

# Virtual Color Group Meeting 2

Time	Activity	Materials
5 mins- 4:50- 4:55pm	<p>Welcome</p> <ul style="list-style-type: none"> <li>• What an afternoon!</li> <li>• Ask students which concurrent session they attended.</li> <li>• Review of the Learning Objectives.</li> </ul>	This Lesson Plan
NA	<p>Learning Objectives</p> <ul style="list-style-type: none"> <li>• Utilize group discussion ground rules effectively.</li> <li>• Discuss and better understand the college admissions process.</li> <li>• Learn about the skills needed in various environmental fields.</li> <li>• Understand how different environmental disciplines rely and support each other.</li> </ul>	This Lesson Plan
15 mins- 4:55- 5:10pm	<p>Unpack the college student/alumni panel discussion.</p> <ul style="list-style-type: none"> <li>• What traits did the panel seem to have in common?</li> <li>• Were any tips to being a successful college student discussed that you could use?</li> <li>• What can you do in high school to prepare you for the college major you are interested in?</li> <li>• How can you further develop your passion for environmental issues in college beyond the classroom?</li> <li>• How might you talk about these topics with your family?</li> </ul> <p>When thinking about your goals consider utilizing SMART Goals:</p> <ul style="list-style-type: none"> <li>• <b>Specific.</b> The goal should have a clear, highly-specific endpoint. If your goal is too vague, it won't be SMART.</li> <li>• <b>Measurable.</b> You need to be able to accurately track your progress, so you can judge when a goal will be met.</li> <li>• <b>Attainable.</b> Of course, setting a goal that's too ambitious will see you struggle to achieve it. This will sap at your motivation, both now and in the future.</li> <li>• <b>Relevant.</b> The goal you pick should be pertinent to your chosen field, or should benefit you directly.</li> <li>• <b>Time-Bound.</b> Finally, setting a timeframe for your goal helps quantify it further, and helps keep your focus on track.</li> </ul>	<p>Worksheet- <i>My Environmental Journey</i></p> <p>This Lesson Plan</p>
15 mins- 5:10- 5:25pm	<p>Unpack the concurrent sessions on conservation, policy/law, and engineering.</p> <ul style="list-style-type: none"> <li>• Who can summarize the session they attended for students who attended other sessions? Do this for all three sessions.</li> <li>• What was something you learned from the presentation you attended?</li> <li>• Now that you have a glimpse into the world of an environmental professional, what was something unexpected that you learned?</li> <li>• How do various environmental fields interact to support human and environmental health?</li> <li>• What is one way each of the fields represented addresses environmental issues in a way that the others do not?</li> <li>• What career or major aspirations do you have and how can your goals in high school and college get you there?</li> </ul>	<p>Worksheet- <i>My Environmental Journey</i></p> <p>This Lesson Plan</p>
20 mins- 5:25- 5:45pm	<p>Project Planning Activity Setup. Provide students with context:</p> <ul style="list-style-type: none"> <li>• Environmental issues are complex and often large-scale. How can action at the local level help solve such issues?</li> <li>• What are actions you currently take in every day life that might not seem like they have an environmental impact but do?</li> <li>• What are some ways you talk about your passion for the environment with people you know who might not have that same passion?</li> <li>• Have any of you participated in local environmental impact projects before like school-wide recycling or local trash pickups? What was that like? What did you learn? Was it successful? Why or why not?</li> </ul> <p>To facilitate the project planning activity students should begin to think about an original project idea to improve the environment in your local community. Have them work through the <i>Environmental Issues in my Community Worksheet</i> worksheet and share their results with the group.</p> <ul style="list-style-type: none"> <li>○ What are some environmental issues you have noticed in your state, city, or community? Take time to note 2-3.</li> <li>○ Who are these issues impacting? How?</li> </ul>	<p>Worksheet- <i>Environmental Issues in my Community Worksheet</i></p> <p>This Lesson Plan</p>

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	<ul style="list-style-type: none"> <li>○ Is there one issue that strikes you more than the others? What is it about this issue that interests you?</li> <li>○ What are some things your community is doing to address the issue, if anything?</li> <li>○ How can you grow that response, if something is already in place? If not, what types of action steps you could implement to improve this environmental issue?</li> <li>○ How will this affect the broader environmental issues connected to this local issue?</li> </ul> <p>Take time to debrief their findings</p> <ul style="list-style-type: none"> <li>● What types of issues did you talk about compared to others in your group? Were they similar across many locales or very different and how? How are your communities similar? Different?</li> <li>● Were there issues that came up in other communities that are not a problem in your town? How has your community worked to resolve this issue?</li> <li>● What issues came up in other communities that you never considered? How does this make you think differently about your community now that these issues have been brought to your attention?</li> </ul> <p>Tomorrow we will take time to go deeper into our individual communities and help each other brainstorm project ideas. Then, you will each have time to develop a project plan and present your project to the rest of the group for feedback.</p> <ul style="list-style-type: none"> <li>● You will have 3 minutes to present your project to the group and 2 minutes for feedback and questions.</li> <li>● You DO NOT NEED to fill out your <i>My Community Action Plan</i> worksheet! We will do this together tomorrow!</li> </ul>	
<p>10 mins- 5:45- 5:55pm</p>	<p>Closing Comments and Briefing the next day</p> <ul style="list-style-type: none"> <li>● Wrap up the discussion and transition the group to check in on their goals for this virtual experience. Are they meeting them, if not what could they do to get on track?</li> </ul> <p>Introduce tomorrow's speaker- Justine Ammendolia</p> <ul style="list-style-type: none"> <li>● Explain what a "Young Explorer" is             <ul style="list-style-type: none"> <li>○ The Young Explorers Grants program builds on National Geographic's 127-year history of funding innovative science, exploration, and conservation by providing grants for fieldwork to individuals ages 18 through 25. Some projects seek to answer a specific research question or tell a story through art or film; others fund pure adventure.</li> </ul> </li> <li>● What do you know about National Geographic?</li> <li>● What are you most excited to learn from Justine?</li> </ul> <p>Directions for the closing session</p>	<p>This Lesson Plan</p>