

Lesson #8: Project Implementation and Evaluation

Time required: This will vary greatly. Some classes will have days, and some will have no time at all and be expected to implement their project on their own time.

Topic Opener	
Topic:	Carrying Out a Plan of Action
Program of Study Information	<p>Program of Study: Career and Technology Studies Natural Resources Environmental Stewardship Strand</p> <p>Relevant Course(s): ENS 3040: Energy and the Environment</p> <p>Curricular Outcomes:</p> <p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Describe the social, economic and environmental significance of energy development (Outcomes 1.1-1.4)</i> 3. <i>Plan and implement a group action campaign that fosters environmental awareness, energy conservation and energy efficiency; e.g., class, school, community (Outcomes 3.1-3.5)</i> 4. <i>Demonstrate basic competencies (Outcomes 4.1-4.3)</i> <p>ENS 3050: Environmental Politics Curricular Outcomes:</p> <p><i>Students will:</i></p> <ol style="list-style-type: none"> 2. <i>analyze challenges in developing, influencing and implementing environmental policies</i> <p>ENS 3910: Project D</p>
Required Materials	<ul style="list-style-type: none"> * Varies - see note at the end of Lesson 7. • Computers for research and completing presentations
Type of lesson	Student led inquiry and action project

Getting Started	
Topic opener “hooks”	Intro/ Hook ideas: There is no need to draw students into this lesson, as they should have their project proposals ready to go. At the beginning of the class it may be helpful to get the class together to lay out a timeline and review the project requirements if your students tend to require this guidance.
Lesson Sketch	
Outline	<ul style="list-style-type: none"> • Provide the space, time and support that your students need to complete the work that they have laid out for themselves. At this stage, one on one group support for students would be much more helpful than a group discussion, which will only take time away from student work time. • Where students are completed a class, school, or community campaign, they will be using this time to actively carry out their project. • Where students are proposing a theoretical campaign for the government to impose on industry or carry out themselves, they will use this time to expand their presentation to include more detail about what their campaign would entail and to ensure they are prepared to present to the class. • Once students have completed their projects/project plans, time for project presentations and evaluation would be helpful to bring the project to a close and reflect on learning. Students can be given time to complete the rubric provided (seeing “Project Evaluation” attached) and the class can review what they have learned about water.
Closing ideas	Reassert expectations and timelines and make a plan for presentations and evaluations.

Notes: