE MONEY TO EXTEND THE REACH OF YOUR PROGRAM

THE 4 W'S

WHO: You and your Fundraising team (2-5 people is best)

WHAT: Create a sustainable way to raise money for your green solution

WHY: To fund a green solution beyond your classroom

WHERE: At an event or any time throughout the year

CHECKLIST

- ☐ Determine what you will fundraise for
- ☐ Set fundraising goals
- ☐ Select items to raffle/sell
- ☐ Purchase and mark items with prices
- ☐ Make/find a cash box
- ☐ Create a fundraising sign
- ☐ Turn in all worksheets and materials
- ☐ Deliver money to its appropriate cause

MATERIALS

1. *Items to sell/raffle tickets*
2. *Money box*
3. *Cardboard/markers for signs and price tagging*



THIS PACKET WILL GUIDE YOU THROUGH THE FOLLOWING TASKS TO CREATE A SUCCESSFUL FUNDRAISING EVENT.

TEAM MEMBERS: _____

TIPS

- Your fundraiser should make money
- Your market should want to buy what you are selling—it should be functional, sustainable and related to a green solution
- Have a specific goal for how much money you want to raise and let everyone know what your money will be used for (they may be likely to give more to a cause they care about)
- Make a sign that indicates what the money you raise will go towards (work with the Design team)
- Consider doing a raffle—It is easy and fun
 - Get goods donated or at a discounted price for prizes
 - After you get prizes, all you need are raffle tickets and a bucket
- Keep a good record of EACH item purchased / sold using the “Sales Record” on the last page of this packet
- Work with the Public Outreach team to publicize your fundraiser
- Display items attractively in a highly trafficked area during your event
- Mark prices clearly

FUNDRAISING IDEAS

- Organic seeds or plants (native plants)
- Stainless steel water bottles
- Silverware pouches (i.e. To-go-wear or handmade)
- Organic local food/drinks
- Reusable bags
- Green books
- Community supported agriculture subscriptions
- Composters
- Water catchment system
- T-shirts (organic cotton, water-based inks)

RECOMMENDATIONS FOR RAFFLE ITEMS

- Whole Foods
- Local grocers/cafes
- Local nurseries
- Outdoor equipment supplier (backpacking, camping)
- Natural clothing/beauty stores



HOW MUCH MONEY WILL YOU MAKE?

COMPLETE THE FOLLOWING FOR EACH ITEM YOU WILL SELL

	ITEM 1	ITEM 2
COST PER ITEM (a)	(a)	(a)
SELLING PRICE (b)	(b)	(b)
AMOUNT MADE (= b - a)	(c)	(c)
HOW MUCH MONEY DO YOU WANT TO MAKE? (d)	(d)	(d)
HOW MANY ITEMS MUST YOU SELL? (= D / C)	(e)	(e)

1. Ask 3 adults (including your parents) if they would be willing to buy your item at the cost you have listed. If not, find a new item or change the selling price.
2. How many people do you expect to attend the event? Is (e) a reasonable amount to sell? If not, find a new item!

TEACHER APPROVAL _____

SALES RECORD

TEAM NAMES: _____ EVENT DATE: _____ *** BE SURE TO KEEP A RECORD FOR EVERY ITEM SOLD ***

ITEM	DESCRIPTION	PRICE	NAME OF BUYER	SIGNATURE OF BUYER
1.				
2.				
3.				
4.				
5.				
6.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				

FUNDRAISING



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

5. HOW WOULD YOU RATE IT?

☐ Excellent

☐ Very Good

☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?

FUNDRAISING



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

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☐ Public Outreach

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4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

5. HOW WOULD YOU RATE IT?

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☐ Very Good

☐ Fair

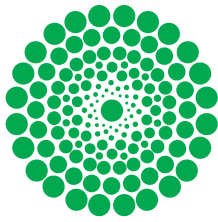
☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?



GREEN AMBASSADORS
A Program of Environmental Charter Schools

FUNDRAISING



Results 4:6



TEAM MEMBERS:

1. WHAT DID YOU SELL? EXPLAIN WHY?

2. HOW MANY PEOPLE CAME TO THE EVENT?

3. HOW MANY ITEMS DID YOU SELL?

4. HOW MUCH MONEY DID YOU MAKE (INCOME)?

\$ _____

5. WHAT WAS THE COST OF THE GOODS OR SERVICES THAT YOU SOLD? (EXPENSE)

\$ _____

6. HOW MUCH MONEY WAS RAISED (INCOME - EXPENSE)?

\$ _____

7. WHAT WAS YOUR BEST SELLER? (IF IT WAS JUST ONE ITEM, WHAT SIZE OR COLOR?)

8. HOW DID YOUR SALES PITCH CHANGE THROUGHOUT THE EVENT?

9. WAS YOUR FUNDRAISING ACTIVITY SUCCESSFUL? EXPLAIN



NAME:

TEAM MEMBERS:

1. WHAT WAS THE OVERALL PURPOSE OF THE EVENT? HOW DID YOUR GROUP SUPPORT IT?

2. WHAT DID YOU WANT TO COMMUNICATE TO YOUR AUDIENCE (MARKET)?

3. WHAT WAS YOUR CONTRIBUTION TO THE OVERALL EVENT?

LIST 3-5 RESPONSIBILITIES

PROVIDE EVIDENCE THAT THEY WERE COMPLETED.

4. WHICH MEMBERS OF YOUR GROUP DEMONSTRATED LEADERSHIP AND ENSURED A SUCCESSFUL EVENT? (You should include yourself if you feel that this is true)

STUDENT

LEADERSHIP EXAMPLES

5. WHAT NEW SKILLS AND KNOWLEDGE DID YOU GAIN FROM YOUR GROUP'S ACTIVITY?

LIST SKILL/KNOWLEDGE

EXPLAIN

6. WHAT WORKED WELL?

7. WHAT COULD BE IMPROVED?

8. WHAT WILL YOU DO TO IMPROVE THE NEXT EVENT?



YOU AND YOUR TEACHER SHOULD BOTH EVALUATE YOUR WORK USING THIS WORKSHEET.

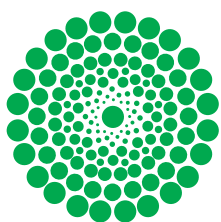
TEAM MEMBERS:

GRADE	POINTS	DESCRIPTION
A	4 OUT OF 4	ALL CIRCLES ARE CHECKED AND TEAM WENT ABOVE AND BEYOND
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C	2 OUT OF 4	ALL BASIC CIRCLES ARE CHECKED, ONLY SOME ADVANCED CIRCLES ARE CHECKED
NOT PASSING	0-1 OUT OF 4	NOT ALL BASIC CIRCLES ARE CHECKED

BASIC	STUDENT	TEACHER
1. The item(s) sold were sustainable, functional and related to a green solution.	<input type="radio"/>	<input type="radio"/>
2. More funds were raised than spent.	<input type="radio"/>	<input type="radio"/>
3. Items were displayed neatly and the fundraiser was organized.	<input type="radio"/>	<input type="radio"/>
4. The mission of your fundraising was clearly displayed and articulated.	<input type="radio"/>	<input type="radio"/>
5. The fundraising opportunity was made clear to all that attended the event (an announcement was made during the event and the table was placed strategically).	<input type="radio"/>	<input type="radio"/>
6. The team kept good records of all costs and sales.	<input type="radio"/>	<input type="radio"/>
7. The money was handled safely and given to the teacher after the event.	<input type="radio"/>	<input type="radio"/>
8. The team was knowledgeable about the item(s) they were selling.	<input type="radio"/>	<input type="radio"/>
9. The team was focused on each task and worked well together and with other teams.	<input type="radio"/>	<input type="radio"/>
10. The following handouts were completed and turned in: Marketing Worksheet, Talking Points Worksheet, Fundraising Packet, Fundraising Results, Feedback Form, Fundraising Rubric, Reflection	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>

ADVANCE	STUDENT	TEACHER
1. Fundraising brought in more income than was planned.	<input type="radio"/>	<input type="radio"/>
2. Fundraising was creative in its planning, marketing and execution. It enhanced the event and people enjoyed participating.	<input type="radio"/>	<input type="radio"/>
3. The team demonstrated proper selling skills (weren't pushy, but knowledgeable and helpful).	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>

TOTAL BASIC: / **TOTAL ADVANCED:** / **TOTAL POINTS:** / 4 **GRADE:**



GREEN AMBASSADORS
A Program of Environmental Charter Schools

PHOTO STORY



Performance Task 1:6



YOU WILL CREATE A VISUAL STORY OF YOUR GREEN ISSUE
AND SOLUTION

THE 4 W'S

WHO: You and your Photo Story team (2-4 people is best)

WHAT: Shoot, edit and present photographs that illustrate your green issue and solution

WHY: Share your issue and solution visually

WHERE: At an event/screening, on your campus, and/or online

CHECKLIST

- ☐ Determine your class photo needs
- ☐ Sketch a storyboard
- ☐ Write script/text
- ☐ Collect props/prepare subjects
- ☐ Shoot photos
- ☐ Review and edit photos
- ☐ Present rough draft to class, incorporate feedback
- ☐ Print/mount photos for display
- ☐ Share photos (at event and online)
- ☐ Turn in all worksheets and materials

MATERIALS

- 1 Camera
- 2 Computers for editing and sharing
- 3 Printer for pictures
- 4 Boards to mount photos/projectors



THIS PACKET WILL GUIDE YOU THROUGH THE FOLLOWING TASKS TO CREATE A COMPELLING PHOTO STORY.

TEAM MEMBERS: _____

TASK	TIMING	DATE COMPLETE
1. CREATE YOUR VISION	3-4 WEEKS IN ADVANCE	
2. SKETCH YOUR STORYBOARD	3-4 WEEKS IN ADVANCE	
3. CHECK CLASS PHOTO NEEDS	3-4 WEEKS IN ADVANCE	
4. SHOOT YOUR PHOTOS	2-4 WEEKS IN ADVANCE	
5. EDIT YOUR PHOTOS	1-2 WEEKS IN ADVANCE	
6. DISPLAY YOUR PHOTOS	WEEK OF EVENT	

WHAT IS A PHOTO STORY?

You will be telling the visual story of your issue and solution in eight photos. You can tell it through compelling photos that speak for themselves or include headlines or captions that correspond to each photo.

1. WHAT IS YOUR VISION?

A. What issue will your photos illustrate?

B. What solution will it illustrate?

C. What is the goal of your photo story? (Present new information, inspire action, educate audience).

2. SKETCH YOUR STORYBOARD

Sketch your photo story using the storyboard on the last page of this packet.

3. CHECK YOUR CLASS PHOTO NEEDS

Other teams may have a need for original photos that relate to your issue and solution. Check with each team to see if you can provide photos that will enhance their project. For example, the design team may need photos for their fliers or the public outreach team may need it to accompany their press release.

TEAM	NEEDS	USE/FORMAT	DEADLINE



4. SHOOT YOUR PHOTOS (TIPS)

- A powerful photo evokes a message or captures a feeling.
- For every good photo, there are at least 20 that are only average. Make sure you take plenty of photos to choose from.
- Angle: Move in close to your subject (don't rely on zoom). Get on the same level as your subject and shoot them from a variety of angles. Don't always center your subject – get creative.
- Vary the orientation between horizontal and vertical to capture the best photo.
- Focus: Keep a steady hand. Take a deep breath and let it out before you shoot the picture. Hold the shutter half way down and allow the lens to focus before shooting, especially when shooting something moving.
- Lighting: Great light makes a great picture. The light should be shining on your subject, not behind it. Make sure your subject isn't shadowed. Dusk and dawn provide the best lighting.
- Flash: Use a flash when you are outdoors or when it's dark. Know the range of your flash.
- Be a director. Direct your subjects to capture the best image. Don't be passive.
- Background: The background should be simple and non-distracting.
- Theme: A good photo story will have a common color or theme. Will each photo have one red element? Will they be black and white? Will color only illuminate the Solution photos?
- Headlines: Will these be part of the photo, or will you add them in the editing stage?

5. EDITING YOUR PHOTOS

- Now its time to select photos that represent both the issue and the solution. Select the best 12-15 photos to perfect.
- Use a photo editor (i.e. Google's Picasa or Photoshop) to crop and touch up any photos and to add headlines or captions as needed.
- Present your best photos to another team or class and choose the best 8 photos (4 on the issue and 4 on the solution) based on their favorites. Edit as needed based on feedback.

6. DISPLAY YOUR PHOTOS

- Will you print and mount your photos to display physically? Or project them on a wall with music? How and where will people interact with them?
- How will you share your photos with a larger audience? Will you share them on Flickr, Facebook, a school or club website?

2. SKETCHING YOUR STORYBOARD: Before you shoot your photo story, it is important to plan every step. Use this to make a detailed plan.

ISSUE				
1.	2.	3.	4.	
PICTURE How will you illustrate your issue?				
HEADLINE Will there be any text that accompany the photo?				
MATERIALS What do you need to shoot the picture?				

SOLUTION				
1.	2.	3.	4.	
PICTURE How will you illustrate your solution?				
HEADLINE Will there be any text that accompany the photo?				
MATERIALS What do you need to shoot the picture?				

PHOTO STORY



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

5. HOW WOULD YOU RATE IT?

☐ Excellent

☐ Very Good

☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?

PHOTO STORY



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

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☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?



TEAM MEMBERS:

1. HOW DID YOU DISPLAY YOUR PHOTOS? WAS THIS THE BEST METHOD TO CHOSE? WHY?

2. HOW MANY PEOPLE DID YOU PRESENT TO?

3. DID YOU SUPPORT ANOTHER TEAM WITH ANY OF YOUR PHOTOS? WHICH TEAM AND HOW?

TEAM	EXPLANATION

4. WHAT WAS THE BEST FEEDBACK YOU RECEIVED? (SEE FEEDBACK FORMS)?

5. BASED UPON FEEDBACK, WHAT WOULD YOU CHANGE? (SEE FEEDBACK FORMS)?

6. WHAT DID PEOPLE LEARN FROM YOUR PHOTO STORY? (SEE FEEDBACK FORMS)

7. HOW DO YOU KNOW THAT YOU'VE INSPIRED PEOPLE TO TAKE ACTION BEYOND WATCHING THE PHOTO STORY? GIVE EVIDENCE.

ACTION	EVIDENCE



NAME:

TEAM MEMBERS:

1. WHAT WAS THE OVERALL PURPOSE OF THE EVENT? HOW DID YOUR GROUP SUPPORT IT?

2. WHAT DID YOU WANT TO COMMUNICATE TO YOUR AUDIENCE (MARKET)?

3. WHAT WAS YOUR CONTRIBUTION TO THE OVERALL EVENT?

LIST 3-5 RESPONSIBILITIES

PROVIDE EVIDENCE THAT THEY WERE COMPLETED.

4. WHICH MEMBERS OF YOUR GROUP DEMONSTRATED LEADERSHIP AND ENSURED A SUCCESSFUL EVENT? (You should include yourself if you feel that this is true)

STUDENT

LEADERSHIP EXAMPLES

5. WHAT NEW SKILLS AND KNOWLEDGE DID YOU GAIN FROM YOUR GROUP'S ACTIVITY?

LIST SKILL/KNOWLEDGE

EXPLAIN

6. WHAT WORKED WELL?

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8. WHAT WILL YOU DO TO IMPROVE THE NEXT EVENT?



YOU AND YOUR TEACHER SHOULD BOTH EVALUATE YOUR WORK USING THIS WORKSHEET.

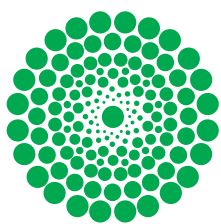
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GRADE	POINTS	DESCRIPTION
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C	2 OUT OF 4	ALL BASIC CIRCLES ARE CHECKED, ONLY SOME ADVANCED CIRCLES ARE CHECKED
NOT PASSING	0-1 OUT OF 4	NOT ALL BASIC CIRCLES ARE CHECKED

BASIC	STUDENT	TEACHER
1. All photos were original and taken by the Photo Story team	<input type="radio"/>	<input type="radio"/>
2. The photos were visually pleasing (edited, in-focus, well-lit)	<input type="radio"/>	<input type="radio"/>
3. The photo story presented an issue and a solution (4 photos about the issue, 4 photos about the solution)	<input type="radio"/>	<input type="radio"/>
4. The words used on the photo story were clear and had no spelling errors	<input type="radio"/>	<input type="radio"/>
5. The final photo story was improved based upon team feedback	<input type="radio"/>	<input type="radio"/>
6. The photos were printed and mounted/projected and ready for the event	<input type="radio"/>	<input type="radio"/>
7. The photo story was posted online	<input type="radio"/>	<input type="radio"/>
8. The photo team supported other teams with photos on time (if requested)	<input type="radio"/>	<input type="radio"/>
9. The team was focused on each task and worked well together and with other teams	<input type="radio"/>	<input type="radio"/>
10. The following handouts were completed and turned in: Marketing Worksheet, Talking Points Worksheet, Photo Story Packet, Feedback Form, 7) Photo Story Results, Photo Story Rubric, Reflection	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>

ADVANCE	STUDENT	TEACHER
1. The team clearly applied the photo shooting tips from their packet and considered lighting, creative angles and themes	<input type="radio"/>	<input type="radio"/>
2. The main message of the photo story was clear and powerful	<input type="radio"/>	<input type="radio"/>
3. The headlines/text used enhanced the materials	<input type="radio"/>	<input type="radio"/>
4. Feedback on the photo story was positive	<input type="radio"/>	<input type="radio"/>
5. The photo story enhanced the overall event	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>

TOTAL BASIC: / **TOTAL ADVANCED:** / **TOTAL POINTS:** / 4 **GRADE:**



GREEN AMBASSADORS
A Program of Environmental Charter Schools

GAME



Performance Task 1:6



YOU WILL CREATE A GAME THAT MAKES LEARNING ABOUT GREEN ISSUES AND SOLUTIONS FUN.

THE 4 W'S

- WHO:** You and your Game team (2-5 people is best)
- WHAT:** Create a game that makes learning about a green issue and solutions fun for people of all ages
- WHY:** To make your event more interactive and fun
- WHERE:** At an event or when you are delivering a lesson plan

CHECKLIST

- ☐ Brainstorm fun game activities/ideas
- ☐ Make/design a game board and instructions
- ☐ Create/gather game materials/pieces
- ☐ Make, find or buy game prizes
- ☐ Have your class play the game and give you feedback
- ☐ Perfect your game
- ☐ Play your game and get audience feedback
- ☐ Turn in all worksheets and materials

MATERIALS

1. *Materials needed to make the game (game pieces, etc.)*
2. *Poster board and crafts*
3. *Game prizes for winners*



THIS PACKET WILL GUIDE YOU THROUGH THE FOLLOWING TASKS TO CREATE A COMPELLING PHOTO STORY.

TEAM MEMBERS: _____

TASK	TIMING	DATE COMPLETE
1. PLAN YOUR GAME	1 WEEK	
2. MAKE IT EDUCATIONAL	1-2 DAYS	
3. INSTRUCTIONS	1-2 DAYS	
4. CREATE YOUR GAMES	1 WEEK	
5. PRACTICE	1+ WEEK BEFORE YOUR EVENT	
6. PLAY	DAY OF EVENT	

1. PLAN YOUR GAME

A. PLAY THE "EXAMPLE GAME" AT THE END OF THE PACKET.

What did you like about it?

Were the instructions clear?

How would you improve it?

B. WHAT GREEN ISSUE WILL YOUR GAME FOCUS ON?

C. WHAT SOLUTION WILL YOU PRESENT?

D. WHAT ACTION DO YOU WANT PEOPLE TO TAKE AS A RESULT OF PLAYING YOUR GAME?

E. WHAT AGES WILL BE PLAYING YOUR GAME?

F. WHAT GAME WILL YOU ADAPT YOURS FROM (OR WILL YOU MAKE UP A NEW GAME)?



2. MAKE IT EDUCATIONAL

What concepts will your game teach? What big ideas or new vocabulary words will you teach them about?

CONCEPT/WORD	DEFINITION/EXPLANATION	WHO WILL TALK ABOUT IT?

3. INSTRUCTIONS

How do you play your game? Write out step-by-step instructions that anyone could pick up and use to play the game.

4. CREATE YOUR GAME

Create any necessary game boards, collect or make game pieces, write out your instructions and put everything in a box so you can save your for others to play in the future. Color or decorate everything to make it fun to play.



5. PRACTICE

Have your class play the game with your instructions. Ask them the following questions:

A. WHAT DID YOU LEARN?

B. DID YOU UNDERSTAND THE INSTRUCTIONS WITHOUT ANY EXPLANATION FROM US?

C. DID YOU HAVE FUN? WHY OR WHY NOT?

D. WHAT NEEDS TO CHANGE?

Now, revise your instructions and game based on their feedback.

6. PLAY

Have people at your event play the game and get their feedback using the “Feedback Form.”
If the game was part of a larger event, have the Event team collect feedback on the overall event.

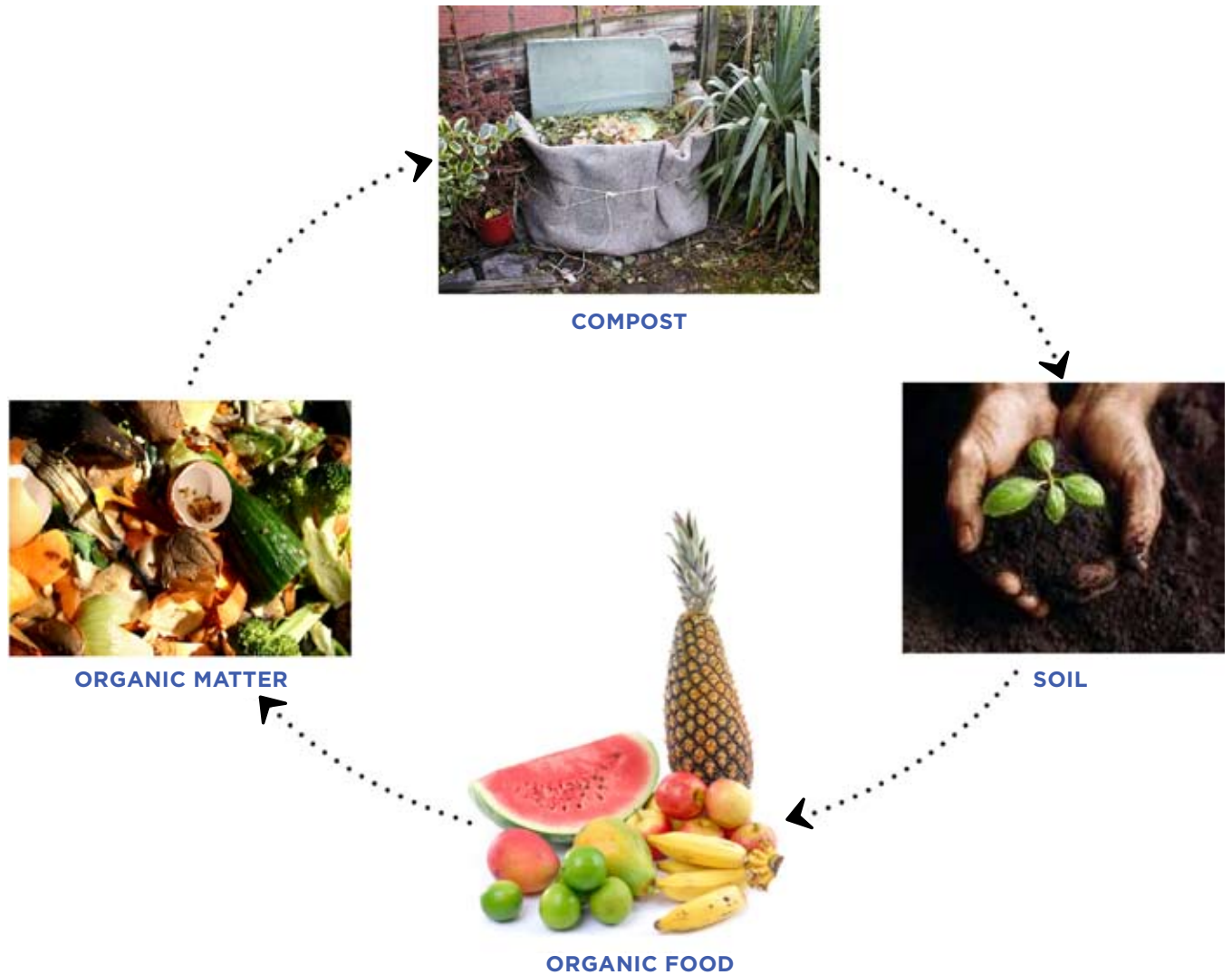


GAME EXAMPLE

ADAPTED FROM	Paper, Rock, Scissors
OBJECTIVE	Students learn some of the fundamental principles of composting in the format of a fun, engaging game
HOW TO PLAY	<ol style="list-style-type: none"> 1. Pair up and play "Rock, Paper, Scissors" for a few minutes so you remember how to play. 2. You are going to play the game a little differently now, but in order to play you need to understand some things about "composting." 3. Here are the basics of composting (explain this to them out loud if in person) Instead of throwing your organic waste in the landfill, you can compost them and turn them into something valuable. Look at the "Cycle of Composting." To compost, you mix together the right amounts of plant materials and food scraps with air and water to make a material called compost that you can add to the soil. Compost adds nutrients to soil, so organic food can grow faster, stronger and healthier without fertilizer. 4. Now you are going to play Composting Rock, Paper and Scissors.
DIRECTIONS	<p>Start in pairs. Everyone starts out as organic matter. You will now play Rock, Paper, Scissors. If you win, you move on to the next level. You can only play with someone who is at your level (organic matter can't play against compost, etc.).</p> <ul style="list-style-type: none"> • If you are organic matter and you win you become compost, if you lose you stay as organic matter. • If you are compost and you win you become soil, if you lose you become organic matter. • If you are soil and you win you become organic food, if you lose you become compost. • The first person to become organic food wins the game
REVIEW QUESTIONS	<ul style="list-style-type: none"> • What is the cycle of compost? • How does compost become soil? (air, green, brown, and water) • How does soil become organic matter?



EXAMPLE GAME BOARD



GAME



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

5. HOW WOULD YOU RATE IT?

☐ Excellent

☐ Very Good

☐ Fair

☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?

GAME



Feedback 3:6



THANK YOU FOR GIVING US YOUR FEEDBACK! (Please use the back for additional comments)

1. WHO ARE YOU? (TITLE, NAME)

☐ Teacher:

☐ Parent:

☐ Other:

☐ Student:

☐ Press:

2. HOW DID YOU HEAR ABOUT THE EVENT?

3. WHAT ARE YOU EVALUATING?

☐ Overall Event

☐ Game

☐ Photo Story

☐ Other:

☐ Design (materials)

☐ Lesson

☐ Public Outreach

☐ Fundraising

☐ Presentation

☐ Video

4. GET THE NAME OF ONE STUDENT RESPONSIBLE FOR THE EVENT/ACTIVITY YOU ARE EVALUATING:

5. HOW WOULD YOU RATE IT?

☐ Excellent

☐ Very Good

☐ Fair

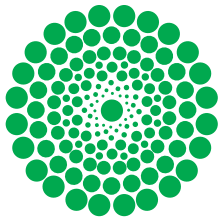
☐ Poor

WHY?

6. WHAT WAS MOST EFFECTIVE ABOUT IT?

7. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVEMENT?

8. WHAT DID YOU LEARN?



GREEN AMBASSADORS
A Program of Environmental Charter Schools

GAME



Results 4:6



TEAM MEMBERS:

1. **HOW MANY PEOPLE PLAYED YOUR GAME?**
2. **HOW MANY FEEDBACK FORMS WERE FILLED OUT?**
3. **WHAT DID PEOPLE SAY THEY LEARNED FROM PLAYING YOUR GAME** (See Feedback Forms)
DOES IT CORRESPOND WITH THE MISSION OF YOUR GAME?
4. **WHAT WAS THE MOST POSITIVE FEEDBACK YOU RECEIVED?** (See Feedback Forms)
5. **BASED UPON THE FEEDBACK, WHAT WOULD YOU IMPROVE ABOUT THE GAME?**



NAME:

TEAM MEMBERS:

1. WHAT WAS THE OVERALL PURPOSE OF THE EVENT? HOW DID YOUR GROUP SUPPORT IT?

2. WHAT DID YOU WANT TO COMMUNICATE TO YOUR AUDIENCE (MARKET)?

3. WHAT WAS YOUR CONTRIBUTION TO THE OVERALL EVENT?

LIST 3-5 RESPONSIBILITIES

PROVIDE EVIDENCE THAT THEY WERE COMPLETED.

4. WHICH MEMBERS OF YOUR GROUP DEMONSTRATED LEADERSHIP AND ENSURED A SUCCESSFUL EVENT? (You should include yourself if you feel that this is true)

STUDENT

LEADERSHIP EXAMPLES

5. WHAT NEW SKILLS AND KNOWLEDGE DID YOU GAIN FROM YOUR GROUP'S ACTIVITY?

LIST SKILL/KNOWLEDGE

EXPLAIN

6. WHAT WORKED WELL?

7. WHAT COULD BE IMPROVED?

8. WHAT WILL YOU DO TO IMPROVE THE NEXT EVENT?



YOU AND YOUR TEACHER SHOULD BOTH EVALUATE YOUR WORK USING THIS WORKSHEET.

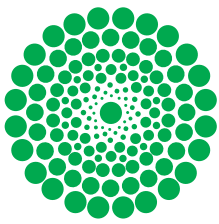
TEAM MEMBERS:

GRADE	POINTS	DESCRIPTION
A	4 OUT OF 4	ALL CIRCLES ARE CHECKED AND TEAM WENT ABOVE AND BEYOND
B	3 OUT OF 4	ALL ADVANCED AND BASIC CIRCLES ARE CHECKED
C	2 OUT OF 4	ALL BASIC CIRCLES ARE CHECKED, ONLY SOME ADVANCED CIRCLES ARE CHECKED
NOT PASSING	0-1 OUT OF 4	NOT ALL BASIC CIRCLES ARE CHECKED

BASIC	STUDENT	TEACHER
1. The game was easy and fun to play	<input type="radio"/>	<input type="radio"/>
2. Directions were clearly written out and easy to follow	<input type="radio"/>	<input type="radio"/>
3. The game had a clear mission and taught a green solution	<input type="radio"/>	<input type="radio"/>
4. The green information presented was accurate	<input type="radio"/>	<input type="radio"/>
5. The game was appropriate for the event/audience	<input type="radio"/>	<input type="radio"/>
6. The team was focused, on task and worked well together and with other teams	<input type="radio"/>	<input type="radio"/>
7. The following handouts were completed and handed in: Marketing Worksheet, Talking Points Worksheet, Game Packet, Feedback Form, Game Results, Game Rubric, Game Reflection	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>

ADVANCE	STUDENT	TEACHER
1. The game was tested and revised based upon feedback	<input type="radio"/>	<input type="radio"/>
2. The game enhanced the event	<input type="radio"/>	<input type="radio"/>
3. Player feedback was positive (See feedback forms)	<input type="radio"/>	<input type="radio"/>
4. Evidence indicated that the players learned what the team intended they should learn (See feedback forms)	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>

TOTAL BASIC: / **TOTAL ADVANCED:** / **TOTAL POINTS:** / 4 **GRADE:**



GREEN AMBASSADORS
A Program of Environmental Charter Schools

VIDEO



Performance Task 1:6



YOU WILL CREATE A SHORT VIDEO THAT ILLUMINATES YOUR GREEN ISSUE AND SOLUTION

THE 4 W'S

- WHO:** You and your Video team (4-6 people is best)
- WHAT:** Write, film and edit a video related your green issue and solution
- WHY:** To spread your message to an audience that may not have been able to attend your event or screening
- WHERE:** At an event/screening, on your campus, online or at a film festival

CHECKLIST

- ☐ Pick your method (PSA, commercial, documentary)
- ☐ Sketch a storyboard
- ☐ Write a script
- ☐ Select your cast
- ☐ Gather props and equipment
- ☐ Rehearsal
- ☐ Film
- ☐ Edit
- ☐ Select music
- ☐ Create title and credits
- ☐ Prescreen the film for your class
- ☐ Final cut
- ☐ Share your video at an event and online
- ☐ Turn in all worksheets and materials

MATERIALS

1. Video camera, camera
2. Computer and software for editing and sharing (iMovie, MovieMaker)



THIS PACKET WILL GUIDE YOU THROUGH THE FOLLOWING TASKS TO CREATE A COMPELLING VIDEO.

TEAM MEMBERS: _____

ISSUE/SOLUTION: _____ **FINAL SCREENING DATE:** _____

ACTION	PRODUCTION PHASE	TIMING	DATE COMPLETED
1. RESEARCH AND PROPOSAL	PRE PRODUCTION	4+ WEEKS BEFORE SCREENING	
2. STORYBOARD AND SCRIPT			
3. CASTING AND REHEARSAL			
4. PRODUCTION			
6. ROUGH CUT	POST-PRODUCTION	3-4 WEEKS BEFORE SCREENING	
7. PRE SCREEN		2-3 WEEKS BEFORE SCREENING	
8. FINAL CUT		2-7 DAYS BEFORE SCREENING	
7. DISTRIBUTION		DURING AND AFTER SCREENING	

1. RESEARCH AND PROPOSAL

In order to make an inspiring and educational video you must know your subject. Answer these questions:

- What do I already know about this issue/solution?
- After learning about it, what questions do I still have?
- What can I do to make the information fresh, new and interesting?
- What is the most entertaining way of getting this information across to our chosen market?

A. WHAT ISSUE/SOLUTION WILL YOUR VIDEO FOCUS ON? (i.e. waste/composting)

B. WHAT DO YOU WANT PEOPLE TO LEARN OR DO AS A RESULT OF YOUR VIDEO?

(i.e. I want people to know that composting is easy, fun and can be done in an urban setting OR I want them to make/buy a composter) (See your Mission from your Marketing Worksheet).



C. WHAT KIND OF VIDEO WILL YOU CREATE? (circle one)

- PSA • Documentary • News Segment
- How-to-Video • Reality TV • Drama

D. PROPOSAL

Summarize what you propose for your video. Get your proposal approved by your teacher and class

VIDEO PROPOSAL
A) Issue/Solution:
B) Goal:
C) Type of Video:
D) Why did you choose this?
Teacher Initials:

Based on the feedback from your teacher and class, what do you need to change about your video?

2. STORYBOARD AND SCRIPT

Sketch out your video scene-by-scene using the story board on the following page. For each new idea, change in scenery or script, create a new scene. If information carries through multiple scenes, just draw an arrow across.

- **Scene:** Sketch what you will see on camera.
- **Script:** Write the words that will accompany each scene (on screen or script). You may need to write your script on a separate page and just include key concepts or phrases on your storyboard.
- **Location/Cast:** Where and when will each scene be shot and who will be in it?

3. CASTING AND REHEARSAL

Casting: Share your vision, storyboard and script with everyone that will be in the video so they are clear on their role, what they will be saying and what they need to bring/wear. Provide everyone with a copy of the script to practice. Have everyone sign a video release form (included at the end of this packet).

Rehearsal: Schedule at least one rehearsal before filming the video. It is good to practice the rehearsal with your equipment so everyone becomes familiar with the process and the cast becomes comfortable with the cameras.



VIDEO STORY BOARD

SCENE	SCRIPT	LOCATION / CAST



VIDEO STORY BOARD

SCENE	SCRIPT	LOCATION / CAST



4. REVIEW & EDIT: ROUGH CUT

Review and log all of your footage on a log like the following.

SAMPLE LOG	
File Name: Genny Gardener Interview _1.1.01	
Subject: Urban Composting	
Time	Subject
0:15 – 0:55	Genny gives us a tour of her rooftop garden
0:60 – 1:30	Genny shows us her WORMS

Create a rough cut using free or available video editing software. Search YouTube for the most updated how-to videos on working with MovieMaker (PC) or iMovie (Mac).

- Review the footage as a team to discuss what should be included / excluded and what needs to be reshot, if anything.
- Locate and plan music that will accompany scenes, if appropriate.
- Record and add voiceovers where appropriate.
- Review photographs taken during the shoot to add where appropriate.
- Create a title screen.
- Create a closing screen (cast credits, music credits, “For More Info Visit www.XXXX.edu”)

****NOTE:** YouTube will remove your video if music is not properly credited).

5. PRE-SCREEN

Once you have a final cut that your team is happy with, show it to another team, your class, your teacher and even your parents and friends and get their feedback in writing.

6. FINAL CUT

Edit the video as many times as necessary to get the final product you want. There are often multiple rounds of editing before the final cut.

7. DISTRIBUTION

The point of making a video is to share your message with as many people as possible.

- Screen it at an event.
- Post it on the internet (YouTube Vimeo, Facebook)
- Save it to DVD. Make copies and hand them out at the event.
- Submit it to a film festival in your area.
- Post it on your school/group website.

VIDEO RELEASE FORM

To Whom It May Concern:

I (the undersigned) do hereby confirm the consent heretofore given you with respect to you photographing me and my child in connection with your video/television program entitled:

And I hereby grant to you, your successor, assigns and licensees the perpetual right to use, as you may desire, all motion pictures and soundtrack recordings, which you may make of me or my child, and the right to use my name and/or child's name or likeness in or connection with the exhibition or any other use of such video recording.

I am over eighteen years of age.

Signature _____

Name _____

Name of Child _____

Address _____

Date _____ Phone Number _____

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I am over eighteen years of age.

Signature _____

Name _____

Name of Child _____

Address _____

Date _____ Phone Number _____



TEAM MEMBERS:

1. **HOW MANY PEOPLE WERE AT THE FINAL SCREENING OF YOUR FILM?**
2. **WHAT WAS THE BEST FEEDBACK YOU RECEIVED ON YOUR FINAL CUT?** (See Feedback Forms)
3. **BASED UPON FEEDBACK OF THE FINAL CUT WHAT WOULD YOU CHANGE?** (See Feedback Forms)
4. **WHAT DID PEOPLE LEARN FROM YOUR VIDEO?** (See Feedback Forms)
5. **DID EVERYONE ON YOUR TEAM HAVE A ROLE IN PRODUCING THE FILM? PLEASE EXPLAIN.**
6. **HOW DO YOU KNOW THAT YOU'VE INSPIRED PEOPLE TO TAKE ACTION BEYOND THE VIDEO? GIVE EVIDENCE.**

ACTION	EVIDENCE

7. **HOW MANY PEOPLE HAVE VIEWED YOUR VIDEO ONLINE (YOUTUBE, VIMEO)?**



NAME:

TEAM MEMBERS:

1. WHAT WAS THE OVERALL PURPOSE OF THE EVENT? HOW DID YOUR GROUP SUPPORT IT?

2. WHAT DID YOU WANT TO COMMUNICATE TO YOUR AUDIENCE (MARKET)?

3. WHAT WAS YOUR CONTRIBUTION TO THE OVERALL EVENT?

LIST 3-5 RESPONSIBILITIES

PROVIDE EVIDENCE THAT THEY WERE COMPLETED.

4. WHICH MEMBERS OF YOUR GROUP DEMONSTRATED LEADERSHIP AND ENSURED A SUCCESSFUL EVENT? (You should include yourself if you feel that this is true)

STUDENT

LEADERSHIP EXAMPLES

5. WHAT NEW SKILLS AND KNOWLEDGE DID YOU GAIN FROM YOUR GROUP'S ACTIVITY?

LIST SKILL/KNOWLEDGE

EXPLAIN

6. WHAT WORKED WELL?

7. WHAT COULD BE IMPROVED?

8. WHAT WILL YOU DO TO IMPROVE THE NEXT EVENT?



YOU AND YOUR TEACHER SHOULD BOTH EVALUATE YOUR WORK USING THIS WORKSHEET.

TEAM MEMBERS:

GRADE	POINTS	DESCRIPTION
A	4 OUT OF 4	ALL CIRCLES ARE CHECKED AND TEAM WENT ABOVE AND BEYOND
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NOT PASSING	0-1 OUT OF 4	NOT ALL BASIC CIRCLES ARE CHECKED

BASIC	STUDENT	TEACHER
1. The video teaches others about a green solution.	<input type="radio"/>	<input type="radio"/>
2. The video clearly incorporated feedback and revisions.	<input type="radio"/>	<input type="radio"/>
3. Sound quality was good – voices could be heard and clearly understood.	<input type="radio"/>	<input type="radio"/>
4. Image quality was good – scenes were in focus and steady.	<input type="radio"/>	<input type="radio"/>
5. There were no unwanted scenes or mess-ups included in the final cut.	<input type="radio"/>	<input type="radio"/>
6. The video was ready in time for the screening.	<input type="radio"/>	<input type="radio"/>
7. Team roles were clearly and evenly assigned and responsibilities followed.	<input type="radio"/>	<input type="radio"/>
8. Team was focused, on task and worked well together and with other teams.	<input type="radio"/>	<input type="radio"/>
9. The video has been shared beyond the event (online/film festival).	<input type="radio"/>	<input type="radio"/>
10. The following handouts were completed and turned in: Marketing Worksheet, Talking Points Worksheet, Video Packet, Feedback Forms, Video Results, Video Rubric, Reflection	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>

ADVANCE	STUDENT	TEACHER
1. The video enhanced the screening/event.	<input type="radio"/>	<input type="radio"/>
2. The video moved or inspired the audience (see Feedback Forms).	<input type="radio"/>	<input type="radio"/>
3. The video was concise and effective.	<input type="radio"/>	<input type="radio"/>
4. The props and costumes were remarkable.	<input type="radio"/>	<input type="radio"/>
5. The scenes and lighting were appropriate and well thought out.	<input type="radio"/>	<input type="radio"/>
6. The editing was seamless.	<input type="radio"/>	<input type="radio"/>
7. You were moved to share the video or submit the video to a film festival.	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>
9.	<input type="radio"/>	<input type="radio"/>

TOTAL BASIC: / **TOTAL ADVANCED:** / **TOTAL POINTS:** / 4 **GRADE:**

Why Do I Need A Resume?

Over the course of the year, you have done some amazing things that you should keep track of. **A resume is a document highlighting your experiences, qualifications, and skills that will help you promote yourself to a potential college or employer.** Increasingly, schools and employers are looking for students with experiences that extend beyond the classroom. It is vital for you to be able to advocate for yourself and be able to market your skills and experiences as you begin internships, applying for college, and looking for summer jobs. As a Green Ambassador, you have had unique experiences that give you an advantage not only in the growing Green Economy, but also with any employer or college.

It is important to keep track of each new skill, internship or job on your resume, and it is best to do it while it is fresh in mind. You will always want to customize your resume for each audience, but it is a best practice to keep it up-to-date as you go. You never know what opportunity might be around the corner.

Green Economy

While the skills you've gained as a Green Ambassador are valuable for any school or employer, they are particularly valuable in the growing green economy. Where there is work to be done, there are jobs to be created. Architects will be needed to design sustainable buildings, scientists to create advances in green technology, artists to design sustainable fashion and products, and educators to instill environmental literacy in schools. Here is an outlook for jobs in the Green Economy in future years: (<http://www.usmayors.org/pressreleases/uploads/greenjobsreport.pdf>).

Potential New Green Jobs 2038 - U.S. Total			
	2018	2028	2038
Renewable Power Generation	407,200	802,000	1,236,800
Residential & Commercial Retrofitting	81,000	81,000	81,000
Renewable Transportation Fuels	1,205,700	1,437,700	1,492,000
Engineering, Legal, Research & Consulting	846,900	1,160,300	1,404,900
Total	2,540,800	3,481,000	4,214,700

Tips for Making a Resume

What you need.	Completed?
1. Contact Information How will people get a hold of you if they are interested? <ul style="list-style-type: none"> • Include your first and last name, phone number and email • Use an email address that is professional and that you check regularly • Don't include your address, just to keep yourself safe 	
2. Experience <ul style="list-style-type: none"> • Start with the name of the organization/business/event/skill • Include your title or role • List beneath it sentences that describe your role, starting each sentence with an action verb 	
3. Organization <ul style="list-style-type: none"> • Break your resume into relevant sections and label each section prominently (bold or underline) • Use titles and headings for each section (i.e. mission, education, achievements, volunteer experiences, interest/activities, computer skills) 	
4. Format <ul style="list-style-type: none"> • Always use a computer so that it looks appealing. Make sure you save your document, so you can keep updating it • Use bullets instead of sentences, it is easier to follow • Remember: less is always more; try to say what you need to in as few words as possible • Use short, powerful sentences • Spelling and grammar are CRUCIAL; one error and you'll lose your chance; make sure to have someone you trust with spelling and grammar proofread it 	

5. Language

- The words you choose should be powerful, reflect true information, and use numbers, dates, and statistics whenever possible. For example:
 - Created and planned a community event inspiring over 300 people to compost in their own homes

Building Your Resume

Take a few minutes to write down all the things you have done for, or at, your school that extend beyond the classroom (internships, community service, student organizations, etc)

1. These experiences could include: Green Ambassador events and your role in them, your community service experiences, advisory projects, student organizations you help, etc. Remember that even things you might not see as special, may in fact really set you apart from many students your age. Be proud of your contributions, no matter how big or small!
 - Ex. School water event presenter, Rise Above Plastics speaker, helped promote school in nationwide competition, volunteered at local bird sanctuary, helped student council food drive, painted murals at school, interned for Green Ambassadors, helped plant school gardens, softball team captain, taught composting lessons to elementary school students, etc

Role 1: _____

Role 2: _____

Role 3: _____

Role 4: _____

Role 5: _____

Role 6: _____

Role 7: _____

2. Now for each role above, list action verbs that describe your role. The idea here is to brainstorm as many verbs as possible and find ones that work best for you. Connect those verbs to each category you identified above through a **concept map**.

Ex: (use graphic if possible) Water event > presented, motivated, spoke, translated, organized, created a PowerPoint

Action 1: _____

Action 2: _____

Action 3: _____

Action 4: _____

Action 5: _____

Action 6: _____

Action 7: _____

3. Now, **pick two or three action verbs that best describe your experiences and describe in more detail what you did. Be as specific as possible.**

Description 1: _____

Description 2: _____

Description 3: _____

Description 4: _____

Description 5: _____

Description 6: _____

Description 7: _____

4. Fill in your resume with complete sentences, keeping each sentence as short and impactful as possible - avoid fillers! Use the guide above and Jordan's resume as examples.

5. At the bottom, include a summary of your top overall skills.

Sharing Your Resume

Now that you have a resume, what are you going to do with it? Why not score a summer internship or job? Here are some tips:

1. Find internships that will equip you with the skills and experience necessary for your interests or passions. These internships will introduce you to the field and lead into more opportunities.
2. Be proactive. Don't wait for a listing to show up that fits your dream internship. Find the company or organization and ask for an informational interview. Ask them questions about what kind of people they are looking for (so you can gain that experience) and share your resume with them.
3. Work closely with mentors. Find a great mentor that can give you support and knowledge that is beneficial during and after an internship or job.
4. Create a Website or blog and post your resume and experience. Be sure to keep it current and supplement it with information that is relevant and timely.
5. List yourself on a professional networking site like LinkedIn.

After being trained as a Green Ambassador and putting your networking skills to work, now you are ready for the green economy.

Resume Template

Name: _____ Email: _____

Phone # _____

Mission: To _____

Education:

- Currently enrolled in the _____ grade at _____ School in _____ (City, State)

Experience:

- **Start each bullet point with a verb, look at the example of Jordan Howard**
- **List any experiences you have had, for example:**
- **Common Vision Program:** Planted 100 trees on my school campus and in the community while educating the community of their benefit (March 2010)
- **Eco Gift Fair** Volunteer, helped green an event with more than 5,000 attendees; informed others about ways to be green (December 2010)

Achievements

- Green Ambassadors at Environmental Charter High School 2007-2010:
 - Accepted to travel on Green Adventures to Quail Springs, a Permaculture Farm in Santa Barbara, where I learned how to live a sustainable through hands-on learning.
 - Created a school wide water catchment system, saving 200 gallons of water a year for our school.
 - Created a compost community event to inspire 75 people to capture water at their own homes (list all Green Ambassador events: compost, earth day, water, etc...)
 - Awarded a scholarship, recognition etc..

Volunteer Experience

Environmental Charter High School 2009: 20+ hours volunteering with Earth Flow Permaculture to design and build cob benches.

Interests/Activities

(List your interests)

Skills

- Proficient in _____ (list your programs: Power Point, Word, Google Sketch up, Video Editing programs)

Jordan Howard

Mission: To create powerful media solutions to environmental and social issues that empower individuals and communities to create positive change.

Education:

Currently enrolled in the 12th grade at Environmental Charter High School, Lawndale, California.

Earned college credits from Los Angeles Trade Technical College for community organizing through the Green Ambassador program, 2008 and 2009.

Earned college credits from El Camino Community College for US and California Government and Political Science, Summer 2009.

Experience:

2009

- Speaker, Plug in Americas Inaugural Parade West press conference: spoke about the need for electric cars for our future along with California Senator Fran Pavley.
- Featured on Nickelodeon Television: Featured Youth Leader on "Big Green Help" a segment promoting positive changes in communities.
- Led the Rise Above Plastics program at my school, a student speaker series, where I trained 20 students to give 35 presentations around Los Angeles classrooms about the harms of disposable plastics.
- Guest speaker to high school teachers in Northern CA where I presented the importance of Green Curriculum.
- Producer of student-powered series, "The Green Show" with the City of Lawndale Channel 22, 4 shows that presented the city of Lawndale community with solutions to environmental issues that can be adapted at home.

2008

- Directed short film, "A Day in the Life" a student-powered film that shows simple changes people can implement in their lives to be green. Screened the film in 7 different venues across Los Angeles and exposed over 1000 people to earth + solutions. The film was later selected for the Santa Monica Teen Festival and won the Audience Choice Award.
- Opening Speaker for Hillary Clinton at the "Angelenos Go Green for Obama" a fundraiser for Barack Obama and the first carbon neutral political fundraiser, which raised over \$500,000 for the campaign.
- Led and facilitated over 10 youth and 3 adults to attend the Green Festival, in San Francisco, and presented on a panel of four called "Youth Rising, Youth Leading"
- Lectured at 2 UCLA Institute of the Environment classes.
- Led and facilitated over 10 youth and 3 adults, to attend the Bioneers Conference, the world's most important ecological conference in San Francisco, where I presented in the session called "Education IS Empowerment"
- Featured on Alter Eco on Discovery Channel's Planet Green, Episode 11 called Green Teens, where my family received a "green" kitchen, equipped with energy efficient and sustainable alternative kitchenware.
- Led a youth workshop about eco-literacy at the Green California Schools Summit and Exposition with over 20 high school students.
- Stage Manager and Mistress of Ceremony for the Green Ambassador Productions show "Any Change Helps" across Los Angeles in 7 venues of more than 300 people.
- Presented at the "Whole Child, Whole Planet" expo on a panel of four, describing why others should be a Green Ambassador.

Achievements

- Accepted to travel to Costa Rica to do an investigation in Sustainable Living and raised over \$1000 dollars to ensure that myself and others could participate in this Green Adventure.
- Created and maintained a school-wide battery collection campaign; with my classmates we insured that over 1000 batteries would be properly disposed of in an appropriate toxic waste facility.
- Awarded a scholarship to attend the Earth Forecast Summit in Washington DC by The Weather Channel for over \$2,200 dollars.

Volunteer Experience

- Habitat for Humanity Home Improvement Store: stocked and sold re-used donated home products.
- Heal the Bay: Assisted during an emergency beach cleanup at the Santa Monica Beach.
- Eco-Gift Expo: Created expo which diverted all green and recycling waste out of a landfill.
- Barack Obama Campaign: lead and spoke at rallies in Los Angeles and participated in campaign phone banking.

Interests/Activities

- Youth Leader of Green Ambassador Program empowering everyone to implement Earth positive solutions.
- Member of Teen Girls Ministry at church, a mentoring program for teenage girls to ensure that we become leaders in our community and are capable of empowering young girls.
- Member of the ECHS Tiger Crew, a spirit team that encourages students to instill school spirit in students and teachers.

Resume Rubric

Name _____

Grade	Points	Description
A	4 out of 4	All boxes are checked & student went above and beyond
B	3 out of 4	All advanced and basic boxes are checked
C	2 out of 4	All basic boxes are checked, only some advanced boxes are checked
Not Passing	0-1 out of 4	Not all basic boxes are checked

	Student	Teacher
Basic		
1. All jobs/duties and skills are described through action verbs.		
2. All information presented is true and accurate.		
3. The resume communicates clearly in an easy-to-follow format provided or in a format that makes logical sense.		
4. The resume was typed and saved for future editing and use.		
5. The resume includes contact information.		
6. Resume uses logical titles and headings and makes it easy-to-follow.		
7. The words are limited and powerful and state impact using numbers, dates, and statistics whenever possible.		
8. The following have been completed and turned in: 1) Resume Packet 2) Completed Typed Resume.		
9.		
10.		
Advanced		
11. The resume employs professional and active vocabulary to describe your contributions.		
12. The resume paints an accurate picture of who you are and what you have to offer the world.		
13. The resume has been shared with a mentor or professional outside your family.		
14. The resume reflects that you have sought out many opportunities for growth and leadership.		
15. The resume is graphically enhanced in a way that complements without distracting from your experience.		
16.		

TOTAL BASIC ____/____ TOTAL ADVANCED ____/____ TOTAL POINTS ____/4 GRADE ____