

# JIMINY CRICKET'S ENVIRONMENTALITY™ CHALLENGE



**BEHOLD...**  
**THE JIMINY CRICKET'S**  
**ENVIRONMENTALITY™ CHALLENGE HANDBOOK**  
**To Keeping the Planet Free From**  
**The *GALACTIC DESTROYERS!!!***



# JIMINY CRICKET'S ENVIRONMENTALITY™ CHALLENGE

Dear Friends,

Thank you for helping me on my adventure as an Environmental Super Hero. I can't do my job without you as we fight the "Galactic Destroyers" together.

This JCEC Handbook contains all the information you need to conduct a successful Pledge Campaign and a Class Project with your students. Having your students take the Pledge is an easy way to remind them that they are citizens of the world and that each of us can make a difference in our local community. Having students conduct the Class Project is more time-consuming, but the benefits far outweigh the effort. The Class Project is a perfect opportunity to increase student content knowledge, extend their communication skills, and develop a love of learning.

This handbook should answer most of your questions. If you still need assistance please contact me at [www.jceckids.org](http://www.jceckids.org).

With Environmentality™,  
Jiminy Cricket



Thank You from JIMINY

# JCEC HANDBOOK

## TABLE OF CONTENTS

### PART 1

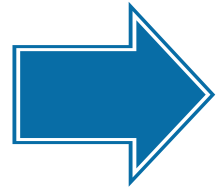
<b>Taking the Pledge .....</b>	<b>4</b>
• Sample Lesson Plan for taking the Pledge .....	5

### PART 2

<b>Doing the Class Project: The Project Planner.....</b>	<b>6</b>
• Project Overview/Using The Project Planner .....	7
• Teacher & Student Roles .....	8-9
• Choosing The Project .....	10-13
• Determining Goals .....	14-15
• Planning The Project .....	16-19
• Implementing The Project .....	20-27
• Evaluate The Project .....	28-29
• Reflections .....	30-31
• Assemble The Portfolio .....	32-33



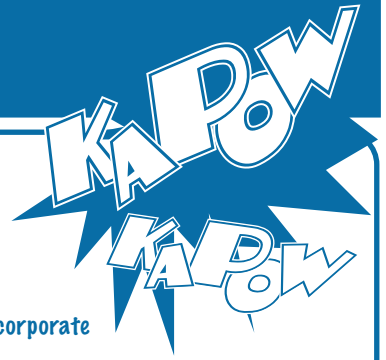
**PART ONE:**  
**Taking the Pledge**



# THE SLUDGER



# SAMPLE LESSON PLAN FOR Taking the Pledge



## PURPOSE:

To provide students with an awareness of the need for a healthy environment and encourage students to take responsibility by selecting three local actions as their pledge to the environment.

## OUTCOMES:

Students will apply content knowledge and use their communication and decision making skills to discuss ways to incorporate Environmentality™ into their daily lives.

## DAY 1

- Conduct a discussion about the need for a healthy environment and ways to help the environment, both at home and at school.
- Discuss the importance of a commitment or pledge.
- Distribute a Jiminy Cricket Environmentality™ Challenge Pledge form to each student and explain the home work assignment.

### Homework Assignment

- Ask students to share the pledge sheet with their families and discuss three ways they will commit to think and act responsibly with the environment. Ask them to record their actions on the pledge form and return the sheet to class the next day.

## DAY 2

- Ask students to write their pledges on sentence strips (one pledge activity per strip).
- Ask students to post and share their pledge with the entire class.
- As a class discussion, decide how to categorize the sentence strips. Have students clump the strips based on the criteria. Tally the number of pledges in each category.
- Ask students to make a bar graph to represent the class's pledges. Discuss what the graph indicates: what is the most common pledge? The least common? Are any pledges dependent on other pledges? What would be the impact of what the whole class has committed to do?
- Remind students to implement their pledges for one week.

*one week later...*

- Ask students to review their individual pledge form. Which ones did they complete? What was the impact of their completion (e.g., how much was saved in recycling?) Which one(s) are they still working on? What do they need to complete this part of their pledge?
- Have students share their completed pledges. What was the impact of the entire class of their completion?
- Reinforce the students' progress and give each student who has kept his/her pledge the provided gift in recognition of his/her success in honoring a pledge commitment. REMIND STUDENTS THAT THEY SHOULD CONTINUE THE PLEDGE BEYOND THE ASSIGNMENT.

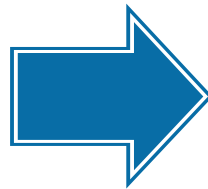
### Share the Learning

- Have students decide how best to share their learning. Examples: make a school bulletin board; write an article for the school newsletter; write a letter to a local government representative about what they did to help the environment; tell their family.

### Take the Next Step

- Conduct a brainstorming session with your students to discuss environmental actions they can do for their Jiminy Cricket's Environmentality™ Challenge Class Project (see Part II of the JCEC Handbook: The Project Planner).

# **PART TWO:** **Doing the CLASS Project**





# PROJECT OVERVIEW

## THE CLASS PROJECT

is an opportunity for students to identify an environmental issue/problem in their local area (school, community); investigate ways to address the issues; and develop and take action to improve the environment.

STUDENTS have an opportunity to build confidence and self esteem in developing and completing a long-term project, as well as developing their senses as a problem solver and decision maker.

## USING THE PROJECT PLANNER

- Use the TEACHER PAGES and the suggestions to help guide your students in conducting the Class Project.
- 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.
- Select from appropriate STUDENT PAGES to document the Class Project in the Portfolio.

## PLEASE NOTE:

**TEACHER PAGES HAVE WHITE HEADERS WITH BLUE TYPE!**

**STUDENT PAGES HAVE BLUE HEADERS WITH WHITE TYPE!**

# TEACHER ROLE

- **HELP** students create a list of potential topics.

Examples of possible projects include the following:

- Organize a School Recycling Program
- 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
- Conduct a Water Quality Study in a Local Area and Develop Strategies to Improve the Quality
- Start a Native Plant Garden at Your School

- **HELP** students select a goal, and **DEVELOP** an action plan and a timeline.

- **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.



# 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.
- ★ **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 NOTES FOR BRAINSTORMING ISSUES/TOPICS

#### Notes

**DIVIDE CLASS INTO SMALL WORKING GROUPS.**

Have students use page 13 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; tally duplicates.

Have class vote from the list of topics and select their top choice.



#### WAYS 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.

# CAROUSEL BRAINSTORMING ISSUES/TOPICS

## STUDENT PAGE

WHAT TOPICS  
WOULD YOU LIKE TO  
INVESTIGATE.

IN A CAROUSEL BRAINSTORM,  
LIST ALL THE THINGS  
YOUR GROUP IS  
INTERESTED IN.

### **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 NOTES FOR SELECTING QUESTIONS TO INVESTIGATE

### NOTES

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 13).

**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.



© Disney

### 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.
- 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.

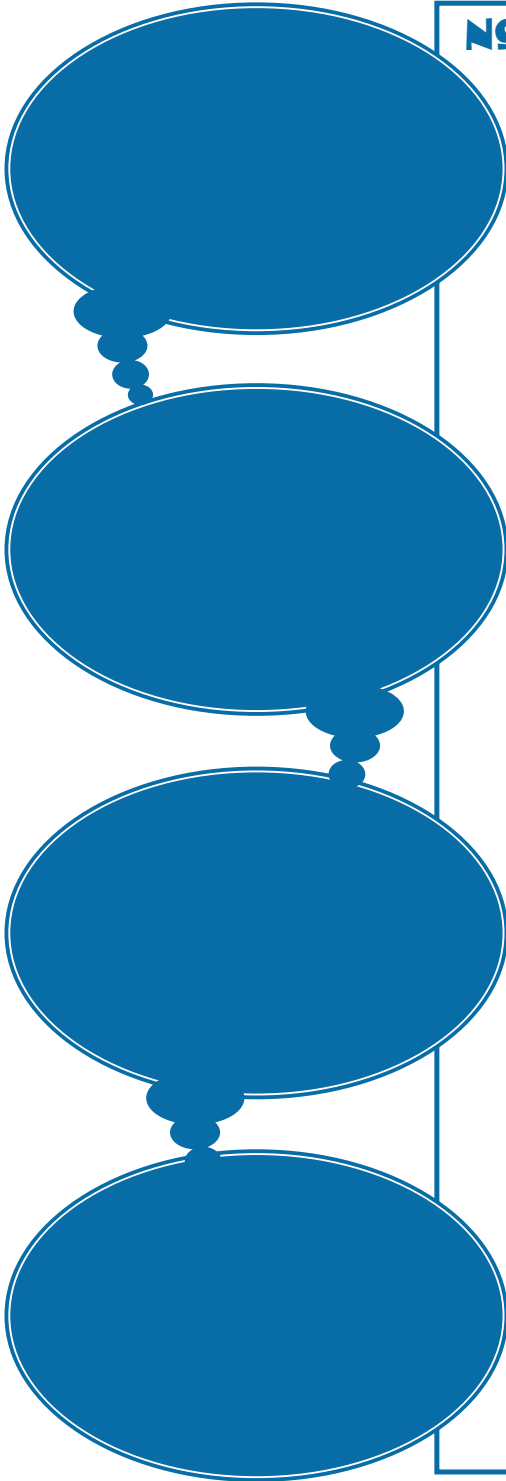
★ Here are our questions:

Record the questions the class decided to include in the project

# CHOOSING THE PROJECT

## TEACHER NOTES FOR DETERMINING A GOAL

### 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**.

# ReFlections

## 1. OUR environmental goal is

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## 2. THE EVIDENCE WE WILL USE TO KNOW THAT WE MET OUR GOAL IS

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### 3. EXPLAIN HOW MEETING THIS GOAL CAN MAKE A DIFFERENCE

[illegible]



## Planning the Project Teacher Notes

### Things to CONSIDER

- Review student goals and determine objects that can be supported by an action plan.
- Help students determine what needs to be done (student page 17).
- Help students develop an action plan and timeline (student pages 18-19).
- **PROVIDE STUDENTS WITH TOOLS AND RESOURCES TO PLAN AND CONDUCT THEIR PROJECT.**
  - o Books, magazines, newspapers*
  - o Internet*
  - o Interviews*
  - o Field trips*
- Form student action committees such as publicity, funding, research, historian, materials, and artwork.

### Developing a Class Action Plan 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 Student Page



## PLAN AHEAD

Use this space for reminders!  
Add these ideas  
to the class ACTION PLAN!



Things to Do ...

Resources to Use ...

Equipment ...

People to contact

Other ...



# Planning the project, student page

<i><b>ACTIVITY</b></i>	<i><b>Persons Responsible</b></i>	<i><b>Materials Needed</b></i>	<i><b>DUE DATE</b></i>

# Planning the Project

## Student Page

Personal, Group,  
or Class **TIMELINE**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

## IMPLEMENTING THE PROJECT TEACHER NOTES

### Things to CONSIDER




### Notes

- Have students enter their activities and projected outcomes on student page 21. As an activity is completed, ask students to fill in the last column.
- Make sure students conduct a pre-project observation to collect baseline data (student page 22) and conduct post-project observations to see the impact of their project (student page 27).
- Use student reflection prompts throughout the project (student page 31).
- Keep school 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).



If students **CONDUCT EXPERIMENTS** as part of their project, use student pages 25-26 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
<p><b>EXTINGTOR</b></p> 	<p><b>THE SLUDGER</b></p> 	<p><b>TOXICA</b></p> 

# PRE-PROJECT OBSERVATIONS

Pre-Project Observations  
INCLUDE SKETCHES  
*AS APPROPRIATE*







**STUDENT PAGE**  
**INFORMATION YOU WANT TO**  
**REMEMBER !!!**

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



## CONDUCTING EXPERIMENTS TEACHER PAGE

### Notes

If students are **CONDUCTING** an **EXPERIMENT**, use student pages 25-26.

- 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.



© Disney

student Page  
**(EXPERIMENTAL INFORMATION)**

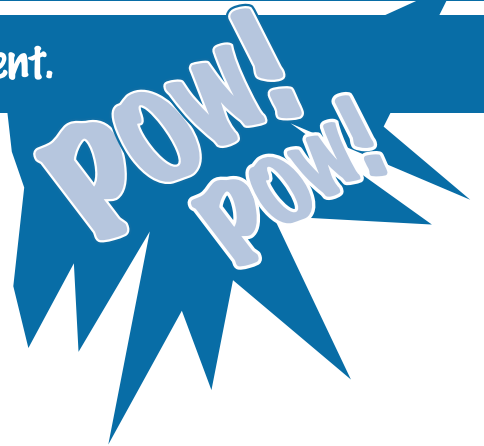
**Testable Question:**

**CONSTRUCT**  
a Data Table and  
enter your data



student Page  
**(EXPERIMENTAL INFORMATION)**

*CONSTRUCT* a graph to display the data from your experiment.



Use the data from the experiment to make a *SUMMARY STATEMENT*.

# POST-PROJECT OBSERVATIONS

Include SKETCHES  
as APPROPRIATE!



# Evaluate the Project

## Teacher Notes

### Notes

**HELP** students review their information and data; 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 on page 21

**ASK** students throughout 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 classes at your school.

# Evaluate the Project

## Student Notes

**WORK IN GROUPS**  
to review all your  
data, your notes,  
and your research.

**COMPARE AND CONTRAST**  
your pre-observations with  
your post observations.



**EVALUATE YOUR WORK:**  
What are 3-5 major things  
you learned that you think  
others would want to know?

**BRAINSTORM** ideas and  
list them on this page.





## TEACHER REFLECTION TEACHER NOTES

Get ready for the  
**PORTFOLIO!**

WHEN WRITING YOUR  
FINAL REFLECTIONS  
OF THE PROJECT,  
INCLUDE THE FOLLOWING:

Write Your  
REFLECTIONS  
on another piece  
of paper.

**DESCRIBE** the project goal(s)  
and the overall **EFFECTS**.

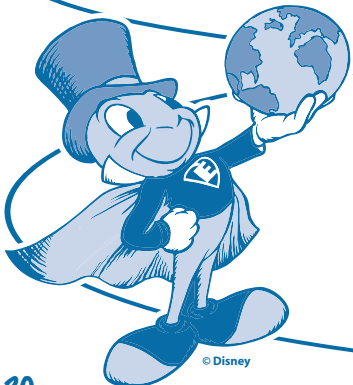
Write about some of the **CHALLENGES**  
and **SUCCESSES** that you observed  
through this project.

How did you go about **ALIGNING** the Environmentality™ Project with your  
regions Education Content Standards and/or Guidelines?

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?



© Disney

# Reflections Student Page



Student Name \_\_\_\_\_

School \_\_\_\_\_

## 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 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?

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 own life?

# ASSEMBLE THE CLASS PORTFOLIO

## TEACHER NOTES

### THINGS TO CONSIDER

- The Portfolio is to be generated and created by the students. Encourage creativity, include photos, articles, student communications.
- Help students select a variety of artifacts and student pages from the Handbook to include in the Portfolio.
- Assign different Portfolio tasks to student groups.
- Make copies of everything!
- Visit the JCEC Web site ([www.jceckids.org](http://www.jceckids.org)) for examples of Class Project Portfolios.
- Use the checklist on page 32 to assemble the Portfolio.
- 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



© Disney

# PORTFOLIO SPECIFICATION CHECKLIST

INCLUDE THE FOLLOWING IN YOUR DOCUMENTATION:

- ☐ • Description of the Class Project (16 single-sided or 8 double-sided pages in 12 point font)
- ☐ • **HOW** the Project was selected
- ☐ • **WHAT** was the **GOAL** and what did the class hope to **ACCOMPLISH**
- ☐ • How the project was **IMPLEMENTED**
- ☐ • Evaluation of the **PROJECT'S IMPACT**
- ☐ • Visuals to represent the **PROCESS** (photos, student drawings, video). Note: if you choose to use a video (VHS or DVD it must be less than five minutes long)
- ☐ • **ATTACH** the following (not included in your page limitation)
  - ☐ • Samples of the **STUDENT REFLECTIONS** (Page 31)
  - ☐ • Completed **TEACHER REFLECTION** (questions on Page 30)
- ☐ • Make sure the Portfolio is **NO** larger than 12 inches by 15 1/2 inches

**CELEBRATE**  
**YOUR HARD**  
**WORK**



---

# Jiminy Cricket

## Environmentality™ Super Hero!

---

Developed in conjunction  
with the  
K-12 Alliance  
A WestEd Science and Mathematics Program

---

Editor: Kate DiRanna  
Graphic Designer: Mariya Stepanyan