



- Question #1: What are your learning goals/outcomes for students when teaching about global environmental issues in your classroom?
- Consider the ideal forget all constraints for a moment



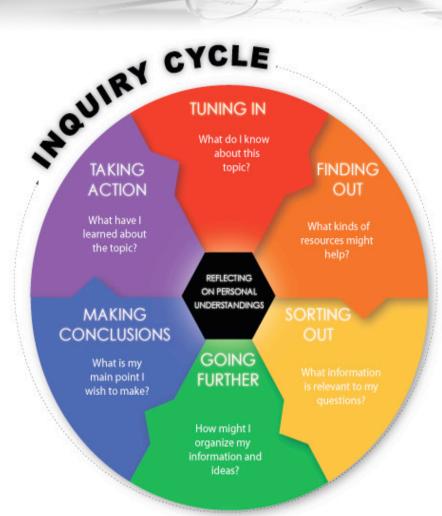
- Question #2: What are you currently teaching in your classroom regarding environmental issues and what do you want to be teaching?
- Consider what steps you need to take to get there!



- Question #3: What ideas or concepts did you hear this morning that has already helped you think differently about global environmental issues?
- How might this influence your teaching on environmental issues?

Inquiry is...

- a question-driven, openended, and studentcentered learning process.
- an opportunity for students to acquire, clarify, and apply concepts.
- an investigative and reflective process that provides for multiple ways of demonstrating learning.



Types of Inquiry



structured inquiry

 where teachers provide an issue or problem and an outline for addressing it

guided inquiry

 where teachers provide questions to stimulate inquiry but students are self-directed in terms of exploring these questions

open inquiry

 where students formulate the questions themselves as well as going through the full inquiry cycle

Inquiry begins with a question

- The question is appealing to students.
- The question taps into students' interests and passions.
- The question does not sound like a test question.
- The question leads to more questions.
- There is more than one answer to the question.
- The topic is personal or local.
- Students can relate to the question in their daily lives.
- The question is concise.
- Students will have choices for end products.
- There is an authentic audience for the project.
- The question requires serious investigation.
- Students will learn important skills and content.
- The question has no easy answer.
- The project will somehow make a difference in the world.



- Question #4: Based on your learning goals and content ideas - brainstorm a few questions that could drive your lesson idea(s).
- Keep in mind: open-ended, "big" questions, most often related to problem-solving (but not always)

Development in Globally Minded PBL

Goal: Information gathering for a project that invovles global issues but is limited to classroom and/or school.

Goal: Commuity involvement related to local-global issues that involves problem-based learning and application.

Goal: Sustainable and future oriented solutions, along with continual reflection and revisiting of biases and perspectives.

Global Thinker

How: Work with technology to collect primary sources from multiple places to teach others about a topic or an issue to raise awareness and build perspective consciousness.

Global Actor

How: Global Thinker+

Incorporate multiple perspecptives to develop culturally sensitive solutions that involve collaboration with members of the affected community.

Global Citizen

How: Global
Thinker+Global
Actor+Cross-cultural
collaboration, critical
reflection, and informed,
culturally responsive actions
around global issues with
people in multiple places.



PBL and Global Issues

- (1) place *student-engagement* at the center of the learning process; and
- (2) support the use of a wide range of resources that offer students the opportunity to grapple with *multiple* and conflicting perspectives related to local and global issues



Individual Reflection

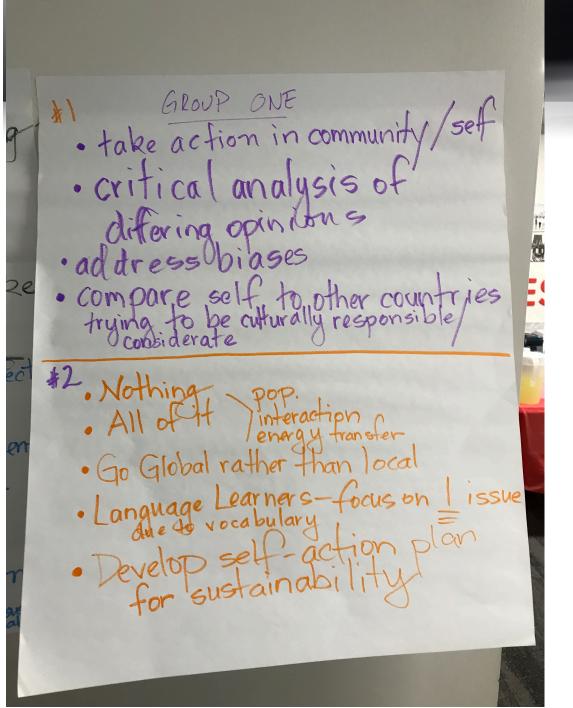
- Brainstorm ideas and goals for your unit plan or lesson plans that you will create for this course.
- How might you move students to become more engaged citizens around global environmental issues?
- Feel free to bounce ideas off each other!



Instructional Strategies

http://go.osu.edu/CyNV







· Solidified what was already thinking Challenge built-in thinking obsolesense · Repurposing · Even in times of prosperity, recycle like societal challenges How will activity mon-action affect What are the major environmental problems: Tocal levels Why should you care stic, et. al What does a world w/ 8.9 billion

people look like the plan for sustain =



GROUP TWO

T

· appreciation of the Earth

· understand The interconnect edness of 810600 insoer

. actively analused - Exploss

· feront stills

. using The data to water designs for commendations

. broaden Their perspective

· Env. Sa. Ch drought; Recewable energy - carbon journal (fairprint)

· Project - State Federal problem

- tissue brief. of porsonal personal

advocat all letters; faudraisers

· Convect personal action to global/prlitical action.

III. What is Elerage person?

· what can we do daily to change our footprint? Make decisions as a family.

. Importance of motivating our students to make changes con to recognize what changes can be made.

. Recognime use of 1805 dura es.

How door, consumer is in bapitalism, comment the world cause affect.

What Q's do you have? Can we develop a varcine for maloria?

. Cures freatments for Concer.

. Enveromental issues in NA.

Support to SA/Global of deplotion

· Denviormental/social/Granical



GRAP THREE

-They are members of a community + their actions impact others. Use your pour wisely but be humble them. Tools to communicate to be better me More knowledge before argument. + all...

EPA, Natil Parks, Consorv. V. Fres.
Rivers & Industry in human geography
Current impact on an imals - whales, polar bears.
How it impacts students directly (mask, heath in ohio).
Bio Sim Ulations - local + global environ data in ohio).
Tescarre management, cokesive units in environ se;
Set kids to change school culture + behavior.
No Impact Man

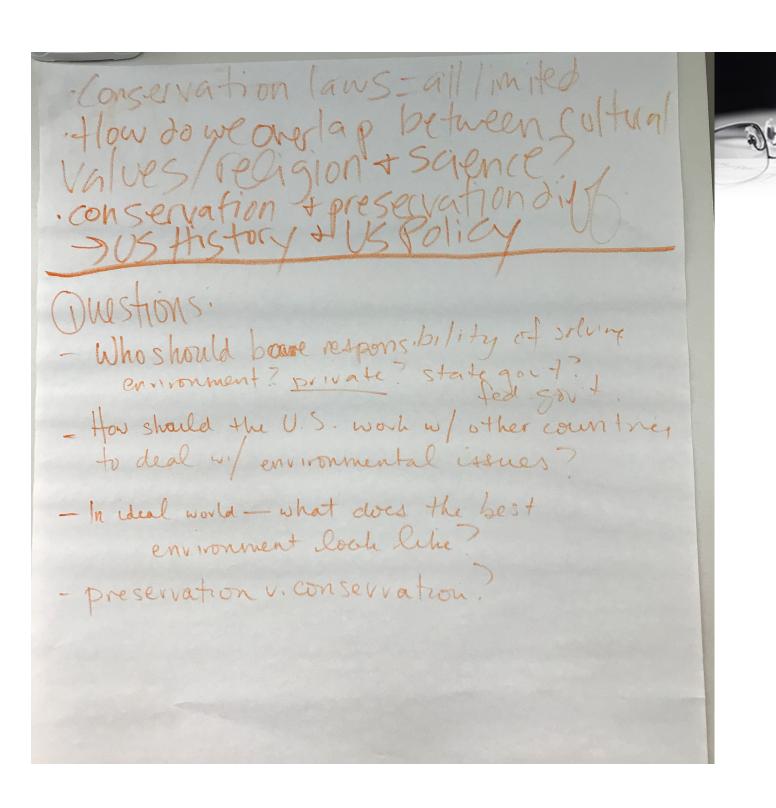
. 2050=8.9 billion humans > by the time they . Predict Vibanization probs: world + v. 5 in recognizable.

Directly impacts them > how can they be proactive.

Torest change maps + other data analysis to help brains torm solutions.

How can they influence those around them







GROUP FOUR

- Private sector involvement
- Students to become aware of problem "existence "cognizal
- their Role in the problem

 they are a factor in prob. in the problem.
- take ownership is: Revse Plastic forks @ lunch Aways was Haxp @ home use wax paper, no more plastic wrap
 own bags, no more plastic bags, Steinless water bottles refer
- Repurposing plastic etc.

 Teach Make Comites Awars In Store teach Chapping = bag

 To descood compost tin school Lunch composit

 No food work / Recycle Paper etc etc etc.
- #21- Environmental issues in other
 Environment / Contamination with
 what their everyday things (i.e. cellphones
 games etc)
 NOISE/gat catamination
 NOISE/gat garden come to school + tend
 School garden come to school + tend
 t. get healthy food,
 1+. get healthy food,
 Recycling ideas (paper, plastic) Reuse
 Recycling ideas (paper, plastic)



- HOW ASIA + SOUTH A MERICA Have Forest which exygenate the vest of the world. Countries have over 50%. of forests + U.S. compains about them " destroying forest.

- Using maps to make the point a practice data interpretation skills
- Waste is incomplete use how do we make something that is more completely used. -sustamability
- · What does Envi. Sc. Man to you?

· What is your carbon Coopprint?

· How does the geo. of a nation impact the Envi. issues they fair? . Are you living sustainably. How could you live more sustainably?

· What envi. issues you would like to know more about? · What envi issues impact you leven if they aren't happening here)?





Questions and Contact Info

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Thank you!