

# TABLE OF CONTENTS

EARTHWATCH CONTACT INFORMATION .....	2
TIMELINE / CHECKLIST .....	3
<b>BEFORE THE EXPEDITION</b> .....	<b>4</b>
<b>READ YOUR EXPEDITION BRIEFING</b> .....	<b>4</b>
<b>READ VOLUNTEER FORMS</b> .....	<b>4</b>
<b>ACCEPT OR DECLINE YOUR AWARD (WITHIN 2 WEEKS OF OFFER DATE)</b> .....	<b>4</b>
<b>BOOK YOUR TRAVEL – KEEP RECEIPTS</b> .....	<b>4</b>
<b>DECIDE WHETHER OR NOT TO PURCHASE ADDITIONAL INSURANCE COVERAGE</b> .....	<b>4</b>
<b>SEEK SUPPLEMENTAL FUNDING FOR TRAVEL EXPENSES, EQUIPMENT, ETC</b> .....	<b>5</b>
<b>JOIN EARTHWATCH’S ONLINE EDUCATOR COMMUNITY EdNet (WWW.NGSEDNET.ORG/EARTHWATCH)</b> .....	<b>5</b>
<b>WRITING YOUR PRESS RELEASE</b> .....	<b>5</b>
<b>APPROVE YOUR FIELDWORK CREDIT WITH YOUR INSTITUTION OR DISTRICT</b> .....	<b>5</b>
<b>ON THE EXPEDITION</b> .....	<b>6</b>
<b>TAKE A PICTURE OF YOURSELF WORKING IN THE FIELD</b> .....	<b>6</b>
<b>WRITE DAILY ENTRIES IN THIS EXPEDITION JOURNAL</b> .....	<b>6</b>
<b>AFTER THE EXPEDITION (WITHIN 30 DAYS)</b> .....	<b>7</b>
<b>SUBMIT YOUR POST-FIELDING MATERIALS TO THE EARTHWATCH EDUCATION DEPARTMENT</b> .....	<b>7</b>
<b>COVER SHEET WITH A PHOTO OF YOURSELF WORKING IN THE FIELD</b> .....	<b>7</b>
<b>THANK YOU NOTE TO YOUR SPONSOR ON SCHOOL/ORGANIZATION LETTERHEAD (1 PAGE)</b> .....	<b>7</b>
<b>PHOTO COLLAGE (1 PAGE – 8.5X11’’)</b> .....	<b>7</b>
<b>JOURNAL EXCERPTS (1 PAGE TYPED)</b> .....	<b>7</b>
<b>LESSON PLAN AND/OR COMMUNITY PLAN (2+ PAGES)</b> .....	<b>7</b>
<b>EXPEDITION EVALUATION FORM</b> .....	<b>8</b>
<b>OUTREACH PLANNING FORM</b> .....	<b>8</b>
<b>PRESS RELEASE AND ANY ARTICLES/LISTINGS ALREADY PUBLISHED</b> .....	<b>8</b>
<b>TRANSPORTATION RECEIPTS</b> .....	<b>8</b>
<b>IN THE FUTURE</b> .....	<b>9</b>
<b>SUGGESTED LESSON PLAN TEMPLATE</b> .....	<b>12</b>
<b>SUGGESTED COMMUNITY PLAN TEMPLATE</b> .....	<b>13</b>
<b>OUTREACH PLANNING FORM</b> .....	<b>15</b>
<b>EXPEDITION JOURNAL</b> .....	<b>16</b>

# I have questions...who should I contact??

800-776-0188

978-450-1288(fax)

## Questions about your FELLOWSHIP:

### Education Program Coordinator

Ann Cohen & Anna Janovicz

x118, x107

[educationawards@earthwatch.org](mailto:educationawards@earthwatch.org)

- Accept or Decline your fellowship
- Fellowship responsibilities
- Fellowship cancellations
- Post-fielding responsibilities

## Questions about your specific EXPEDITION:

### Expedition Coordinator

(refer to your award letter)

(firstinitial/lastname)@earthwatch.org

- All expedition-specific questions
- Expedition briefing (rendezvous information, packing list, volunteer tasks, etc)
- Volunteer forms
- Changes in your itinerary

## Before the Expedition

After you accept your fellowship and return your volunteer forms to your Expedition Coordinator, Earthwatch will assume that you are ready for your expedition and will expect you to show up, prepared, for your expedition. If you have questions, you **MUST** contact Earthwatch.

## On the Expedition

Please refer to your briefing for your expedition-specific contact information in case you miss the rendezvous or if there is an emergency in the field. The Emergency contact number at the Earthwatch headquarters in the US is +1 978 461 0081.

## Within 30 Days of the Expedition's Conclusion

All questions regarding your fellowship responsibilities, post-fielding materials and transportation reimbursement should be directed to the Education Program Coordinators. If you have questions, comments or concerns about your specific expedition experience, please use the Expedition Evaluation and mail it to Earthwatch in your packet of post-fielding materials.

## Timeline / Checklist

Please refer to the Table of Contents to locate the detail for each item.

### IMMEDIATELY

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- Read all enclosed materials:
  - Award Letter
  - Fellowship Cancellation Policy
  - Expedition Briefing
  - Volunteer Forms
  - This Education Fellowship Guidelines and Expedition Journal
- Accept or Decline your award (within 2 weeks)
- Book your travel (keep receipts), arrange for a visa/passport if needed
- Schedule a medical appointment with your doctor

### AT LEAST 90-60 DAYS BEFORE FIELDING

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- Complete and return Volunteer Forms and T-shirt form
- Decide whether or not to purchase additional insurance coverage
- Seek supplemental funding for travel expenses, equipment, etc
- Join Earthwatch's online educator community: EdNet

### AT LEAST 30 DAYS BEFORE FIELDING

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- Write and submit pre-fielding press release to your local media
- Approve your fieldwork credit with your institution or district

### ON THE EXPEDITION

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- Take a picture of yourself working in the field
- Write daily entries in this Expedition Journal

### WITHIN 30 DAYS OF THE EXPEDITION'S CONCLUSION

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- Write and submit a post-fielding press release to your local media

Submit the following post-fielding materials to the Earthwatch Education Department:

- Cover Sheet with a photo of yourself working in the field- hard copy and digital
- Thank you note to your sponsor- on school/organization letterhead and digital
- Photo Collage- hard copy and digital if possible
- Journal Excerpts- hard copy typed and digital
- Lesson Plan or Community Plan- hard copy typed and digital
- Expedition Evaluation Form
- Outreach Planning Form
- Press Release and any articles/listings already published
- Transportation Receipts

### IN THE FUTURE

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- Stay at your school or institution for **at least one year**
- Participate in Earthwatch gatherings and events in your area
- Participate in the Earthwatch's online educator community: **EdNet**

## **Before the Expedition**

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### **Read your Expedition Briefing**

Your 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 your being an effective volunteer, and your expedition leader expects you to read the briefing before you get into the field. 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 information that may help you request supplemental funding for your expenses.

- If your expedition briefing was not included in your award packet, your 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 Expedition Coordinator (named in your award letter).

### **Read Volunteer Forms**

Please read through all of the Volunteer Forms that are either in the back of your expedition briefing, or included in your award packet. Every volunteer joining an Earthwatch expedition must complete a personal history form, a health form, an itinerary form and a liability release. Depending on which expedition you are awarded to, you may also be required to complete a marine skills form, a SCUBA fitness form, a backpacking form or may be required to submit passport information. Please note that a portion of the required health form must be completed by your physician and returned to Earthwatch at least 60 days before the expedition departure date. Depending upon your expedition location, your doctor may advise you to see a physician who specializes in travel medicine.

### **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 Education Fellow before accepting your award. Sign and fax your Award Letter and Fellowship Cancellation Policy form to the Earthwatch office at FAX 978-450-1288. You should retain a copy for your records. For clarification on your Education Fellowship responsibilities, contact the Education Program Coordinators at [educationawards@earthwatch.org](mailto:educationawards@earthwatch.org) or 978-450-1245.

- If choose to decline your award, please mail all of your award materials back to Earthwatch for reuse.

### **Book your travel – keep receipts**

Start NOW- the longer you wait, the more expensive the flights will be! Earthwatch suggests that you purchase refundable tickets since there is always a risk of a project having to cancel or change dates. Your fellowship award will not reimburse any travel expenses if your project is cancelled. Be certain to read the Rendezvous Information provided in your Expedition Briefing before making reservations. If you are traveling outside of the US, your destination country may require a passport and sometimes a visa for entry. For some countries, you may need to acquire a visa in advance. Please call your Expedition Coordinator (named in your award letter) if you are not certain of the details.

- Be sure to keep receipts if you are expecting reimbursement for your transportation. Not all awards include a transportation reimbursement- Please refer to your award letter.

### **Decide whether or not to purchase additional insurance coverage**

Your fellowship covers you under the Standard Plan of the Mandatory Volunteer Medical and Evacuation Insurance Program, which you will find described in the forms enclosed in your award packet. If you wish to purchase additional coverage through the Super Plan provided by Global Benefits, you may do so by completing the enclosed form (Additional Coverage Application). For questions on your insurance coverage, please contact your Expedition Coordinator (named in your award letter) at 800-776-0188.

### **Seek supplemental funding for travel expenses, equipment, etc**

Although your fellowship covers the project costs during your expedition and may cover a portion of your transportation to the rendezvous site, there may be other expenses associated with your participation in this Earthwatch expedition: meals and accommodations outside the project dates, passports, visas, field equipment, physician appointments, immunizations, etc. You may find that many local businesses or community organizations will be eager to support you if agree to give a presentation when you return or mention their support in your press releases. We have posted lots of tips on finding your own funding on our website. Use your fellowship application (Essay B) and Earthwatch's "Facts in Brief" to help solicit supplemental funds.

**Funding Tips:** <http://www.earthwatch.org/education/educator/funding.html>

**Facts in Brief:** <http://www.earthwatch.org/education/educator/fellowships/obligation.html>)

### **Join Earthwatch's online educator community EdNet ([www.ngsednet.org/earthwatch](http://www.ngsednet.org/earthwatch))**

The Earthwatch EdNet Community is password-protected community where you can log in to view resources (lessons, activities, photos etc), and participate in discussion forums. This online community has been made possible through Earthwatch's partnership with the National Geographic Education Foundation. Before venturing on your expedition, you can view examples of classroom materials that past Education Fellows have created based on their experience as well as resources made available through National Geographic. You can also use the discussion forums to chat with other community members about their experiences in the field, in the classroom, or in their community. When you come back from the field you can use the EdNet to share the lesson plan or community plan that you have created and swap ideas about how to engage your school and community in the Earthwatch mission. To register for the Earthwatch EdNet Community, go to [www.ngsednet.org/earthwatch](http://www.ngsednet.org/earthwatch) and click on "Join Now" to register.

### **Writing your Press Release**

Make sure your entire school and/or community knows about your fellowship. One of your responsibilities as a fellow is to seek press both before and after your expedition. Try to get a press release in your school and town papers as well your local and regional media. For your pre-fielding press release, you can use quotes from you fellowship application to detail how you will bring the experience home. Refer to the "Press Release Tips and Guidelines" on page 9. For advice about approaching editors ad producers feel free to contact Phoebe Morad at 978-450-1264.

### **Approve your fieldwork credit with your institution or district**

Earthwatch cannot directly award professional development points, as we are not yet and accredited educational institution. 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 in a digitized and hard copy format. 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: 212-875-4706 or contact Marian Howard at [marianph@bankstreet.edu](mailto:marianph@bankstreet.edu). Graduate credit is also available through Weber State University UT: 801-626-6223 or Dr. Michael Slabaugh at [msslabaugh1@weber.edu](mailto: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 at the above telephone numbers.

## On the Expedition

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### **Take a picture of yourself working in the field**

You are required to submit a photo of yourself working in the field as well as a photo collage that visually captures your experience, so please remember to ask a team member to take your picture.

### **Write Daily entries in this Expedition Journal**

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 own 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 sponsor, 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
- Write everyday
- Immediately after the expedition, write a summary about your experience and how what you have learned relates to your school and community. How will you bring the experience home?



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 sponsors and other educators.

## **After the Expedition (within 30 days)**

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### **Submit your post-fielding materials to the Earthwatch Education Department**

Please mail or email a digital copy of your complete, proof-read post-fielding materials as well as hard copies for each sponsor within 30 days of the last day of your project. Please send all of your materials together. The Education Department must submit all original materials to each of your sponsors.

- Please refer to your award letter to identify how many sponsors provided your award, so you know how many hard copies to submit.
- Your digital copy of your post-fielding materials may be submitted by email or on a CD or floppy disk. The digitized copy will remain at Earthwatch. We prefer that you submit your digital materials in MS Word or in PDF format. Due to their size, we cannot accept PowerPoint presentations or more than two high-resolution photos.

**We will mail your Certificate of Completion and your transportation reimbursement within after all your post-fielding materials (hard copies AND digital copies) have been received by Earthwatch.**

It typically takes 6 weeks for each Transportation Award to be processed. Due to the volume of fellowship reports received by the Education Department we are unable to confirm the receipt of each fellow's post-fielding materials.

### **Cover Sheet with a photo of yourself working in the field**

Please submit both a hard copy and a digital copy of your cover sheet. It must include your name, expedition title and dates, school name and a photo of yourself working in the field. It is a friendly introduction to you post-fielding materials.

### **Thank you note to your sponsor on school/organization letterhead (1 page)**

Please submit both a hard copy of a thank you note on school or organization stationary and a digital copy of your letter. The greeting of your thank you note should be directed to your specific sponsor (refer to your award letter), but should be submitted to Earthwatch with your other post-fielding materials. Earthwatch 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. How can you creatively bring this experience back to your students?

### **Photo Collage (1 page – 8.5x11”)**

Please submit a photo collage of pictures from the field. Be creative and remember to include pictures of yourself and team members working on the project! Your photo collage will help your sponsor visualize your experience. Earthwatch may contact you to obtain copies of your photos for our publications.

### **Journal Excerpts (1 page typed)**

#### **PLEASE DO NOT SUBMIT YOUR ENTIRE JOURNAL**

Please submit both a digital copy of selections from your journal as well as a hard copy for each of your sponsors. Please provide a variety of quotes that highlight the different aspects of your experience, as well as a brief summary of your overall experience (refer to page 13). 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 sponsor and possibly included in Earthwatch publications.

### **Lesson Plan and/or Community Plan (2+ pages)**

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 of your lesson plan and/or community project as well as a hard copy for each of your sponsors. Your lesson plan or community plan should include a narrative as well as detailed plan using the attached templates. These templates are available on our website: <http://www.earthwatch.org/education/educator/obligation.html>. Examples are also available on the Earthwatch website: <http://www.earthwatch.org/education/educator/plans.html>

**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 attached 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.

**Community Plan (2+ pages):** Please use the attached template. PowerPoint presentations alone will not suffice as a community plan. Your community plan might involve:

- Creating wildlife gardens, planting trees or installing ponds on the school grounds
- Encouraging sustainable practices in school such as recycling
- Setting up environmental or conservation clubs
- Carrying out local species surveys, guided walks and nature trails
- Creating a murals to raise awareness of environmental issues and concerns

### **Expedition Evaluation Form**

This form will be mailed to you when you return from the field. All Earthwatch volunteers complete this form. Earthwatch relies on volunteer feedback to assess the quality of each expedition experience.

### **Outreach Planning Form**

You will receive an Outreach Planning Form in the mail when you return from the field. Please submit it with your post-fielding materials to outline the ways you will share your experience with your school and/or community. You may be contacted by Earthwatch at a later date to evaluate the successes and challenges of your outreach efforts.

### **Press Release and any articles/listings already published**

We understand that it is sometimes difficult to get published in your local media or that it may take longer than 30 days for an article to get printed. If you are not published by the time your post-fielding materials are due, please submit the press releases that you submitted to your local media. Once you are published, please send us a copy of the article.

### **Transportation Receipts**

You must submit your receipts for reimbursement if you have received a transportation award. You will only be reimbursed for your transportation expenses, up to your maximum amount (as detailed in your award letter). Be sure the receipts include your name, the vendor and total cost in US dollars. Earthwatch cannot reimburse for travel done on credits, vouchers or frequent flyer miles. A Transportation Award cannot be used to cover meals or accommodations, nor can it be used for travel that is not to or from the rendezvous location. In the spirit of this award, we only reimburse for coach-class fares.

## **In the Future**

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### **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 impact you, but also your school and community. Some sponsors provide fellowships to educators from specific geographic regions, districts or schools. Staying at your school or institution fulfills your sponsor's objectives.

### **Participate in Earthwatch gatherings and events in your area**

You are now part of the Earthwatch Educator Network and will receive monthly emails about opportunities for grants, professional development, Earthwatch news 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. If you would like to arrange a gathering in your area for educators or the general public, please contact Phoebe Morad ([pmorad@earthwatch.org](mailto:pmorad@earthwatch.org)).

### **Share resources and stories in Earthwatch's online educator community: EdNet**

[www.ngsednet.org/earthwatch](http://www.ngsednet.org/earthwatch)

When you come back from the field you can use the EdNet to share the lesson plan or community plan that you have created and swap ideas about how to engage your school and community in the Earthwatch mission. Share stories about your expedition in the "Team Reunion" forum. Let us know how you are sharing with your students, colleagues and community in the "Bringing it Home" forum. See you online!

## **Press Release Tips and Guidelines & Sample Press Releases**

We require Earthwatch Education Fellows to **write and distribute** a press release. It is best to mail one out **before & after** your expedition, since many local papers like to “follow a story.” **Mail, fax, and email** a copy of your press release to all local and regional papers marked attention to the Education, Travel, Science and/or Feature Editors (their contact information should be online or in the publication). You should also follow up immediately with a **phone call** to make sure your release reached the right person and answer any questions they have. When writing the press release, remember the following:

- Include “Earthwatch Institute” in your Headline
- Mention your donor’s name (call us if you are unsure) and explain that they funded your Earthwatch experience.
- Make sure you have the correct spelling of your project’s location, PI and donor. **PROOF READ!**
- In addition to mentioning what the research is about, describe how you bring back the experience to your classroom and/or community
- Use the current *Earthwatch Facts in Brief* or call our office for up-to-date statistics about the organization
- In the article, note our homepage: [www.earthwatch.org](http://www.earthwatch.org) and phone: 800-776-0188
- Send a photo of you in action (teaching in your classroom or working in the field)
- If a journalist would like graphics, logos or to speak with someone at Earthwatch please direct them to:

**Phoebe Morad**  
Education Outreach and Network Manager  
**[pmorad@earthwatch.org](mailto:pmorad@earthwatch.org)**  
**800-776-0188 ext. 211**

**\*\*\*MAKE SURE WE KNOW WHEN YOU’VE BEEN PUBLISHED!!!\*\*\***

### **Sample Press Releases**

*Press Release:* For Immediate Release

*Headline:* Middle School Teacher Joins Glacier Research Team through Earthwatch Institute

*Contact:* Educator Name, Phone, [email\\_address@email.com](mailto:email_address@email.com)

*Date:* 8/11/05

“Jane Expedition”, a seventh grade science teacher at the Bancroft School in Worcester, MA, joined an Earthwatch Institute glacier research team for a fourteen-day trip to study the effects of glacier outburst floods, glacial surges and sediment transfer from glaciers in Iceland. “Jane Expedition” was sponsored by a Fargo Gauthier Faculty Development Fellowship from the Bancroft School and a grant from The Esther A. and Joseph Klingenstein Fund.

From July 18<sup>th</sup> to August 1<sup>st</sup>, “Jane Expedition” joined ten other Earthwatch volunteers from the United States, England and France in Iceland. The research team was led by principal investigators Andrew Russell of Newcastle University in England, and Tim Harris of Staffordshire University in England. The volunteers assisted the researchers by digging pits for observation of sediment layers, analyzing the sediment in various locations, and by using differential GPS and a technique called EDM to map and survey various landforms.

The research team that she joined is the first research team to map and study several landforms deposited by the 1996 glacial outburst flood at the Skeiðarárjökull glacier, in south Iceland. Besides adding to the geologic knowledge of this region of Iceland, the results are important for long-term monitoring of the glaciers and their movement in Iceland, research Earthwatch has supported since 1998.

“Jane Expedition” is looking forward to bringing all that she has learned back to her classroom. “I collected rock samples from various parts of Iceland, as well as video and pictures to share with my students. I look forward to integrating these things into my curriculum and bringing science alive for my students!”

Earthwatch Institute is a world leader in the field of experiential education providing opportunities in the field and online for volunteers to broaden their understanding of sustainability and support conservation research. There is no experience necessary to be involved and hundreds of teams worldwide that need support. Visit [www.earthwatch.org](http://www.earthwatch.org) or call 800-776-0188 for more information.

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*Press Release:* For Immediate Release

*Headline:* How I’ll spend my summer vacation: volunteering with Earthwatch Institute

*Contact:* Educator Name, Phone, email\_address@email.com

*Date:* 6/10/05

As summer approaches many educators ask themselves a very common question. What can I do this summer break? For many the answer is simple, stay home teach summer school and make a few extra dollars. However, for those who simply need a break from children, and are adventurous individuals there are other options available.

This summer I will be participating in an Earthwatch education program. Earthwatch’s mission is to engage people worldwide in scientific field research and education to promote the understanding and action necessary for a sustainable environment. Educators have an opportunity to apply for a fellowship. Every year, over 350 teachers and students receive career training and inspiration on expeditions held all over the world.

In August I will be participating in the Sugar Plantations of Hawaii Expedition. This opportunity was possible due to the sponsorship of Helen and Peter Bing. This expedition will be located in the Majestic District of Ka`ū on the Island of Hawaii.

James A. Delle and Janet Six are the principal investigators for this expedition. This project seeks to recover information regarding the Hutchinson Sugar Plantation village of Hilea and the Hawaii Agribusiness camps at Pahala. The overall goal of this project is to archaeologically analyze the many ways that the introduction of industrial sugar production changed the human and physical ecologies of the Big Island of Hawaii.

This expedition will introduce volunteers to archeological recovery methods used to identify and analyze the archeological and ethonobotanical remains associated with sugar camps.

Not only will I be in paradise during summer break but I will also be part of very important scientific research. As mentioned above, summer can be an exciting and adventurous season. Earthwatch allows us an opportunity to explore a world outside the classroom environment. Upon our return we can share with our students our experience. Teach them the importance of conserving our environment, and let them know that learning can also take place in a foreign but yet beautiful place.

Earthwatch Institute is a world leader in the field of experimental education providing opportunities in the field and on –line for volunteers to broaden their understanding of sustainability and support conservation research. There is no experience necessary to be involved and hundreds of teams worldwide that need support. Visit [www.earthwatch.org](http://www.earthwatch.org) or call 800-776-0188 for more information.

**SUGGESTED LESSON PLAN TEMPLATE**  
for Earthwatch Education Fellows

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

*Format adapted from Rhode Island Educator Extern Program*

**SUGGESTED COMMUNITY PLAN TEMPLATE**  
**for Earthwatch Community Fellows and Education Fellows**

**a) Community Conservation Plan Title:**

**b) What are the aims of your project?**

**c) Why is there a need for this project to take place?**

Describe why you are undertaking this project and the local issue you will address and the benefits for your environment, local community, school, and yourself.

**d) How will you go about doing this?**

How you are going to plan, implement and then develop your Community Conservation Project. Please create a timetable outlining target times for completion of key activities and milestones.

**e) Which local organization/s will you work with to plan and implement your idea?**

Who will be involved and consulted during your project? Will anyone act as a mentor or expert advisor for your plan?

After you finish your report, what else can **YOU** do?

## **Get your hands dirty!**

Ideas inspired by Roots & Shoots and past Earthwatch Fellows:

- **Make a butterfly garden using native plant species.** Learn as much as you can about the butterfly species that visit your garden, as well as the plants you are growing.
- **Create endangered animal puppets** and present a show at the local elementary schools
- **Learn about the benefits of bees.** Visit a local beekeeper or collaborate with local scientists, farms or organizations to help beekeep – or even begin beekeeping yourself!
- **Organize Earth Day events at your school or in your community.** Invite local environmental experts to make presentations and set up informational booths. Create an Earth Day resource page for kids.
- **Organize a tree- or flower-planting event.** This is not only good for the environment, it can also be a great fundraiser! Make sure you continue to care for what you have planted.
- **Learn about the pesticides and chemical fertilizers being used in and around the areas you live, work, or go to school.** Investigate alternatives and implement them. Start a petition about the use of chemicals in your environment – give it to the head of the maintenance staff – and offer to aid in the process of switching to non-chemical pest-control methods.
- **Organize a carpool hotline** or message board where people can coordinate their trips
- **Make a mural that will inspire people** to care about the environment.
- **Raise money for the environmental cause of your choice.** Try to have the product you sell have something to do with the cause. For example, you can make cookies frosted to look like globes, sell trees or flowers, or sell t-shirts or bumper stickers with environmental slogans on them. You can also sell reusable lunch bags or thermoses.
- **Help local organizations with water sampling in streams, rivers, or lakes**
- **Set up a recycling system** for your school or local community, or in students' homes. Start a composting program and make posters informing people about what they can and cannot compost. Use the compost for your garden or make a new garden with it.
- **Map your local area with GPS systems while taking field trips**
- **Certify local vernal pools**

### **You are not alone!**

Involving others in your activities can be fun, as well as help you to achieve more. Below are some suggestions of other groups you may wish to work with in implementing your activity and places to find information:

- Students/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/organizations
- National parks/botanical gardens/local parks departments
- “Green your school” <http://www.ase.org/section/program/greenschl/about/>
- Roots and Shoots “Lessons for Hope” is a web-based, high school curriculum inspired by Jane Goodall’s, *Reason for Hope*. In her book, Jane Goodall shares her optimism for the future and the belief that individuals can make a difference. [www.lessonsforhope.org/teachers/index.asp](http://www.lessonsforhope.org/teachers/index.asp)

# Outreach Planning Form

Name \_\_\_\_\_

## **School & Student Activities (Implemented or Planned):**

Length of teaching unit(wks) \_\_\_\_\_ Total hours of instruction time \_\_\_\_\_  
Number of students involved \_\_\_\_\_ Number if colleagues involved? \_\_\_\_\_  
Number of parents involved? \_\_\_\_\_ Number of students in the school? \_\_\_\_\_  
How were they instructed or reached in presentations?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Additional Student Activities or Instruction:**

Length of teaching unit(wks) \_\_\_\_\_ Total hours of instruction time \_\_\_\_\_  
Number of students involved \_\_\_\_\_ Number if colleagues involved? \_\_\_\_\_  
Number of parents involved? \_\_\_\_\_ Number of students in the school? \_\_\_\_\_  
How were they instructed or reached in presentations?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Presentations & Workshops (Implemented or Planned)**

Do you need materials from Earthwatch? Yes \_\_\_\_\_ No \_\_\_\_\_ When needed? \_\_\_\_\_

Title of presentation: \_\_\_\_\_  
Number of Teachers reached? \_\_\_\_\_ Community Members Reached \_\_\_\_\_  
Date/Time Frame: \_\_\_\_\_

Title of presentation: \_\_\_\_\_  
Number of Teachers reached? \_\_\_\_\_ Community Members Reached \_\_\_\_\_  
Date/Time Frame: \_\_\_\_\_

## **Press, Publications & Media:**

Name of Publication/Media: \_\_\_\_\_ Date Published: \_\_\_\_\_  
**Feature or Listing** (Circle One)    **Local / Regional / Citywide / Web** (Circle One)  
Publication Website: \_\_\_\_\_

Name of Publication/Media: \_\_\_\_\_ Date Published: \_\_\_\_\_  
**Feature or Listing** (Circle One)    **Local / Regional / Citywide / Web** (Circle One)  
Publication Website: \_\_\_\_\_

Please list additional instruction, presentations and published press on the back.



## EXPEDITION JOURNAL

### **Pre-Expedition Journaling**

What are you looking forward to? What are you nervous about? What new skills do you hope to learn? Do you or your students have questions for your PI?

### **On the Expedition (Writing and Sketching Ideas)**

What did you do or try?

What did you find out?

What surprised or confused you?

What did you notice others doing?

What are you still wondering about?

You can use the unlined pages for sketches:

Did you see any interesting plants or animals?

What does your work area look like?

Can you draw your PI?

What images stand out in your mind?

**Remember to date your entries!**

### **Summary**

**(After you have returned from the field and reviewed your journal entries)**

What were the highlights for you? What were the challenges? How does the research that you conducted in the field and what you learned relate to your students or 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 students, your colleagues, friends, yourself?

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