

The main steps for the Student-Driven Environmental Stewardship Class Project include:

1. Lead your students in brainstorming about environmental issues
 - a. What are some possible local environmental issues? What topics would you like to investigate? What are three things you do to care for and conserve the environment?
2. Guide students to select a project topic
 - a. What (testable) questions about the topics you brainstormed would you like to investigate?
 - b. What project might be useful or helpful for our community?
 - c. What do we want to accomplish? What is our goal?
 - d. How will our project impact our community? How will meeting our goal make a difference and last over time?
3. Assist students to gather information about the selected topic
 - a. Who might come and talk to us about this topic?
 - b. Which local agencies might we contact?
 - c. How can we find expertise on this topic?
 - d. What websites, books, or articles might help us?
4. Facilitate the planning of the project
 - a. Develop an action plan for the project (e.g., what needs to be done; who does it; materials needed; due date)
 - b. List the resources we will use
 - c. Identify our specific project goals
 - d. Create plans to share our project with the community
 - e. Think about (1) what our goal is; (2) the evidence that we need to show we met our goal(s); (3) explain how meeting our goal(s) can make a difference in our community.
5. Help with the implementation of the project
 - a. Complete the research; take action; make observations; construct a data table
 - b. Analyze our data; graph the data

- c. Show how our goal was met; make a claim and use the data you collected to show your evidence
 - d. Share findings with the community; what are the important things you want others to know?
6. Lead students in reflecting on the project
- a. List the goal(s) and the activities you participated in
 - b. List your challenges and successful accomplishments
 - c. Explain how your thinking has changed about the environmental issue
 - i. What are the 3-5 major concepts you learned that you think others would want to know?
 - ii. Why does this project matter?
 - d. Work in your group to explain all your data, notes, pictures, and research
 - e. Compare and contrast your pre-observations with your post-observations

A rubric, similar to the one below, was used to assess the students' stewardship project.

Group Assessment (each student in the group receives the same grade)			
	Students worked collaboratively and cooperatively in the data collection cross-grade team		
		Each group member contributed to the group's goal	4 3 2 1
		Individuals are respected	4 3 2 1
		Students may assign roles to work interdependently	4 3 2 1
		Work is completed on time	4 3 2 1
	Students constructed graph which accurately represents the data collected		
		Independent variable represented on x-axis	4 3 2 1
		Dependent variable represented on y-axis	4 3 2 1
		Scale used is appropriate	4 3 2 1
		All labels clear	4 3 2 1

		Appropriate title	4 3 2 1
		Work is completed on time	4 3 2 1
Individual Student Assessment			
	Researched information on litter and recycling		
		Read and took notes from at least one article	
		notes were summarized; summary includes only the most important information about the who or what	4 3 2 1
		main idea statement includes the who or what	4 3 2 1
		main idea statement includes the who or what	4 3 2 1
		Read and took notes from at least one website	
		notes were summarized: summary includes only the most important information about the who or what	4 3 2 1
		main idea statement includes the who or what	4 3 2 1
		main idea statement includes the who or	4 3 2 1

		what	
		Work is completed on time	4 3 2 1
	Informative writing assignment on litter and how it would affect the environment		
		Work is completed on time	4 3 2 1
		Information from research is included	4 3 2 1
		All science terms are used correctly	4 3 2 1
		More than one way that litter affects the environment is included	4 3 2 1
	Persuasive writing assignment to Student Council advocating for a School Beautification Day		
		Work is completed on time	4 3 2 1
		Logical progression of ideas	4 3 2 1
		Clear and strong focus is maintained	4 3 2 1
		Information from research is included	4 3 2 1
		All science terms are used correctly	4 3 2 1
		May include personal experiences	4 3 2 1
Overall individual student assessment			
	Participation in anti-litter campaign		4 3 2 1
	✓	Completed research on litter and recycling	
	✓	Participated in researching litter and recycling	
	✓	Participated in data collection and analysis (graphs)	
	✓	Completed informative writing assignment	
	✓	Completed persuasive writing assignment	
	Recruited participants to help with the beautification day		4 3 2 1
	Attended and helped at the School Beautification Day		4 3 2 1

