

Master Action Plan Template

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Unit Title: Awareness Program (with reference to teachers training) for Waste Reduction and Water Conservation

Grade Level: Teachers of Secondary Level

Training Length: One Week (30 Participants)

Training Materials & Resources: Literature, Charts, AV-Aids,

Desired Results	
Goals or Power Standards	
<ul style="list-style-type: none"> • Teachers will be trained to bring the following environmental friendly concepts in their classes: <ol style="list-style-type: none"> 1. Waste reduction 2. Water Conservation • Teachers will prepare action plans for awareness programs at the class and school level for waste reduction and water conservation. 	
Enduring Understandings	Essential Questions
<p><i>Teachers will understand...</i></p> <ul style="list-style-type: none"> • How they can demonstrate being environmentally friendly by reducing waste and conserving potable water. • What awareness programs they can initiate and take the hold on in their classes and schools for Waste Reduction and Water Conservation. 	<ul style="list-style-type: none"> • How will teachers be sensitized about the adverse effects of... <ul style="list-style-type: none"> ○ Excessive waste production? ○ The wastage of potable water? • How will they be motivated to take practical steps for Waste Reduction and Water Conservation? • What will they do to bring these concepts into class? • What programs will they initiate to mobilize the students for Waste Reduction and Water Conservation in their homes and communities? • How is the impact of these programs assessed and/or evaluated?
Knowledge	Skills
<p><i>Teachers will know ...</i></p> <ul style="list-style-type: none"> • Best pedagogical strategies for teaching the ways of Waste Reduction and Water Conservation • Importance of the collaboration of the school of the cluster to bring long lasting effects of the 	<p><i>Teachers will be able to ...</i></p> <ul style="list-style-type: none"> • Design series of activities and events at class and school level to enhance students understanding • Collaborate with other schools of the cluster to increase the success of the teachers and students.

environmental campaign	
Assessment Evidence	
Performance Tasks	Other Evidence
<ul style="list-style-type: none"> • Teachers will define their role to influence the students' attitude and practice as an environment friendly being. • Teachers will submit their plans for classroom teaching of the two environment saving concepts. 	<ul style="list-style-type: none"> • Teachers will engage the students in participating school clusters program and events. • Students will participate in school and class events, share their success stories about how they brought changes in their own way of conduct and that of their family & community members.
Learning Plan/ Timeline (Include Benchmark Dates for PELI)	
Learning Activities	
<p>Teachers will</p> <ul style="list-style-type: none"> • Teachers will attend a 10 hour workshop during which they will <ul style="list-style-type: none"> ○ Go through the activities and follow up discussions for the enhancement of their understanding about Waste Reduction and Water Conservation. (Dec,2009) ○ Identify the potential sources of excessive waste production and wastage of water with reference to the possible preventive measures in groups and share with the other groups through classroom presentations. They will specifically link their findings and suggestions to our daily life practice. ○ Establish their role as a teacher to sensitize and mobilize the students for Waste Reduction and Water Conservation. ○ Prepare and submit a ready-to-implement plan for their classes in order to teach waste reduction and water conservation. • Teachers will teach the concept of Waste Reduction and Water Conservation. (January,2009) • Teachers will attend a 4 hour session during which they will <ul style="list-style-type: none"> ○ Reflect upon their plan implementation and its results. ○ Will be guided on what event/events their cluster schools can hold and run as the second phase of this environmental awareness program. ○ Will submit tentative timeline and venue for the cluster-based events and programs. (First Week of February, 2009) • Schools will hold the proposed environmental awareness event based on the different kind of students' presentations. (By the end of Feb.) 	