

Week 1.2 Climate 101

My Island: Place Based Education

Overview of this Week:

- * First session begins with place-based introductions followed in second session by an exploratory lesson focused on Place Based Education (PBE) using a PCEP book about environments on their type of island.
- * Pre-Test on Day 3 provides valuable insights and data to guide instruction, and can also serve for course evaluation.
- * Homework is to continue place based exploration of their environment *and gather/organize information to report about that environment.*

Before Teaching this Week:

- * Index cards for each participant's icebreaker introduction. UHU or tape for posting index cards.
- * Handouts from the PCEP Place-Based Education booklet for each of the four PBE Big Ideas.
- * Bring enough copies of both PCEP island environment books. It is essential to at least have the book and poster that are most appropriate for their location (except for atolls this book is *Pacific High Island Environments*).
- * Make enough copies for each participant of the "Comparison Words" handout and the "Scientific Comparison Writing" handout.
- * Make enough copies for each participant of the PCEP booklet *Place-Based Education: Elements of Design*.
- * If you think it is appropriate and valuable, make enough copies of the Strategy Guide "Teaching Scientific Comparison Writing" for each participant.
- * Chart paper and marking pens for participants working in groups
- * Review the Power Point slides file in the course folder from PCEP. Most of the slides have associated notes.

Day 1: Introductions – Participants and Place-Based Education

Show Slide 1, which is the agenda for Session 1, introduce yourself. **Show Slide 2** to highlight goals of this Climate 101 Course. Distribute index cards and **Show Slide 3** to introduce the session's activity. Have the class form groups and facilitate the activity, and have each participant write their name and birth place (village or island). Also have them each include on the index card a quick sketch of their favorite place as a child. At the end, each participant including his/her drawing is introduced to the class by one of their group members.

In some communities, the facilitator could ask participants to also share which clan they are from and what their clan is known for. The whole class discussion can include how clan roles are connected to how we care for our places, environment, and community members.

Day 2: Deeper into Place Based Education

Show Slides 4 through 8 to begin discussion of Place-Based Education (PBE). Finish with dividing participants into four groups. Each group is assigned one of the four PBE Big Ideas, and the members of that group are each given a reading handout about their Big Idea.

Show Slide 9 to introduce and guide the PBE Big Idea activity. Groups report about their numbered Big Idea. As They will discuss and share their PBE Big Idea on Day 2. After all the Big Idea #1 groups have reported, **Show Slides 10 through 13** to help summarize. Similarly **Show Slides 14 and 15** after the Big Idea 2 reports, **Slides 16 and 17** after the Big Idea 3 reports, and **Slides 18 through 20** after the Big Idea 4 reports.

Distribute the PCEP environments book and poster that are most appropriate for the course location. **Show Slide 21** to initiate the Comparing Island Environments activity. Depending on your location, **Show Slide 22 or Slide 23. Show Slide 24** to guide how the 2-person teams within groups write their initial team paragraph comparing two examples of their environment type, and how they share with other teams in their group. **Show Slides 25 through 27** to lead participants through using these tools to create a new paragraph comparing the same two environments.

The session can conclude with comments from participants about whether and how they would use the same scientific comparison writing tools with their students. This would be a good time to also provide the *Teaching Scientific Comparison Writing Strategy Guide* if you have made copies for distribution.

Day 3: Pre-Test: Show Slide XX (Pre-Test) and handout the Pre-Test. Tell participants that this test has no effect on their course grade. Their responses can help guide the instruction. The same test will be given in the middle of the course. The test is also very useful for evaluating how well the course is going. After finishing and handing in the test, the instructor will give the participants a copy of a book about their island environment. Participants keep the book, and can look at while others finish the test. Provide the 1-page “Scientific Comparison Writing” handout and the “Comparison Words” handout.