



Congratulations!

You have been selected to receive an Earthwatch Institute Fellowship. Earthwatch Institute engages people worldwide in scientific field research and education to promote the understanding and action necessary for a sustainable environment. Each year, thousands of Earthwatch volunteers participate in expeditions and assist scientists by collecting data on climate change, ocean ecosystems, sustainable resource management, and sustainable cultures.

By the generous support of corporations, foundations and private donors, the Earthwatch Fellowship Program identifies individuals who are ready, willing and prepared to take an Earthwatch experience back to their schools, workplaces and communities. Each year, we invite members of several different groups into our fellowship community based on their commitment to the Earthwatch mission. We support students who can apply a hands-on research experience to their studies and future career exploration. Educators utilize their expeditions to gain research skills and content knowledge, raise awareness of the importance of encouraging local community involvement and ignite passion and excitement for learning. Corporate employees and customers engage their colleagues and communities in the corporate social responsibility practices of their organization. Conservation professionals are able to apply the skills and knowledge they learn in the field, directly in their workplace.

Your Earthwatch expedition will no doubt be an adventure, and as an Earthwatch Fellow, your participation will encompass more than your time in the field. This booklet is intended to guide you through the fellowship experience from the moment you have received notice of your award until after you return from your expedition. The Fellowship Guidelines are a supplement to your Expedition Briefing, which details important information that is specific to the expedition you will join. Please be sure to read through both the Fellowship Guidelines and Expedition Briefing carefully as these are essential tools for your Earthwatch experience.

We look forward to your involvement in the Earthwatch Fellowship Program!

Sincerely

A handwritten signature in black ink, appearing to read "Ed Wilson", with a large, stylized flourish at the end.

Ed Wilson
President and CEO
Earthwatch Institute

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GENERAL TIMELINE / CHECKLIST

Immediately

- Read all enclosed materials:
 - Award Letter and Fellowship Award Agreement
 - Fellowship Guidelines
 - Expedition Briefing
- Review Earthwatch Volunteer forms www.earthwatch.org/volforms
- Review travel planning responsibilities
- Accept or Decline your award (within 2 weeks)
- Schedule a medical appointment with your doctor

At least 60-90 DAYS before fielding

- Complete and return Volunteer Forms
- Decide whether or not to purchase additional insurance coverage
- Confirm your travel plans
- Approve your time off and/or fieldwork credit with your organization or institution
- Write and submit a Press Release to local media outlets
- Leave the Earthwatch emergency contact number with friend or relative
- Check the packing list on the back page of the Expedition Briefing

On the expedition

- Take a picture of yourself working in the field
- Write daily entries in a journal or blog of your experiences
- Learn from the other participants and scientists

Within 30 DAYS of the expedition's conclusion

- Complete online evaluation form
- Submit your post-fielding materials to your Program Coordinator
 - Cover sheet with a photo of yourself working in the field
 - Thank you letter to your funder
 - Press Release or any articles/listings already published
 - Required Report Materials

Please refer to your program guidelines and award letter for specific details.

- Transportation Receipts if you have been granted a travel reimbursement

In the future

- Share your experience with others and spread the word about Earthwatch
- Complete additional surveys and evaluations as requested by Earthwatch
- Participate in Earthwatch gatherings and events in your area
- Help us review applications for future fellows
- Stay in touch with Earthwatch

GENERAL GUIDELINES: IMMEDIATELY

Read Award Letter and Fellowship Award Agreement

Please make sure you understand your responsibilities as an Earthwatch Educator Fellow. All the requirements of your specific fellowship are located in your award agreement. By signing it you are confirming your participation on the expedition as well as agreeing you will fulfill your responsibilities as an Earthwatch Fellow.

Read the Fellowship Guidelines

Please read through the general guidelines of this document first as well as your program specific guidelines. There are different types of fellows within the Earthwatch Fellowship Program. Tips and Responsibilities that are specific to your type of fellowship are detailed under the following sections: *Student Fellows, Educator Fellows, Corporate Fellows, and Conservation Professionals*.

Read your Expedition Briefing

Your Expedition Briefing offers a detailed description of the objectives and the broader significance of the research, as well as the essential logistical information. It is a vital tool to being an effective volunteer, and your expedition leader expects you to read the Expedition Briefing before you arrive on your expedition. Make sure you carefully read rendezvous specifics, passport and visa information, necessary equipment listings, and physical requirements. Use the recommended reading list and take some time to educate yourself before you pack your bags. The briefing will also provide you with information for your press release and sharing with your family, friends, colleagues and community before you depart for the field.

If your Expedition Briefing was not included in your award packet:

- Your Expedition Briefing will be mailed as soon as it is available.
- If you have any questions about your specific expedition before you accept or decline your award, you may contact your Program Coordinator (named in your award letter).
- An older version of your Expedition Briefing may be available on our website. We update our Expedition Briefings each year, but last year's version can provide you with general information about the project. Please do not book travel arrangements based on an old Expedition Briefing.

Review Earthwatch volunteer forms

Please review the Earthwatch volunteer forms which can be found at: www.earthwatch.org/volforms. Although forms are not due until **60 days** before the start of the expedition it is important you read through them now to understand what needs to be done before you join an expedition. Please read through the following forms as well as any other forms as stated in your expedition briefing: Personal History, Health Form, Itinerary Form and Liability Release.

Review travel planning responsibilities

Earthwatch volunteers and Earthwatch fellows are typically responsible for arranging their own travel. However, your fellowship award may include a partial transportation reimbursement, or your travel may be arranged with your funder. Please refer to your award letter.

If you are responsible for arranging your own travel:

- Read the Rendezvous Information provided in your Expedition Briefing before making reservations.

- Start researching your travel as soon as possible - the longer you wait, the more expensive the flights will be!
- Consider purchasing refundable tickets because there is always the remote chance that Earthwatch will have to cancel a project or change dates.
- Earthwatch is unable to reimburse volunteers for travel expenses in the unlikely event that a project is cancelled.
- If you are traveling outside of the US, your destination country will require a passport and sometimes a visa for entry. For some countries, you may need to acquire a visa in advance. *If you are **under the age of 18***, you may be required to provide additional travel documentation.
- Be sure to keep receipts if you have been granted a reimbursement for your transportation.
- Earthwatch partners with **Fly for Good** (www.flyforgood.com), and we strongly suggest you book your airfare for your expedition through them; they are our recommended provider. Fly for Good negotiates airfare discounts, known as “humanitarian rates,” for non-profit volunteers. As part of this partnership, Earthwatch volunteers will be able to take advantage of **Fly for Good’s** negotiated airfare contracts, which allow for discounts of up to 50% on international flights. You can also book domestic flights at normal published fares. Please see your briefing for more information about booking travel with **Fly for Good**.
- Please call your Program Coordinator (named in your award letter) if you are not certain of the travel details and if you cannot find the answers you need in your expedition briefing.

*If you have **been awarded a partial transportation reimbursement award**, please keep the following in mind:*

- Your reimbursement will only cover travel to and from the rendezvous location. If you plan on extending your travel either before or after your expedition, you will need to cover those costs.
- Methods of travel that are typically covered are air, boat, train and bus.
- Be sure to keep receipts if you have been granted a reimbursement for your transportation. Your receipts need to indicate departure and arrival locations as well as total cost in US dollars and reservation confirmation.
- Earthwatch cannot reimburse for travel done on credits, vouchers or frequent flyer miles.
- A transportation award cannot be used to cover meals or accommodations.
- In the spirit of this award, we only reimburse for coach-class fares.
- It can take up to 6 weeks for each transportation award to be processed.

Accept or decline your award (within 2 weeks of offer date)

Please be sure that you have read the enclosed materials and understand all of your responsibilities as an Earthwatch volunteer and an Earthwatch fellow before accepting your award. Sign and fax your Fellowship Award Agreement to the Earthwatch office at **978-450-1288**. You should retain a copy for your records. For clarification of your Fellowship responsibilities, contact your Program Coordinator.

*If you are **under the age of 18***, your parent or legal guardian must co-sign your award acceptance.

*If you **choose to decline your award***, please mail all of your award materials back to Earthwatch for reuse. Reissuing materials helps us conserve paper and resources.

Schedule a medical appointment with your doctor

You will need to have a doctor sign your Health form. Since sometimes it is difficult to get a doctor’s appointment, we recommend you book one as soon as possible so you can complete your health form. Depending upon your expedition location, your doctor may advise you to see a physician who specializes in travel medicine. The Health form is essential because it lets us know that you are fit to go on your expedition.

GENERAL GUIDELINES: 60 – 90 DAYS BEFORE FIELDING

Complete and return your volunteer forms

Every volunteer joining an Earthwatch expedition must complete the following forms at least **60 days**** before the start of the expedition:

- Personal History
- Health Form
- Itinerary Form
- Liability Release

All volunteer forms can be found at: www.earthwatch.org/volforms. Depending on which expedition you are awarded to, you may also be required to complete a marine skills form, a SCUBA fitness form, or provide additional information. See your expedition briefing for more details. Please note that a portion of the required health form must be completed by your physician. *If you are **under the age of 18***, your parent or legal guardian will be required to co-sign most of your Volunteer Forms

**We realize that in the briefing it states forms must be submitted 90 days before fielding. This deadline is not intended for fellows since often you are not awarded your fellowship 90 days before you expedition. Please stick with the 60 day deadline as your target for submitting your forms.

Decide whether or not to purchase additional insurance coverage

Your fellowship covers you under the Volunteer Travel Medical and Evacuation Insurance. You can find more information at www.earthwatch.org/insurance/. If you wish to purchase additional coverage through CSA travel protection, you may do so by contacting CSA at **(800) 873-9855** and referencing **#83534816**, which will identify you as an Earthwatch Volunteer. For questions about your insurance coverage, please contact your Program Coordinator (named in your award letter).

Approve your time off and/or fieldwork credit with your organization or institution

Confirm leave time with your manager or administrator (if applicable)

Please remember that travel to and from your Earthwatch expedition may cause you to be absent for one or more days before and after your expedition dates. Make sure your manager or supervisor is comfortable with you being gone and understands that this experience is not just a holiday but a professional development opportunity. It is important to have your supervisor's support so they will support any project you may implement when you return from the field.

Apply for credit for your expedition (if applicable)

Earthwatch cannot directly award credit for your participation in an Earthwatch expedition. However, many students and teachers have been successful in pursuing credit for their fellowship experience through their own school or a university. You will be most successful if you make arrangements ahead of time. Please see your program specific guidelines to find out more details on this.

Write a Press release to local media outlets

We encourage you to write a press release for your school, local, or regional newspaper. This can be done before you go on your expedition and follow-up with after. Please refer to the section in the Appendix for Press Release Tips and Guidelines.

Make sure you have everything with you before you leave

Use the packing list at the back of the briefing as a check list before while you pack. Be sure to take your Expedition Briefing with you as well. Leave the Earthwatch Emergency Contact number with a friend or relative before you go.

GENERAL GUIDELINES: ON THE EXPEDITION

Write daily entries in a journal / on a blog

Keeping a **DAILY** journal during the expedition is important to documenting your experience. It is important to write daily so that you can follow your progression of ideas and learning over the course of the expedition. Be as specific as you can. The journal will provide you with the data necessary to write a detailed thank you letter for your funder, and will become a keepsake for you to remember the details of your experience. Start writing before your expedition begins to record your expectations and goals.

Immediately after the expedition, write a summary about your experience and how what you have learned relates to your school, workplace or community. Excerpts from your journal provide Earthwatch with important insight on the value of Earthwatch field research to educators and are read by Earthwatch staff, program funders and other educators.

Pre-expedition journaling

- What are you looking forward to?
- What are you nervous about?
- What new skills do you hope to learn?
- Do you and/or your students have questions for the scientists leading the expedition?

On the expedition (writing and sketching ideas)

- Describe your journey to the expedition site.
- What are your first impressions?
- What did you do or try?
- What surprised or confused you?
- What were your team members like?
- What are you still wondering about?
- What are you most excited to share with others when you return home?
- Did you see any interesting plants or animals?
- What does your work area look like?
- What images stand out in your mind?



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Summary

- What were the highlights for you?
- What were the challenges?
- How will you bring the experience home?
- How does the research that you conducted in the field and what you learned relate to you and your local community?
- What new skills did you learn?
- What has the experience taught you about scientific research and conservation?
- Has the project in any way changed your approach to teaching or learning?
- What do you expect to be the primary benefits to your peers, your students, your colleagues, friends and yourself?

Take a picture of yourself working in the field

You are requested to submit a photo of yourself working in the field, so please remember to ask a team member to take your picture! Your photos help us find great volunteers by allowing us to publish your submitted images in our various media outlets; e.g. Earthwatch Expedition Guide, and newsletters, fundraising flyers, ads, web pages, slide shows, corporate partnership campaigns, and multimedia productions.

In addition, we require that your Earthwatch Scientist have access to your images for research publications and presentations. We encourage the sharing of photos of your expedition with family, friends, local media and the public forum, but the co-opting or plagiarism of images or information gathered during an expedition is strictly prohibited. When making submissions, please label all images with photo credit information, the name of your Scientist and a brief caption. Please see the Photo Submission Guidelines located in the appendix for more information.



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Learn from the other participants and scientists

This is an exciting opportunity to learn from other participants and share your experiences and perspectives of environmental issues. Get to know the scientist and other participants – they may be useful contacts in the future. You can also collaborate with each other on your post-fielding requirements. Fellows often share pictures, community action ideas or blogging techniques.

GENERAL GUIDELINES: AFTER THE EXPEDITION (WITHIN 30 DAYS)

Welcome Back Email

Shortly after you return from your expedition, you should receive a Welcome Back email from your Earthwatch Program Coordinator. This will serve as a reminder for the documents you are asked to submit to fulfill your fellowship responsibilities, and included in that email will be the links to the online evaluation forms.

Online Expedition and Fellowship Evaluation

In your Welcome Back email a link to the Online Expedition and Fellowship Evaluation will be provided. This is an evaluative survey of your experience on your expedition. All Earthwatch volunteers complete the Expedition Evaluation portion. Earthwatch relies on volunteer feedback to assess the quality of each expedition experience. The fellowship portion will allow you to evaluate your experience.

Required report materials

Earthwatch sends a report to all funders so they can learn about the impact of their fellowship program. In our report, we include the required reporting materials you give us as well as information on the research impact of their grant. Your fellowship obligations are based upon the type of fellowship you have received and specific requests of your funder. Obligations that are specific requests of your funder are detailed in your award letter. Responsibilities that are specific to your type of fellowship are detailed in the following sections labeled: ***Student Fellows, Educator Fellows, Corporate Fellows, and Conservation Professionals.***

We will submit all materials to each of your funders; therefore please do not send anything to them directly. Please mail or email a *digital copy* of your complete, proof-read post-fielding materials within **30 days** of the last day of your project unless otherwise stated in your welcome back email. Your digital copy of your post-fielding materials may be submitted by email or on a CD/USB stick to your Program Coordinator. We prefer that you submit your digital materials in MS Word, PDF or JPEG format. Due to their size, we cannot accept PowerPoint presentations or more than two high-resolution photos. If you are submitting copies on CD or USB stick please send all of your materials to the attention of your Program Coordinator at this address:

**Earthwatch Engagement Department
114 Western Ave
Boston MA 02134**

Travel Receipts

If your fellowship included a Travel Award, you must submit your transportation receipts in order to be reimbursed. You will only be reimbursed up to the maximum amount stated in your Award Letter. Be sure your receipts include the following:

- Your name
- Arrival and departure locations
- Arrival and departure dates and times
- Vendor's name
- Total cost in US dollars
- Booking confirmation

Your Travel Award DOES NOT cover meals, accommodations outside the expedition nor can it be used for travel NOT to or from the rendezvous location. In the spirit of this award, we only reimburse for coach-class fares. Please note that it typically takes as long as 6 weeks for each Transportation Award to be processed.

Certificate of Completion

You will receive your Certificate of Completion and travel reimbursement after your completed post-fielding materials have been received by Earthwatch. Due to the volume of fellowship reports received, we are unable to confirm the receipt of post-fielding materials except via the certificate.

GENERAL GUIDELINES: IN THE FUTURE

Share your experience with others and spread the word about Earthwatch

Give a presentation to people back home – either your colleagues, students, peers, the local community, and/or your family – covering what you have done and what you intend to do with this experience (Please ask your Program Coordinator if you would like to be sent the Earthwatch PowerPoint template).

Complete additional surveys and evaluations

It is important to Earthwatch Institute and our supporters that we continue to evaluate the impacts made on Earthwatch volunteers, especially Earthwatch fellows. Your candid feedback is crucial in developing high quality programs. Please be honest. To ensure the ease of reporting back to Earthwatch, please keep track of the following:

- Presentation topics, dates, and size of audiences.
- Community action projects, dates, and number of participants.
- Publication names and dates.
- For educators and students: academic activities, length of project, dates, and number of students involved.

Participate in Earthwatch gatherings and events in your area

You are now part of the Earthwatch Fellow Network and will receive periodic emails about Earthwatch news opportunities for grants, professional development, and information about gatherings in your local area. If there is an Earthwatch gathering in your local area, you are expected to attend and are encouraged to share your experience either formally or informally.

Help us review applications for future fellows

At Earthwatch we receive hundreds of applications for the fellowship program. In order to handle this amount, we have set up an Application Review Panel which consists of Earthwatch employees and past fellows. Since you've already been through the experience, we feel you would be great at helping to pick future fellows. We will contact you after your fellowship to ask if you would like to be a part of this.

Stay in touch with Earthwatch

There are several ways to stay in touch with us. One is through your Program Coordinator by updating them on what you've done since you returned from your expedition or how your community action project went. Another way is through our Facebook page: www.facebook.com/earthwatch where you can post information about your experience and connect with other Earthwatch alumni.

STUDENT FELLOWS

Approve your fieldwork credit with your school

As stated above, Earthwatch cannot directly award credit for your participation in an Earthwatch expedition. However, many students have been successful in pursuing credit for the fellowship experience through their school! You will be most successful if you make arrangements ahead of time. Most schools will require you to submit a proposal and a report detailing your experience. You are likely to find most of the required information in your fellowship application and your post-fielding report.

Electronic evaluation

Complete the electronic evaluation form you will find in your inbox within **30 days** of returning from the field. ***Please fulfill your duty as an award winner by completing the evaluation materials sooner rather than later, as the details of your expedition are more vivid now and as the beginning of the school year approaches you are bound to be busy with other academic activities.***

Reporting materials

As stated earlier, Earthwatch sends a report to all funders so they can learn about the impact of their fellowship program. In our report, we include the required materials detailed below, but funders really enjoy seeing copies of newspaper articles about students and examples of student photography, poetry, sketches, and other creative work produced during student expeditions. We welcome and encourage copies of any articles, writing and/or artwork that accumulated during and after your expedition. Please note that Earthwatch will not be able to send these materials back to you, so only send materials that you are willing to part with. When we have received all your required reporting materials, we will mail you a Certificate of Completion.

Cover sheet with a photo of yourself working in the field

The cover sheet is a friendly introduction to your post-fielding materials. Please include the following on your cover sheet:

- Your name
- Expedition title and dates
- School name
- Funder's name
- Photo of yourself working in the field

Thank you letters

You are required to write **two** thank you letters. Each thank you letter should be one page in length.

The first thank you letter is for the funder of your fellowship. Refer to your Award Letter for the specific name of your funder. The second letter is for the nominator who supported you with your application.

Please submit both of these letters to your Earthwatch Program Coordinator, and he/she will send them along to the addressees. Your thank you letters should reflect your appreciation for the generous support of these people and describe for them the value of your field research experience. Please refer to the section in the Appendix on how to write a thank you letter.

Press release or any articles/listings already published

Earthwatch and your funders would appreciate copies of any media articles or listings that have been published about your fellowship and your expedition experience. Be sure to include the name of the publication, date of publication and a website address if applicable. We understand that it is sometimes difficult to get coverage in your local media and that it may take longer than 30 days for an article to get printed. If you are not covered by the time your post-fielding materials are due, please submit the press releases that you submitted to your local paper.

Field report

Write a field report of **three** pages in which you include your answers to the following questions:

- When you came home what part of your experience were you most excited to tell your family about?
- What is the most important thing you learned during this expedition?
- How are you going to share that with your family, friends, and teachers?
- How has this experience changed your view of science or scientists?
- Has this experience lead you to consider changing your plans for your future?
- Is there a connection between the topics you have studied in the field (such as climate change or sustainability etc) and your own community?
- Is there anything you would like to see different in your community and what action can you take to see that change? *Please be specific. You can use your new skills and knowledge to help your own community. There is a section in the Appendix on Project Ideas and Community action project Guidelines.*



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Additional required report materials

In addition to the items listed above, your fellowship may require you to submit additional report materials based upon the specific requests of your funder. These additional requirements are detailed in your Award Letter. We also encourage you to ask your school if you can give a presentation about your experience for other students and teachers.

Also don't forget to submit your travel receipts if you were given a Travel award!

EDUCATOR FELLOWS

Approve your fieldwork credit with your institution or district

Earthwatch cannot directly award professional development points. You must pursue credit for your participation. We will send you a Certificate of Completion to use toward acquiring professional development credit after Earthwatch has received all of your post-fielding materials. Alternatively, some participants have had success getting practicum credit at their local colleges. In either case, you would need to make arrangements ahead of time.

Graduate credit is available through Bank Street College NY: Call **212-875-4706** or email Susan Wu at swu@bankstreet.edu. Graduate credit is also available through Weber State University, UT. Call **801-626-6223** or email Dr. Michael Slabaugh at msslabaugh1@weber.edu. You must arrange credit PRIOR to your expedition. For more information or details on either of these programs, please contact those academic institutions directly.

Electronic evaluation

Complete the electronic evaluation form you will find in your inbox within **30 days** of returning from the field. *Please fulfill your duty as an award winner by completing the evaluation materials sooner rather than later, as the details of your expedition are more vivid now and as the beginning of the school year approaches you are bound to be busy with other academic activities.*

Reporting materials

As stated earlier, Earthwatch sends all reporting materials to funders so they can appreciate the value of their fellowship program. These materials are very valuable to Earthwatch too as they help us evaluate the impact of our program so we ask that you complete them within **30 days** of returning from the field. The details of these requirements are listed below. When we have received all your required reporting materials, we will mail you a Certificate of Completion and any reimbursements you may be owed.

Cover sheet with a photo of yourself working in the field

Please submit both a **digital** copy of your cover sheet. The cover sheet is a friendly introduction to your post-fielding materials. Please include the following on your cover sheet:

- Your name
- Expedition title and dates
- School name
- Funder's name
- Photo of yourself working in the field

Thank you letter to your funder on school letterhead

Please submit a copy of a **one-page** thank you letter on school or organization stationary. The greeting of your thank you note should be directed to your specific funder (refer to your award letter), but does not need to include your funder's address. Please submit your thank you letter to Earthwatch and we will send your thank you note to your funder along with your other post fielding materials. Using your journal as a guide, your thank you note should reflect on the value of your field research experience both to you and to your professional development, as well as how you will bring this experience back from the field and into your community. Please refer to the section in the Appendix on how to write a thank you letter.

Press release or any articles/listings already published

Earthwatch and your funders would appreciate copies of any media articles or listings that have been published about your fellowship and your expedition experience. Be sure to include the name of the publication, date of publication and a website address if applicable. We understand that it is sometimes difficult to get coverage in your local media and that it may take longer than 30 days for an article to get printed. If you are not covered by the time your post-fielding materials are due, please submit the press releases that you submitted to your local paper.

Lesson plan and/or community plan

An obligation of your Earthwatch Fellowship is to design a lesson plan and/or community plan inspired by your experience. Please submit both a **digital** copy and a **hard** copy for each of your funders. For more details regarding the lesson plan or community plan, please refer to the individual sections in the Appendix of these guidelines.

Lesson Plan

The lesson plan you submit to Earthwatch should include a narrative as well as detailed plan using the template (see Appendix) and reference appropriate standards. PowerPoint presentations alone will not suffice as a lesson plan. Your lesson plan may be realized in many forms:

- integration of a children's book
- a completed website/chat room
- a science experiment
- another engaging activity of your own creation

***Be sure to include credits if ideas/resources are adapted from other sources.

Community Plan

The community plan you submit to Earthwatch should include (see Appendix):

- details about your project's benefits/goals
- implementation
- budget
- local partner organizations
- duration

Your community plan may be realized in many forms:

- conducting a wildlife survey of a local park
- arranging an environmental awareness fair at a local school
- planting trees in your community
- another engaging activity of your own creation

***Be sure to include credits if idea/resources are adapted from other sources.

Journal/blog excerpts

PLEASE DO NOT SUBMIT YOUR ENTIRE JOURNAL

Submit both a digital copy of selections from your journal (**one page typed**) and a hard copy for each of your funders. Provide a variety of quotes that highlight the different aspects of your experience, as well as a brief summary of your overall experience. Make sure to include quotes from your pre-expedition journal entries, and if possible, send your sketches too! Your journal excerpts will be viewed by your funder and possibly included in Earthwatch publications.

Additional required report materials

In addition to the items listed above, your fellowship may require you to submit additional report materials based upon the specific requests of your funder. These additional requirements are detailed in your Award Letter. We also encourage you to ask your school if you can give a presentation about your experience for other students and teachers.

Also don't forget to submit your travel receipts if you were given a Travel award!

Stay at your school or institution for at least one year

One of your fellowship responsibilities is to stay at your school or institution for at least **one year** after returning from the field. Remember, you have been awarded this fellowship because the experience will not only benefit you, but also your school and community. Some funders provide fellowships to educators from specific geographic regions, districts or schools. Staying at your school or institution fulfills your funder's objectives.

If you have been selected for a Live From the Field experience, the media materials you create during your expedition will fulfill many of the responsibilities listed above. Please refer to your Live From the Field award materials and Live From the Field Manual for details.



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CORPORATE FELLOWS

Electronic evaluation

Complete the electronic evaluation form you will find in your inbox within **30 days** of returning from the field. *Please fulfill your duty as an award winner by completing the evaluation materials sooner rather than later, as the details of your expedition are more vivid now.*

Reporting materials

As stated earlier, Earthwatch sends all reporting materials to funders so they can appreciate the value of their fellowship program. These materials are very valuable to Earthwatch too as they help us evaluate the impact of our program so we ask that you complete them within **30 days** of returning from the field. The details of these requirements are listed in your award letter and based upon the specific requests of your funder. These responsibilities may or may not include:

- Development of a Community Action Project
- Formal presentation about your Earthwatch experience to your colleagues and/or the local community
- Attendance at local events
- Sharing field journals and photos through company media
- Completion of a Online Final Evaluation Form

When we have received all your required reporting materials, we will mail you a Certificate of Completion and any reimbursements you may be owed. In order to receive your reimbursement, be sure to also submit your travel receipts if you were given a Travel award.

While it is not required by Earthwatch, we highly encourage you to use your experience to improve your community and/or workplace by developing a **Community Action Plan**. Please refer to the guidelines listed in the Appendix for more information.



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CONSERVATION PROFESSIONALS

Electronic evaluation

Complete the electronic evaluation form you will find in your inbox within **30 days** of returning from the field. *Please fulfill your duty as an award winner by completing the evaluation materials sooner rather than later, as the details of your expedition are more vivid now.*

Reporting materials

As stated earlier, Earthwatch sends all reporting materials to funders so they can appreciate the value of their fellowship program. These materials are very valuable to Earthwatch too as they help us evaluate the impact of our program so we ask that you complete them within **30 days** of returning from the field. The details of these requirements are listed in your award letter and based upon the specific requests of your funder. These responsibilities may or may not include:

- Development of a Community Action Project
- Formal presentation about your Earthwatch experience to your colleagues and/or the local community
- Participation in professional development events
- Sharing of field journals and photos through institution media
- Completion of an Online Final Evaluation Form

When we have received all your required reporting materials, we will mail you a Certificate of Completion and any reimbursements you may be owed. In order to receive your reimbursement, be sure to also submit your travel receipts if you were given a Travel award.

While it is not required by Earthwatch, we highly encourage you to use your experience to improve your community and/or workplace by developing a **Community Action Plan**. Please refer to the guidelines listed in the Appendix for more information.



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APPENDIX

THANK YOU LETTER GUIDELINES

How to write a thank you letter

Writing a good thank you letter is very important and shows your gratitude for the funder who generously supported you to participate in an Earthwatch Expedition. You were awarded this fellowship because your personal qualities and goals stood above all other applicants.

A thank you letter to the funder confirms that this fellowship is important to you and shows them your appreciation for their generous donation. A thank you letter should be free of both grammatical errors and spelling errors. The letter should be clearly written and should express enthusiasm and appreciation for the opportunity given to you to participate in an Earthwatch Expedition.

A Thank You letter should contain the following:

The name of the funder

c/o Earthwatch Institute
114 Western Ave
Boston, MA 02134

Start with: Dear (Name of the funder or Name of Organization)

First paragraph: Write about the purpose of your letter (thanking the funder for your fellowship)

Second paragraph: Write a little bit about yourself and why this fellowship is important to you. Inform the funder what you have learned from this expedition and how this experience has impacted you. It is helpful to be specific and perhaps use quotes from your daily journal.

Third paragraph: In a closing paragraph where you again express your appreciation for this fellowship. Here you should mention how you will use this experience in the future.

Sincerely,

Signature

Your name
Your address
Your city, state and zip code

PRESS RELEASE GUIDELINES & SAMPLES

Press release guidelines

Heading out on an expedition, and can't wait to share the experience with your students? Feeling your inner *Indiana Jones* or *Jacques Cousteau* after your Earthwatch project—and want to tell your local community why? Developing an environmental project with your students, and think the local media might be interested in a photo op?

We ask that all Earthwatch Fellows write and distribute a press release to their local media because you have a great story to tell, and we need your help to spread the word. Here's how to do it:

- **Create a local media list**—newspapers, television, radio and online—and identify the appropriate editor or reporter to whom you can pitch your story. The best contacts would be Feature, Education and Science reporters (Do not email more than one reporter at any given newspaper/station). Most media provide a directory on their websites. You may also call the local newsroom or managing editor to find out which individual is best to contact.
- **Contact reporters *before and after* your expedition.** They like to “follow the story.”
- **Email them a *before the expedition (see template)*.** Follow up with a phone call (if you don't hear back).
 - When you call, identify yourself quickly and make your pitch quickly: “I am a local teacher/student/professional and I think my upcoming Earthwatch expedition to the Arctic would be of interest to the community. I sent you an email about it yesterday and wanted to make sure you received it. Can I tell you more about it?”
 - Best to call reporters around 8:30-9 a.m., before the day grows hectic. If you leave a message, be concise and be specific about your availability and leave your phone number.
 - **IMPORTANT:** Please do not send attachments via email to reporters. If you have a great photograph to share, mention it in the body of the email—but only send it once you clear with the reporter that attachments on their messages are OK.
- **Email reporters a press release after the expedition (template below).** Follow up with a phone call the next day.
- **Maximize your story's ‘mileage.’** Include on your media list other potential media outlets where you may want your story to feature, such as alumni magazines, other online sites, or newsletters you read. And, if you succeed in getting one story in the local newspaper, feel free to call up a reporter at your local radio or broadcast station to see if they want to interview you, too! (Just be clear with each reporter about other reporters with whom you might be speaking.)
- **Proofread your emails/releases.**
- **Please use Kristen Kusek as a resource if you feel the need for some assistance.** Kristen is the PR Director for Earthwatch, and she's here to help: kkusek@earthwatch.org, 978-450-1281. ***If you secure a TV interview, contact Kristen Kusek immediately (before the interview) so that she can do some very simple media training with you. We want to make sure you mention Earthwatch, tell folks about our mission, and also mention your funder.***
- **Send copies** of your published stories to Kristen at:

Kirsten Kusek
Earthwatch Institute
114 Western Ave
Boston, MA 02134

SAMPLE EMAIL TO SEND BEFORE YOU GO

Subject line: Local Teacher to Join Earthwatch Expedition in Arctic

Dear Robert Reporter of the Metro Daily,

I am a seventh grade science teacher at the Bancroft School in Worcester, MA. I leave next week on a two-week expedition with Earthwatch to study climate change in the Arctic, and thought you might be interested in the story. My expedition is funded by *[insert funder here]*.

I will send a follow-up release upon my return. For now, you can read more about my expedition here: *[insert expedition url from Earthwatch website]*. Let me know if you'd like any more immediate information. You can reach me at gaia@gmail.com and/or 555-555-5555.

Sincerely,

Edna Gaia

###

Earthwatch (www.earthwatch.org), the world's largest environmental nonprofit volunteer organization, is based in Metro Boston. Its mission is to engage people worldwide in scientific field research and education to promote the understanding and action necessary for a sustainable environment. Since its founding in 1971, the organization has supported nearly 1,360 projects in 120 countries and 36 states. More than 93,000 volunteers have contributed \$72 million to scientific fieldwork.

SAMPLE PRESS RELEASE TO SEND AFTER THE EXPEDITION (WITH SIMPLE EMAIL INTRO)

Dear Robert Reporter,

I wrote you a few weeks ago about my Earthwatch expedition to study climate change in the Arctic. Below is a follow-up. You can reach me at gaia@gmail.com and/or 555-555-5555.

Sincerely,

Edna Gaia

Press Release: For Immediate Release

Headline: Middle School Teacher Joins Glacier Research Team with Earthwatch Institute

Contact: Edna Gaia, 555-555-5555, gaia@gmail.com

Date: 8/11/09

IMAGES AVAILABLE

Edna Gaia, a seventh grade science teacher at the Bancroft School in Worcester, MA, joined an Earthwatch research team for an 11-day expedition in Manitoba to help scientists understand how the Arctic is affected by climate change. Gaia's expedition was funded by a grant from *[insert funder name here]*.

From July 18th to August 1st, Gaia joined 10 other Earthwatch volunteers from the United States for the "Climate Change at the Arctic's Edge" project. The research team was led by Dr. Peter Kershaw of the University of Alberta.

"I came home from my Earthwatch expedition feeling a whole new sense of connection to the natural world, a fresh understanding of climate change and the need to act *now*, and a renewed enthusiasm for the way I teach science to my students," said Gaia.

Global warming is most dramatically visible at the edge of the Arctic, where peatlands run in a broad strip around the globe. Scientists say these wetlands contain as much as 20% of the world's carbon, usually locked in permafrost. But as the permafrost thaws, it may release carbon dioxide and methane, which could increase the rate of global warming.

The Earthwatch volunteers used ground-penetrating radar, dataloggers, and soil coring to help researchers measure the permafrost's organic carbon levels. They also did a plant study.

"I never imagined I took part in real climate science data collection like a real scientist," said Gaia. "I was thrilled to capture video and pictures of the small mammals we trapped for part of the study, too. I can't wait to integrate it all into my science classes and see how the students respond!"

###

Earthwatch (www.earthwatch.org), the world's largest environmental nonprofit volunteer organization, is based in Metro Boston. Its mission is to engage people worldwide in scientific field research and education to promote the understanding and action necessary for a sustainable environment.

PHOTO SUBMISSION GUIDELINES

Format requirements and how to send your images

Digital images are preferred. Images we use in our publications must be 2048x1536 or 300dpi and no smaller than 4"x6". Please sort through your images and email 2 - 5 low resolution images of your best work with your fellowship materials; we will request more if needed.

Images that we seek and will be useful for your outreach activities:

1. "Solutions" images are the most desirable. Look for opportunities which depict the vitality and inspiration of you and your teammates making a difference in the world. Each project and team will have its unique possibilities such as:

- **Release** - a research animal being released back into the wild.
- **Afterglow** - when the field work reveals a new discovery or hard work yields a glow of exuberance and inspiration.
- **Global Citizenship** - one of the most exciting aspects of Earthwatch projects — people from different walks of life, ages, and cultural origins working together.

2. People working with the research subject or tools in the field.

- **Close-ups** expressing the intimacy of detail; e.g., a human hand reaching out to make a connection with something out of the ordinary, cradling an animal's head, paw, or in some cases an entire body, (in these cases, the scientific reason for human/animal contact must be indicated, i.e. medical attention, tagging etc) inspecting plants, adjusting instruments, or piecing together shards.
- **Medium shots** allowing a relationship to be established with a few people working together, half body shots, with the research subject clearly identified (try to avoid hands in pockets, low visors, harsh shadows, exhausted expressions, and backs to the camera).

3. Landscape giving scope and regional identification, scene setters for presentations. Occasional direction signs, interesting signs such as 'kangaroo crossing' signs and maps can help.

4. Lead scientists and their staff working with volunteers and with the subject of their research. Also a group photo of the entire team and staff

5. Also, research subjects in their natural habitat.

6. Project site and accommodations, with and without volunteers. See photos on 'photo gallery' on Earthwatch's website which show living conditions.



© Anna Janovicz

7. An image of each volunteer working. These images should record a clear view of the volunteer's face and his/her active research suitable for newspaper publication upon your return.

8. Humor, volunteers having fun.

COMMUNITY ACTION PROJECT GUIDELINES

Introduction

The adventure is not over...

Earthwatch Institute's mission is to engage people worldwide in scientific field research and education to promote the understanding and action necessary for a sustainable environment. One of the key goals of the Earthwatch Fellowship program is to inspire and empower fellows to engage with local environmental issues in a new way. We hope that your expedition experience has inspired you to translate your experience into a contribution within your own community. Starting your own project may seem like a daunting task, but making a positive impact in your own community is easier than you may think.

Remember, Earthwatch Institute is based upon the principle that every individual can be involved in creating a sustainable planet, regardless of their level of scientific skill. You witnessed the impact of global issues in a location outside your home community, and saw how volunteers can make a difference on a local level. This model can also be effective in your home community; all it takes is a motivated and inspired individual like yourself to take the lead!

This guide is designed to help you turn your ideas into an action plan! You will find general suggestions and ideas in this guide, but your creativity is welcome and encouraged. There are only a few crucial elements and project restrictions:

- Make it personal. Your project should be inspired by your expedition experience, and you must be a key participant in any activity you plan.
- Address an environmental issue in your community. Your project must have concrete environmental benefits and measurable outcomes.
- Engage others and build partnerships. Don't work alone! Your project should incorporate a group of volunteers. Also, you will be most successful if you partner with a local organization that shares your vision.
- Report on your activity to Earthwatch and measure your success. You should use the attached template to share your project plan with Earthwatch. After you have implemented your plan, you should share your success stories!

Give it some thought...

Your project should be personally significant, involve your skills and be connected to your expedition experience. Where can you find ideas for an issue to address? We would like to do this by asking questions that will help you arrive at the 'aha!' moment, when you know you have found a great idea. These questions are illustrative—you don't have to answer them unless it will be helpful. Many reflect questions in your fellowship application or post-expedition evaluation, so we recommend you refer to what you wrote in those documents.

- What feelings, beliefs or interests made you first consider applying for an Earthwatch fellowship?
- Were these based in something you had seen or experienced in your home community? How can you engage with these issues through your community action project? What did you do on your expedition? What research skills or techniques did you learn on the project? Can these activities be duplicated, in an identical or modified manner, in your community?

- Is the research conducted on your expedition important to you in your personal or professional life? How is the research important to the local community and environment in which you were working? How are the issues presented on your project similar to or different from conservation issues in your local community?
- How did you feel on your expedition? What components of the expedition lead to the best memory or the most outstanding lesson learned (e.g., interactions with nature, learning from researchers, hard work out of doors, etc.)? How can these outstanding elements be replicated so that others can share your experience?
- What was the most important aspect of your expedition experience? This can be something you learned or an experience you will always remember. Can this learning or experience be replicated, even loosely, in your home community, classroom or office?
- What new perspectives, if any, opened to you during your expedition? How has your point of view on environmental issues, particularly in your home community and office, changed after your Earthwatch expedition? How could these changes lead you to engage with local environmental issues in new ways?

In addition to thinking about your own experience and how it related to your community, you should think about the others that you seek to engage in your community action project.

- What do you want to share with others?
- How will your community action project make them feel?
- What do you want them to learn from participating on your community action project?
- What issues and questions do you want them to take home from the experience?

Project Ideas

Below are some very general guidelines on the types of community action projects you can create. Keep in mind that creativity within these very broad guidelines is welcome! Remember to consider a project that:

- **Directly addresses an environmental issue** – this ensures that you can apply lessons learned on your expedition, and that your work feeds into the purpose of your grant.
- **Is carried out in partnership with an existing organization** – a partner can bring resources and expertise to your work, as well as ensure the sustainability of your work.
- **You tell us about** – letting us know about your plans allows us to support your work; informing us of results lets us carry word of your project to donors and other fellows.

We encourage fellows to broaden their impact by working with or educating others. Working with a team of volunteers can increase the impact of your project as well as raise general environmental awareness. Outreach is essential to motivating people to take action. But we recognize that not all fellows will have the time or inclination to lead teams or make presentations, and welcome ideas for individual projects.



© George Grattan

There are endless possibilities for fun projects that make a real difference! Read through the very brief list of project ideas below to help your brainstorming process. This Guide also has case studies of past community action projects that you can read for inspiration.

Here are some initial ideas:

- **Get your hands dirty** - You may be able to join or start up a local conservation or research activity. You could:
 - Take part in local wildlife surveys and monitoring programs.
 - Set up recycling programs for schools, work colleagues, your residential unit or local community.
 - Take part in planting trees, building ponds, initiatives to remove invasive species, etc.
- **Raise awareness** - Awareness of conservation issues is crucial to encouraging environmentally responsible behavior. You can raise awareness in a number of ways:
 - Present your experiences to local schools, colleges or business clubs.
 - Organize presentations with expert speakers on a local conservation issue.
 - Arrange for an experienced guide to lead visits around local botanical gardens, nature reserves or national parks for colleagues, family, school groups, etc.
- **Donate your professional skills** - Earthwatch fellows have many skills that are valuable to nonprofits and conservation groups. Many of these projects are good for individuals. Your project could help with:
 - Yearly planning for program aspects within the organization.
 - Supporting nonprofits with your technical skills, e.g. accounting, database or website management.
 - Fundraising through your own networks.

Finding a Partner

Now that you've established the goals of your community action project the next step is to identify partners that you can work with to make it happen. Having people around you who share your ideas and enthusiasm will help you gain momentum and working as a team will allow you to accomplish more.

From work colleagues to local NGOs, there are numerous possibilities for partners and a wide array of resources to help you identify them. Choosing a partner will depend a lot on your project theme and goals. It may be worth spending some time looking into similar projects going on in your community or local area and also investigating what is already happening in your workplace or community. This will ensure that any overlap or opportunities for partnership are taken advantage of.

As you think about possible partners for your projects here are some additional questions to consider:

- What organizations (government or nongovernmental) are working in your local area?
- Who could act as a member or expert advisor for your plan?
- Who would be a valuable champion of your project locally? To help raise the profile, endorse or encourage others to get involved, both in the workplace (e.g. senior manager, or someone in HR or communications) or in the community (e.g. local celebrity, community leader, elected official).

Below are some suggestions of groups you might partner with:

- Wide network of work colleagues
- Local neighbors, family members and friends
- Your fellow teammates from your Earthwatch expedition
- Local non-profit organizations

- Existing groups of which you are a member
- Local businesses
- Community clubs or organizations
- School teachers and students
- National parks
- Botanical gardens

Online resources

There are numerous web sites that can help you find and learn more about non profits in your area. Many of these also provide valuable information and tools that can help you develop your community action project.

Charity Navigator

www.CharityNavigator.org: Charity Navigator is an independent charity evaluator that provides free financial evaluations of America's charities.

Craigslist & Craigslist Foundation

www.craigslist.org; www.CraigslistFoundation.org: Craigslist is a site specializing in local community classifieds and forums. Craigslist Foundation produces events and online resources that help emerging nonprofit leaders.

HandsOn Network

www.handsonnetwork.org: HandsOn Network is a network of volunteers and volunteer organizations that create and manage hands on volunteer projects. They also provide tools and training for volunteers and volunteer managers to run successful projects and transform their direct service activity into sustained civic action.

Idealist.org

www.idealist.org: Operated by Actions without Borders, Idealist.org is an interactive site where people and organizations can exchange resources and ideas, locate opportunities and supporters.

Network for Good

www.networkforgood.org: Network for Good brings together donors, volunteers and charities online. Users can make donations and search for volunteer opportunities.

VolunteerMatch

www.volunteermatch.org: VolunteerMatch is a non-profit organization with a mission to help everyone find a great place to volunteer, and offers a variety of online services to support a community of nonprofit, volunteer and business leaders committed to civic engagement.

Volunteer Solutions

www.volunteersolutions.org: Volunteer Solutions is run by the United Way of America and is a Volunteer Matching Application that helps connect individuals to volunteer opportunities in their community.

As an Earthwatch fellow you should always consider how you could involve and encourage other fellows in your workplace or region and create your own local support network. You are now part of a network of people all over the world who have joined Earthwatch projects and who are taking action and raising awareness locally. We hope that you will be an active member of this network by sharing the challenges and successes of developing your community action project. After you submit your project proposal we will try to connect you with other fellows in your area who you may be able to network with.

Finding Funding

Some community action projects might require financial support to get started. If there are not already funds available to you, below are some resources to help you find the financial support you need.

Please note: if funds are available to you through Earthwatch you would have been notified in both your award letter and your welcome back letter. Please refer back to these documents for guidance.

Funderships and direct donation

One way to fund your community action project is to ask for support from members of your community. A good first step is to brainstorm a list of potential donors. Stores, banks, law firms, civic organizations, local newspapers, cable television stations, religious organizations, local rotary clubs, and school departments often have discretionary funds available to benefit outstanding members of the community.

Make sure you are prepared with clear information about your project. Whether you write a letter or make a personal visit make sure you illustrate your motivation as well as the goals and outcomes of your project. If people are unable to help, don't take it personally. Not everyone will be able to contribute. Thank the person for their time and remember that the more people you ask the better chance you have of receiving donations.

Additional fundraising tools

In addition to seeking out funderships and direct donations there are many other ways to raise funds for your project. There are a variety of web resources available to help you with anything from thinking about creative approaches to fundraising, to writing a grant proposal and searching for grants to apply for.

- **The Chronicle of Philanthropy**

www.philanthropy.com: The Chronicle of Philanthropy provides information about grant writing and fundraising. It contains a searchable database of corporate and foundation grants.

- **The Foundation Center**

www.foundationcenter.org: The Foundation Center lists funding opportunities and provides information about the grant application process. It contains the Philanthropy News Digest, a foundation directory, and online grant writing and fundraising tutorials.

- **National Service-Learning Clearinghouse**

<http://www.servicelearning.org/>: The Funding Sources section of the National Service Learning site contains a searchable database of awards, fellowships, scholarships, funding resources, grants, and funders.

- **National Service-Learning Partnership**

www.service-learningpartnership.org/site/PageServer?pagename=tr_funding: The National Service-Learning Partnership contains sample funding applications and press releases, and provides timelines for fundraising and grant writing.

Community action project Case Studies:

Wildlife Conservation: Ridley Turtle Hatchling Release

In April 2006, Marisa spent two weeks in South Africa. She joined Lead Scientist Mario Lessoro on the “South African Penguins” Earthwatch Expedition as a Fellow on a corporate grant. She worked to monitor the health of the unique island environment, a hotspot of seabird biodiversity. When asked why she applied for the fellowship, Marisa wrote, “Mother Nature gives us everything... I wanted to experience a little gratitude for her...” She reported her various tasks on the expedition developed her skills in observation, listening, analysis and teamwork.

Marisa’s passion for the environment was rekindled with this experience. “I feel that it makes me more conscious about my environment.it is very, very important to educate everyone about ecology.”

Back home, Marisa’s enthusiasm to make a difference is unrelenting. Marisa’s fellowship offered a small grant to support community environmental work. Marisa seized the opportunity offered by this grant to work on Ridley turtle conservation.

A connection with a local marine biologist who ran a turtle conservation center spurred her interest in this subject, and provided a venue for Marisa’s project. Marisa planned a community gathering to educate about Ridley turtles and the threats facing the species. She focused on protecting Ridley turtle hatchlings. After much publicity and enthusiasm, more than thirteen families from her office network attended the educational session. Marisa’s Expedition experience and local knowledge allowed her to speak to this group with passion and expertise. Those who attended the session made donations to support Marisa’s work, and almost a dozen volunteered to participate in a volunteer day at the Ridley turtle conservation center.

With this money along with her grant, Marisa was able to purchase supplies for the marine biologist’s nature center and office, as well as help fund a renovation of a classroom used to educate volunteers. Marisa went on to organize people who attended her education session into a volunteer group that participated in a Ridley turtle release. Volunteers observed turtle nests and protected hatchlings from predators as they made their way to the ocean. As a result of Marisa’s initiative, a dedicated marine biologist has more resources for her work, thousands of turtles have a better chance at living to maturity, and her friends and neighbors are more aware of the challenges facing their environment.

“I can’t only watch others help. I have to do something! Our world needs us to be more conscious about pollution, endangered species, etc. And my piece of help is moving others; motivate them to construct a better world.”

- Marisa Garcia

South African Penguins 2006

Community Event: Promoting Environmental Awareness and Reusable shopping bags

In February 2009, Julie spent a few weeks in Churchill Manitoba, Canada on a Live from the Field educator fellowship. She travelled to one of the most remote places on Earth to study how Climate Change is affecting the Arctic. Her tasks included digging in the tundra or the forest and collecting data from the snow pit, like depth, snow crystal shape and size, temperature and snow density. When asked about her fellowship Julie said 'It was satisfying to know that my work in the snow was contributing to a larger project that could make a difference.'

Julie used her Expedition blog and video conferencing to connect with her students back in Virginia. She also connected with other classrooms in the school as well as teachers, parents and community members. It excited her that her followers were learning just as much as she was on the expedition through the use of this media.



© Julie Schneider

Julie's experience inspired her to host an event at which her school and larger community could learn even more about climate change and other environmental issues. She talked about her experience in the arctic and led discussions. The first goal of the event was to provoke family discussion and evaluation with an Environmental Questionnaire. The questionnaire asked the students and their families what environmental practices they already practice at home and in their daily routine. After completing the questionnaire, the students and families discussed what other environmental actions and choices they could make to have a positive impact.

The second goal of the event was to reduce the number of paper and plastic bags consumed by the school community when shopping. She partnered with local supermarkets that provided the bags. The students and families got to decorate their own personal, reusable shopping bag.

Julie's event was a huge success with nearly 80 students and family members attending. She even wrote another blog on her school's website about it. Julie hoped that this event would show that small, easy to do actions can greatly affect their environment and community in the long term.

'I was able to go beyond the confines of my classroom walls to embark on a new learning experience. It broadened my knowledge base on science and climate change. But it also allowed my students to see a whole new world outside the confines of a textbook or their surroundings of Arlington, Virginia.'

***- Julie Schneider
Climate Change at the Arctic's Edge 2009***

Community action project Proposal Template for Fellows

Fellows have the opportunity to bring their Earthwatch experience home to make a positive impact on the environment of their community and workplace.

This proposal will provide you with a framework to develop your plan and budget, and it will allow us to support you in the best way possible. We recommend that you keep a copy of your final proposal for your records.

Name: _____ **Country:** _____

Community action project Title	
Community action project Synopsis	What aspect of your community will be affected? (parks, schools, workplace, religious institutions, youth groups or other organizations such as VFW)
	What benefits will the outcome produce?
	Briefly describe your project?
Community action project Outline	What is the proposed date or duration of the project?
	What partner(s) will you be working with to complete your project?
	Partner 1: Partner name: Partner contact info: Date of initial contact: Role in community action project:
	Partner 2: Partner name: Partner contact info: Date of initial contact: Role in community action project:
	Please create a pre-project to do list (e.g. vendors to contact, materials to create, advertising)
Community action project Reporting	List the evaluative benchmarks you will use to determine project success. These should be quantitative as well as qualitative such as number of plants planted or number of volunteers participating etc.

I confirm that the information contained within this form is correct and I undertake to carry out my Community action project as described. I understand that any changes to my plan must be discussed with my Earthwatch Fellowship Manager or Coordinator.

Print Name:

Date:.....

For Official Use only	
Approved by:	Date:
Comments:	

*****This section applies only to fellows with Community action project Grants provided with their fellowship. Please refer to your award letter or welcome back email.**

Funding will become available upon Earthwatch’s approval of your Community action project plan. Please complete the table below with as much detail as possible to document how you will use these funds. We will not be able to distribute the grant funds without a clear budget plan.

Description field– You may require certain items for your project. These might be items of equipment, stationary expenses to advertise or present your work or travel costs for you and volunteers to help with the project.

Estimated costs field- Please include all expenditure in the table below. Although this may only be an estimate at this stage, you should have researched your plan well enough to have a good idea of how much of the grant you are likely to need.

Recipient of Funds – The grant can only be released to organizations in good standing that have a clear understanding of their obligations to fulfill the community action project. Please provide the official name of the organization you will work with in the space below.

Description	Vendor	Estimated Costs
		Total:

FINAL ACCOUNTING

Earthwatch accounts are audited each year and the auditors may choose at any time to assess how funds paid to Fellows are spent. Therefore it is essential that all related receipts are kept by the nominated organization in the event that our auditors request to see them.

LESSON PLAN GUIDELINES

Introduction

As an educator and Earthwatch fellow, we would like you to bring your experience back to your community and classroom. Many educators chose to do this through a lesson that they present to their class(es). Your lesson can aim to recreate your expedition or build on an idea that occurred to you while on your expedition or can be loosely related to the expedition. Our hope is that you will be able to excite and energize your students. Following the template, you will find an example of a Lesson Plan including supplemental material as well as the ones located on our website.

Format

The lesson plan you submit to Earthwatch should include a narrative as well as detailed plan using the template and reference appropriate standards. PowerPoint presentations alone will not suffice as a lesson plan. Your lesson plan may be realized in many forms: integration of a children's book, completed website/chat room, science experiment, or another engaging activity of your own creation. Please include credits if ideas/resources are adapted from other sources.

Narrative (1 paragraph): A brief description of your lesson plan or community plan. Please include the number of students or community members you will reach. If your plan is not completely original, you must clearly describe any adaptations you have made and how it relates to the work you did on your expedition.

Lesson Plan (2+ pages): Please use the enclosed template and reference appropriate standards. If you create any supporting or additional documents (handouts, homework assignments, class activities) please include those in the documents you submit.



© Kathy Price

SUGGESTED LESSON PLAN TEMPLATE

Format adapted from Rhode Island Educator Extern Program

Lesson/Unit Title Lesson ____ Unit Plan ____	What is the descriptive title of this lesson/unit?
Grade Level	For what grade is it designed?
Content Area(s)	Could include several areas e.g. science, social studies, geography, etc.
Time Allotment	How long will it take? e.g. one class/45 minutes/one week.
Academic Standard(s) Addressed	Which ones and from what source(s)?
Abstract	One paragraph description
Goal	What is the broad goal of the lesson or the overall essential question?
Performance Indicators (objectives & measurement)	What specifically should students be able to demonstrate that they have learned?
Background Information	Is there pertinent information or skills that students need to complete this lesson /unit plan? Describe briefly (3-4 sentences); provide references, if desired
Materials	What materials, texts, visuals, and/or technological resources are needed?
Technology	What computer hardware, programs and/or online access is needed?
Instructional Procedure	<p>Provide step-by-step descriptions of activities in enough detail so someone else can adapt your lesson.</p> <p>Please break into the following 3 sections:</p> <p><u>Introduction:</u> Include some type of opener focusing students' attention and essential questions; stimulating interest and involvement</p> <p><u>Activities:</u> Involve students actively in doing, discussing, experiencing</p> <p><u>Closure:</u> Ties all activities together as a meaningful whole to the broad goal or essential question</p>
Assessment (include rubrics)	<p>How will student understanding of the academic standards be assessed?</p> <p>What will be assessed (content? process)? How will students be involved?</p>
Connection to Other Content Areas	How could this become an interdisciplinary unit, if it is not one?
Extensions	What additional studies or further exploration(s) could help student expand outcomes of this lesson/unit?
Acknowledgements	Sources used?
Contact Information (email, tel. number, URL)	To reach with questions, comments etc.

Costa Rica's Sustainable Coffee Lesson Plan
Jessica Muro

Lesson Title	Coffee Plantations: A Birds Eye View
Grade Level	6 th grade
Content Area	Math
Time Allotted	5 class periods (50 minutes each) <ul style="list-style-type: none"> ▪ Day 1: PowerPoint presentation and project description ▪ Day 2: Group research and organizing ▪ Day 3: Group planning ▪ Day 4: Finish planning and practice presentation ▪ Day 5: Group presentations
Academic Standards	New Jersey Core Curriculum Content Standards (NJCCCS) <ul style="list-style-type: none"> ▪ 4.1A ▪ 4.2D
Abstract	At the conclusion of our rate and ratio unit, students will participate in this ratio research activity. Students will be informed of the local ecology in Costa Rica and asked to create a pictorial example of a coffee plantation taking several requirements into consideration. Groups will be working to create an eco-friendly farm for a Costa Rican farmer looking for suggestions. Students will need to work out several ratios and conversions before assembly a plan for the farmer.
Goal	Students will be able... <ul style="list-style-type: none"> ▪ To gain an understanding of coffee plantations and local ecology in Costa Rica ▪ To use ratios in a realistic situation ▪ To convert between different units of measurement
Performance Indicators	Final Picture Includes... <ul style="list-style-type: none"> ▪ Correct scale representation of a hectare ▪ Proper use of ratios ▪ Directions followed Presentation Includes... <ul style="list-style-type: none"> ▪ Explanation that others can understand ▪ Proper details of their pictorial plan ▪ Clear voice
Background Information	Students will need to have knowledge of ratios and converting between units.

LESSON PLAN EXAMPLE

Materials	<ul style="list-style-type: none"> ▪ Costa Rica’s Sustainable Coffee PowerPoint ▪ Coffee Plantations: A Birds Eye View Project Sheets/Rubric ▪ Graph paper ▪ Calculators ▪ Rulers ▪ Pencils ▪ Erasers ▪ Markers/Crayons/Colored Pencils
Technology	<ul style="list-style-type: none"> ▪ Projector to show PowerPoint Presentation ▪ Additional computers for researching (if available) ▪ Large Graph Paper
Instructional Procedure	<ol style="list-style-type: none"> 1) Students should complete unit on rates <ol style="list-style-type: none"> a. Unit includes rate tables and lessons on converting between different units of measurement 2) Costa Rica’s Sustainable Coffee PowerPoint Presentation <ol style="list-style-type: none"> b. Pictures of Costa Rica’s countryside c. Local crops and wildlife pictures d. Coffee plantation pictures e. Explanation of sustainable coffee/environment and the work that local farmers do to maintain this f. Bird friendly coffee g. How you can help... <ul style="list-style-type: none"> •Purchase shade grown coffee or free trade coffee •Share your knowledge with others g. Local farmer’s plea for help in constructing a Eco-friendly farm 3) Description of Project and Group work <ol style="list-style-type: none"> a. Distribute project guidelines and read through together b. Students pick/are placed into research groups c. Group tasks are divided <ul style="list-style-type: none"> • Researcher(s) will look for additional information about the hectare and shade grown coffee • Contractor(s) will gather needed materials and begin laying out the outline of the farm <ul style="list-style-type: none"> • All group members will show their work and come up with a plan for meeting project requirements. • When group members have come up with a working plan they may begin drawing a scaled model of their suggested farm • Once completed, groups will present their finished product to the class making their suggestions to the farmer
Assessment	Following presentations, projects will be submitted and graded on creativity and accuracy
Connection to Other Content Areas	<p>English- During presentation students will need to incorporate elements of persuasion to urge the farmer to accept their plan</p> <p>Science- Understanding how adding trees to a coffee plantation can change the entire ecology of the area and affect hundreds of bird and insects species.</p>

Coffee Plantations: A Bird's Eye View



Oldamar, a coffee farmer in Costa Rica needs your help to create a shade-grown coffee plantation that helps support the local ecology. Help Oldamar create a hectare plot of land that contains at least 100 coffee plants and has a 4:1 ratio of coffee plants to shade trees. Use the information from the Costa Rica's Sustainable Coffee PowerPoint Presentation to create a pictorial plan and brief presentation. You may work in research groups of 2-4 people to complete this task.

Be sure to include the following on your farm.

- A one hectare plot of land
- At least 100 coffee plants (must be planted at least 1 foot away from each other)
- A 4:1 ratio of coffee plants to shade trees clearly identified (banana, fig, Inga, etc)
- A legend
- Scale
- A 20ft x 20ft house for Oldamar and his family

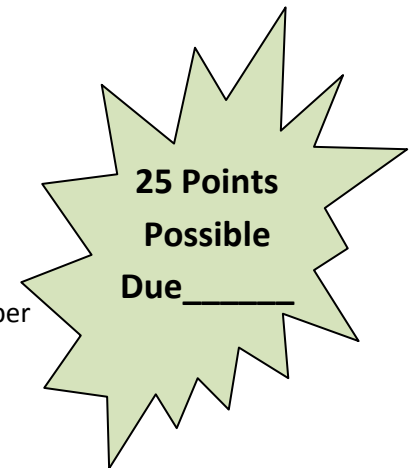
Pictorial Plan

- Must include all of the above on the farm
- Should be neatly colored on a large piece of graph paper
- Completed with the help of ALL group members
- All work shown

Presentation

- A detailed description of the plan that includes input from ALL group members
- An explanation of how this farm meets the requirements for Shade Grown Coffee
- Approximately 5 minutes

****BE CREATIVE, WHILE MEETING THE FARMERS NEEDS****



Coffee Plantations: A Bird's Eye View

Tips for dividing up the work load...

- Researcher(s) will look for additional information about the hectare and shade grown coffee
- Contractor(s) will gather needed materials and begin laying out the outline of the farm
- All group members will show their work and come up with a plan for meeting project requirements.
- When group members have come up with a working plan they may begin drawing a scaled model of their suggested far
- Once completed, groups will present their finished product to the class making their suggestions to the farmer

RUBRIC - 25 Points Possible

	0	3	5	7	10	Points Earned
Pictorial Plan (10)	Missing Plan	Sheet is incomplete	Missing two requirements. Error in work.	Data present. Most of the work is shown. Work is not neat and readable. Missing one requirement.	All data and work is shown neatly. Farm includes all needed information drawn correctly	
	0	3	5	7	10	
Presentation (10)	Absence of justification. Makes no attempt to justify plan.	Makes very little attempt to justify plan.	Attempts to justify plan using some pieces of data.	Justify opinions, but hasn't connected with all information. Volume of grammar errors.	Clearly justifies plan with detailed description of work. Grammar and volume are appropriate.	
	0		2.5		5	
Group Picture and Group Work (5)	Did not contribute to group work or picture.		Effort was shown in group work but behavior was a problem.		Worked well on group picture and group calculations with no problems.	
					TOTAL	/25