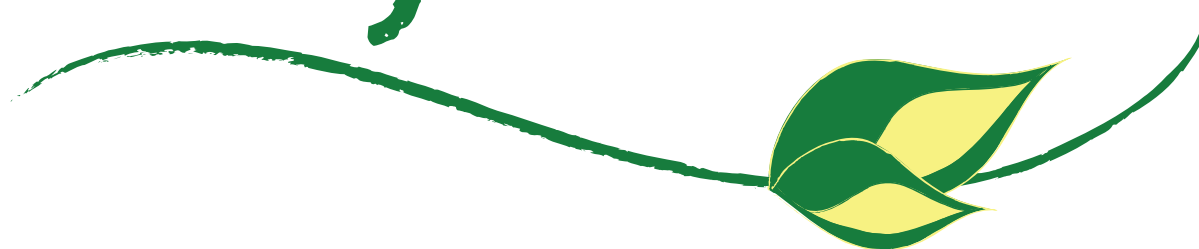


Disney Planet challenge™



Handbook 2009-2010



Class Workbook Breakdown

1. Download the entire Workbook OR download by section

2. How This Works: Project Overview – pages 1-3

- Using the Project Planner guide
- Teacher Role guide
- Student Role guide

3. Choosing and Planning your project – pages 4-13

- Teacher brainstorming page
- Student brainstorming page
- Teacher “selecting questions to investigate” page
- Student “selecting questions to investigate” page
- Teacher “determining a goal” page
- Student “determining our goal” page
- Teacher planning page
- Student planning page
- Student “activity grid” page
- Student “timeline” page

4. Getting It Done: Implementing your project – pages 14-21

- Teacher notes page
- Student “activity record log” page
- Student “pre-project observations” page
- Student “information to remember” page
- Teacher “conducting experiments” page
- Student “conducting experiments” pages (19-20)
- Student “post-project observations” page

5. How'd It Go?: Evaluating your project – pages 22-25

- Teacher evaluation page
- Student evaluation page
- Teacher reflections page
- Student reflections page

6. Final Steps: Assembling the class portfolio – pages 26-27

- Teacher note page
- Portfolio Checklist
- Cover Sheet A
- Cover Sheet B



PROJECT OVERVIEW

The Class Project is an opportunity for students to identify and focus on ONE environmental issue in their local area (school, community), investigate ways to address the issues, and develop and take action to improve the environment. Through the Class Project, students develop content knowledge and understandings that align with the State Content Standards in English-Language Arts, Mathematics, Science, History/Social Science, and Visual and Performing Arts.

Students have an opportunity to build confidence and self-esteem in developing and completing a long-term project, as well as developing their skills as informed problem solvers and decision makers.

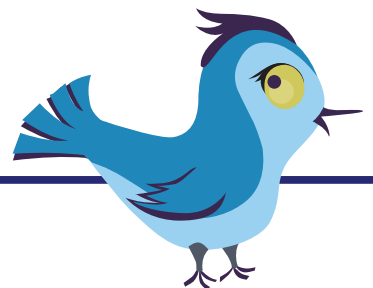
USING THE PROJECT PLANNER

- Project should be a student driven, teacher led program.

Use the TEACHER PAGES and the suggestions to help guide your students in conducting the Class Project

(Note that teacher pages are RED and noted on top with “Teacher Page”.)

- **Use TEACHER PAGES as a place for you to record your notes.**
- **Use the STUDENT PAGES for students to record their ideas, findings, progress, reflections, etc., on the Class Project.**
(Note that student pages are BLUE and noted on top with “Student Page”.)
- **Select from appropriate STUDENT PAGES to document the Class Project in the portfolio.**

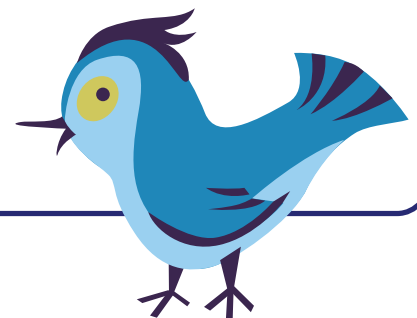


TEACHER *ROLE*

- **HELP** students create a list of potential topics (focus on sustainability).
- **Examples of possible projects include the following:**
 - Organize a school recycling program which will continue in the future.
 - Develop a project to protect the habitat of an endangered species in your area.
 - Develop an energy conservation program.
 - Organize a creek, trail or beach cleanup and ways to sustain the clean-up.
 - Conduct a water quality study in a local area and develop strategies to improve the quality.
 - Start a native plant garden at your school to encourage schools and businesses to plant native plants.
- **HELP** students select a goal, and **DEVELOP** an action plan and a timeline that include sustainability beyond the school year.
- **ASSIST** students in securing needed resources and materials.
- **HELP** students put their plan into action.
- **FACILITATE** classroom discussions about the project, its progress, and student learning.
- **FACILITATE** reflection throughout the project.
- **ENCOURAGE** student ownership, cooperation, compromise, and comprehension.
- **CONNECT** project to appropriate State Content Standards.
- **READ** and understand the Disney Planet Challenge Rubric
- **MAKE** sure the Class Project portfolio is received by the deadline.

STUDENT *ROLE*

- **BRAINSTORM** possible topics.
- **RESEARCH** topics.
- **EVALUATE** and **SELECT** a project.
Set **GOALS** and **OBJECTIVES**.
- **DEVELOP** an action plan.
- **CREATE** and **DISPLAY** a project timeline.
- **DEVELOP** a strategy to obtain needed materials.
- **CONDUCT** a fund raising effort if necessary.
- **KEEP** records/documents; **TAKE** pictures and/or videos; **MAKE** charts and graphs.
- **CREATE** a Class Project portfolio to describe the full effort of your project.
- **PUBLICIZE** your project to a variety of audiences (e.g., school, local community).
- **EVALUATE** the effectiveness of your project.
- **POSE** strategies to sustain your efforts.



CHOOSING THE PROJECT

Teacher page for Brainstorming Issues/Topics

DIVIDE CLASS INTO SMALL WORKING GROUPS.

- Have students use page 5 for their group carousel brainstorm. Ask each student to add their idea to the page, then pass the paper to the next student to record his/her idea.
- Continue the carousel brainstorm until the groups have exhausted their ideas.
- Ask groups to review their list and star their top 2 choices.
- Ask groups to share their top 2 ideas with the whole class. Tally duplicates.
- Have class vote from the list of topics and select their top choice.

NOTES

SUGGESTIONS TO “SEED” THE BRAINSTORM:

- Have students do a **THINK-PAIR-SHARE** of possible environmental problems in their **COMMUNITY**.
- Ask students to do a **QUICK WRITE** on a topic of **THEIR CHOICE**. Ask them to include a rationale for their choice.
- **INTERVIEW** a parent, school official, and/or community members to get ideas.
- **CONTACT** one of the State and/or Federal agencies (Visit www.deckids.com) about a project they might be conducting in your area.

CAROUSEL BRAINSTORMING ISSUES/TOPICS

Student Page

WHAT TOPICS WOULD YOU LIKE TO INVESTIGATE? IN A CAROUSEL BRAINSTORM, LIST ALL YOUR IDEAS. REMEMBER! In brainstorming, all ideas are IMPORTANT. Think of as many ideas as you can ...

★ STAR your top 2 IDEAS to SHARE with the class!

CHOOSING THE PROJECT

Teacher page for Selecting Questions to Investigate

- Using a KWL chart, have students discuss what they know about their selected topic.
- Have student groups research/discuss and report on possible questions they could address in the project (student page 7).
- Have groups share their questions and as a class select the questions that are most appropriate for the project. Write the questions in the “W” part of the KWL.

NOTES

THINGS TO CONSIDER:

- The project should consist of **SEVERAL QUESTIONS** the students want to answer **ABOUT THE TOPIC**.
- Select several questions that **PROVIDE** students with an **OPPORTUNITY** to “**GO DEEP**” in their understanding of the issue (science content behind the issue).
- If appropriate, include a question(s) that can be explored through a **SCIENTIFIC EXPERIMENT**.

SELECTING QUESTIONS FOR OUR PROJECT

Student Page

Do your RESEARCH and use your imagination to determine questions you would like to INVESTIGATE
Here are our questions:

Record the questions the class decided to include in the project

DETERMINING A GOAL

Teacher Page

- Help students determine the GOALS of the project!

- What do they want TO ACCOMPLISH?

- What EVIDENCE will be used to analyze the IMPACT of the project?

- How will the IMPACT of the project AFFECT the issue/topic the students selected?

- After the goal(s) is selected have students complete page 9.

NOTES

THINGS TO CONSIDER:

- Keep the goal **REALISTIC**, **MEANINGFUL** and **RELEVANT** to the project.
- The project needs a **SPECIFIC FOCUS** and a **LONG-TERM IMPACT**.
- The project should be more than a **ONE-TIME** event.
- **INVOLVE** others in the project.
- Make sure the project is **DOABLE** in a reasonable amount of time, noting if it needs to be done on a **REGULAR BASIS**.

DETERMINING OUR GOAL

Student Page

REFLECTIONS

1. Our Environmental goal(s) is ...

2. The evidence we will use to know that we met our goal is ...

3. Our goal is important because ...

4. Explain how meeting this goal can make a difference and last over time.

PLANNING THE PROJECT

Teacher page

- Review student goals and determine objectives that can be supported by an action plan.
- Help students determine what needs to be done (student page 11).
- Help students develop an action plan and timeline (student pages 12-13).
- Provide students with tools and resources to plan and conduct their project.
 - Books, magazines, newspapers
 - Internet resources
 - Interviews
 - Field trips
 - Local, State, and Federal agencies
- Form student action committees such as publicity, funding, research, historian, materials, and artwork.
- Determine the specific science content to be understood by students.

NOTES

Decide when in the course of the Class Project students should STOP AND REFLECT on their progress. Have students do QUICK WRITES throughout to help them with their final reflection.

PLANNING THE PROJECT

Student Page

• THINGS TO DO

• RESOURCES TO USE

• EQUIPMENT

• PEOPLE TO CONTACT

• OTHER

PLANNING THE PROJECT
Student Page

ACTIVITY	PERSONS RESPONSIBLE	MATERIALS NEEDED	DUE DATE

PLANNING THE PROJECT
Student Page

Personal, Group,
or Class TIMELINE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

IMPLEMENTING THE PROJECT

Teacher page

- Have students enter their activities and projected outcomes on the Activity Record Log (student page 15). As an activity is completed, ask students to fill in the “actual outcome” column.
- Make sure students conduct a pre-project observation to collect baseline data (student page 16) and conduct post-project observations to see the impact of their project (student page 21).
- Use student reflection prompts throughout the project (student page 25).
- Keep the school and community informed of progress on the project.
- Help students gather and record their data.
- Help students organize the data in ways that show the impact of their project (e.g., charts, graphs, tables, pictures, video, surveys, interviews).
- Help students analyze data to look for measurable changes from beginning to end (e.g., observable change, cause-and-effect relationships, long-term changes).

NOTES

If students **CONDUCT EXPERIMENTS** as part of their project, use student pages 19-20 for them to record their information. **DUPLICATE** for as many experiments as the students conduct.

IMPLEMENTING THE PROJECT
Student Page
ACTIVITY RECORD LOG

ACTIVITY	Projected Outcome	Actual Outcome

IMPLEMENTING THE PROJECT

Student Page

(Pre-Project Observations)

- Pre-project observations (include sketches as appropriate).

IMPLEMENTING THE PROJECT

Student Page

(Information you want to REMEMBER !!!)

- This is a place for you to keep your notes from your RESEARCH, SURVEYS, ETC...

IMPLEMENTING THE PROJECT

Teacher Page for Conducting Experiments

If students are **CONDUCTING** an **EXPERIMENT**, use student pages 19-20.

- Help students develop a testable question.
- Have students gather and record their data in a chart or table.
- Have students select an appropriate graph and graph the data.
- Have students develop a summary statement(s) based on their graph.

NOTES

CONDUCTING EXPERIMENTS (A)

Student Page

• Testable Question:

• Construct a data table and enter your data

CONDUCTING EXPERIMENTS (B)

Student Page

- Construct a graph to display the data from your experiment.
-

- Use the data from the experiment to make a summary statement.
-

IMPLEMENTING THE PROJECT

Student Page

(post-project observations)

- Include sketches as appropriate!

EVALUATE THE PROJECT

teacher page

NOTES

- Help students review their information and data and organize their findings in a manner that others can understand.
- Help students document their results (e.g., amount of money raised, energy saved, cans recycled). Remember to complete the activity log.
- ASK students through-out the project to do reflective QUICK WRITES.
- ASK students to gather their reflective QUICK WRITES and summarize their learning so far.
- HELP students decide how to publicize their results to the school and to the community.

SPREAD THE WORD:

- Invite the local press and the media to share your class's accomplishments.
- Involve your entire school, family members, friends and the community.
- Share your project with another school.
- Share your project with other 4th-6th grade classes at your school.

EVALUATE THE PROJECT

student page

- Work in groups to review all your data, notes, and research.
- COMPARE AND CONTRAST your pre-observations with your post observations.

EVALUATE YOUR WORK:

- What are 3-5 major things your learned that you think others would want to know?
BRAINSTORM ideas and list them on this page. Why was this project important?

TEACHER REFLECTION

teacher page

GET READY FOR THE PORTFOLIO!

Write Your REFLECTIONS

**Please write a 1- 2 page reflection on the project.
Include the following:**

- DESCRIBE the project goal(s) and the overall EFFECTS.
- Write about some of the CHALLENGES and SUCCESSES that you observed through this project.
- How did you go about ALIGNING the Project with State Content Standards (i.e., how were you able to modify your current curriculum to do this activity) ?
- What are some of the EDUCATIONAL BENEFITS of doing this project ?
- How have your students GROWN/CHANGED over the course of this project ?
- What are some possible “NEXT STEPS” for your CONTINUATION in this project ?

REFLECTIONS

Student page

Student Name _____
School _____

Teachers: Your students may continue their comments on a new page if necessary.

REFLECTION #1: THE BEGINNING

What is the environmental goal? How has your research and discussion helped you to understand the goal?

REFLECTION #2: NEW LEARNINGS

Write about your experience so far. How are you participating? What new expectations do you have?

REFLECTION #3: MIDWAY

Write about a memorable experience you have had during this project. How has your understanding of the goal increased during this process?

Reflection #4: The End (and another beginning)

What are three major accomplishments of your project?	How did your Class Project make a DIFFERENCE? Why was this project important?
How did you personally make a DIFFERENCE?	How will you keep the project's goals alive at your school, in your community, and/or in your life?

ASSEMBLE THE CLASS PORTFOLIO

Teacher page

- The portfolio is to be generated and created by the students. Encourage creativity, include photos, articles, student communications.
- Share the scoring rubric with students so that they understand how their work will be judged.
- Help students analyze data to look for measurable changes from beginning to end (e.g., observable change, cause-and-effect relationships, long-term changes).
- Help students select a variety of artifacts and student pages from the DPC Handbook to include in the portfolio.
- Assign different portfolio tasks to student groups.
- Use the checklist on page 27 to assemble the portfolio.
- **MAKE COPIES OF EVERYTHING!**
- Visit the DEC Web site (www.deckids.org) for examples of Class Project portfolios.

NOTES

PORTFOLIO SPECIFICATION CHECKLIST

Be sure to review this check list prior to submitting your portfolio to Disney's Planet Challenge (DPC)!

PROJECTS MUST BE POST-DATED ON or BY - FRIDAY, FEBRUARY 26, 2010

Portfolio Specifications

- ☐ Portfolio size may be no larger than **11" x 17"** (Including cover)
- ☐ **Hard copy portfolio** must be no more than **8** individual pages long. Both sides of each page may be used.
- ☐ **Digital portfolio** must be no more than **16** pages.
- ☐ Student and teacher Reflections are not counted as a page, they can be included in addition to the maximum page limit.

DPC documents that MUST be included (and are not counted as part of the maximum page limit)

Points will be docked if any of the following documentation is missing. All of these documents may be found in the **Portfolio Forms** section on the website.

- ☐ Complete and attach COVER SHEET **A**
- ☐ Complete and attach COVER SHEET **B**
- ☐ No less than 5 and no more than **10** samples of STUDENT REFLECTIONS
- ☐ Completed TEACHER REFLECTION

Your classroom portfolio should provide a clear description of your Class Project. When creating your portfolio be sure to think through the following criteria our judges will be looking for:

- ☐ HOW the project was selected?
- ☐ WHAT was the GOAL and what did the class hope to ACCOMPLISH?
- ☐ How was the project IMPLEMENTED?
- ☐ Why was your project IMPORTANT?
- ☐ Evaluation of the PROJECT'S IMPACT
- ☐ How were you able to incorporate CURRICULUM STANDARDS?

Also, please review the **DPC scoring rubric and judging criteria** for detailed information on how your portfolio will be evaluated and to understand the scoring process. The rubric can be found on the DPC website in the Tools & Resources section.

Consider using the following visuals to represent the process:

- ☐ Text
- ☐ Letters to and from government, environmental organizations and others
- ☐ Student drawings
- ☐ Photos
- ☐ Graphs & charts
- ☐ Video
- ☐ Related media coverage on your project
- ☐ Anything else that might help our judges understand your project



Please mail completed portfolio to:

Disney's Planet Challenge
c/o Corporate Environmental Affairs
The Walt Disney Company
500 South Buena Vista St.
Burbank, CA 91521-9758

Don't forget!

**PROJECTS MUST BE POST-DATED
ON or BY NO LATER THAN FRIDAY,
FEBRUARY 26, 2010**





2009-2010 CLASS PROJECT COVER SHEET A

Please complete, sign and attach this cover sheet to the front of your Class Project Portfolio. All Class Projects must be post marked by _____.

School name: _____ District: _____ County: _____

School mailing address: _____

City: _____ ZIP Code: _____ Phone number: (____) _____

Teacher's name: _____ Best time to call: _____

Principal's name: _____ Spring break dates: _____

Number of students in class: _____ Number of students reached by project: _____

Number of community members reached by project: _____

Project title: _____

Unique school characteristics: _____



2009-2010 CLASS PROJECT COVER SHEET B

Please complete, sign and attach this cover sheet to the front of your Class Project Portfolio. All Class Projects must be post marked by _____.

Project goal(s): _____

Project summary: _____

Explain the significance, impact, or benefit of your project to the environment:

**We certify that the attached portfolio was created by and reflects
the work of 4th -6th grade students at our school.**

Principal's Signature

Teacher's Signature