COP anecdote – The first few years I took students to the COP conference, I thought students would returned fired up and feeling inspired and empowered to take on the climate change challenge. The result was often the opposite – they often felt hopeless.
“Drawdown illuminates ways we can overcome the fear, confusion, and apathy surrounding climate change and take action as individuals, neighborhoods, towns and cities, states, provinces, businesses, investment firms, and non-profits.”

- Dr. John Foley
Project Drawdown - Forward

Action and “doing” are often the best antidote for feeling hopeless – for taking control and creating positive momentum. John Foley makes the case that Project Drawdown provides a path for groups and organizations to do this, with one notable exception ...
And Schools ...!
Schools lay the foundation for a society that is willing and able to accept this “drawdown invitation”. They are a fertile venue for nurturing motivation and teaching the skills necessary for an active effective citizenry. CC action projects are important in schools both because:

- action is a powerful antidote to hopelessness
- they can provide powerful authentic learning opportunities in the development of effective citizens
- CC will be a challenge for their generation to solve
Action gives rise to hope
Drawdown solutions are a rich source of ideas for potential CC and sustainability action and/or service learning projects in schools. A big advantage is that the solutions are already vetted and therefore easily defended in term of efficacy of action.
Look through/scan text or website (https://www.drawdown.org/solutions)

- Which solutions are you most passionate about?
  Interested in? Do you want to learn more about?
- What are your top 3?

Scan text

- what solutions are you passionate about and/or interested in learning about
- any patterns/trends? (i.e. sector preferences, ranking)
- what are your top 3? - share
Introduce the CG Take Action! Guide in the folder and complete the TakeAction brainstorming progression.

- A. Passions/Interests – your three top solutions

- B. What are some desired changes or needs in your school/community related to climate change and/or sustainability?
Climate Generation
TakeAction! Guide

A. Passions/Interests – your three top solutions

B. What are some desired changes or needs in your school/community related to climate change and/or sustainability?

C. What connections can you identify between the solutions you are most interested in and the desired changes or needs in your community?
A. Passions/Interests – your three top solutions

B. What are some desired changes or needs in your school/community related to climate change and/or sustainability?

C. What connections can you identify between the solutions you are most interested in and the desired changes or needs in your community?

D. What project ideas can you envision based on A-C?
Hive Mind wisdom …

- What’s the one piece of advice you’d give to those who would like to try doing action/service learning projects with students?

- What are some perennial challenges in doing action projects with students that you have managed each year but have never quite solved?
How are these curricular strategies similar? Different? What are the pros and cons of each? Which will have the greatest impact on student autonomy going forward?

Questions to Ponder

Student involved or student led?

Service or service learning?
Project focus/SMART Goals
Be proactive in evaluating alternative actions to meet your goal
SMART Goals

- **Specific**: Can be well defined and clearly understood by anyone who has basic knowledge of the project
- **Measurable**: Can know if a goal is obtainable, when it has been achieved on how far away and expected completion date
- **Achievable**: Can be achieved within the current environment of your school
- **Realistic**: Can be accomplished within the availability of resources, knowledge and time
- **Timetable**: Limited by a timeline

“Get the school to recycle.”

vs.

“Get 2 recycling bins placed in each classroom and create a student-led pick-up program for 2020.”
Other Tools - SWOT

- Strengths
- Weaknesses
- Opportunities
- Threats
Other Tools – Action Analysis Criteria

- Is there sufficient evidence to warrant action on this issue?
- Are there alternative actions available for use? What are they?
- Is the action chosen the most effective one available?
- What are the consequences of this action – legal, social, economic, or ecological?
- Do my personal values support this action? Do I understand the beliefs and values of others who are involved in this issue?
- Do I understand the procedures necessary to take this action?
- Do I have the skills needed to complete this action?
- Do I have the courage to take this action?
- Do I have the time needed to complete this action?
- Do I have all the other resources (other than the above) needed to make this action effective?

Investigating and Evaluating Environmental Issues and Actions: Skill Development Program
Connecting the Dots Challenge

Draft a potential S.M.A.R.T. Goal statement for one of the Drawdown related project ideas you generated.
Project Drawdown Ecochallenge

“Drawdown EcoChallenge is a 21-day engagement program focused on carbon reduction ... Participants track and share their progress online in a robust platform and earn points for taking action. The combination of collective action, camaraderie, and friendly competition makes change a little easier — and a lot more fun.”

- https://drawdown.ecochallenge.org
- https://drawdown.ecochallenge.org/about/event-info
Scaffolding to Action

What are some curricular ideas or activities that could be part of a learning progression that supports the Drawdown action projects you brainstormed?
A Case Study: Senior Capstone Project

Senior Project

Each senior student is to select a Senior Project that will demonstrate well an example of environmental service learning that will benefit them and the larger community. A Senior Project is a legacy each student will leave with the larger community as an example of their commitment to engaging in discussion of the question “How, then, shall we live?”

Successful completion of the Senior Project will include the following components:

Students will have completed a commitment to a legacy, in essence a letter of intent describing their Senior Project, what they hope to accomplish within that project, and what they hope will live after them as a result of their work.

Students will engage in discussion with a faculty mentor from the School of Environmental Studies and receive approval for their Senior Project.

Students will engage an outside agency or mentor as appropriate to their Senior Project. Contact information for that agency will be provided by the student as the project is beginning.

Each student will complete the on-line Senior Project form available at the School of Environmental Studies web site. This form includes a listing of materials, a timeline, checkpoint dates and other information to help with the completion of the project.

Students will engage in discussion with their faculty mentor as required.

Each student will prepare a visual display accompanying their Senior Project. These will be presented in the forum and the library of the School of Environmental Studies on date to be specified.