

**Environmental Education Technical Group
Pre-Training Study Materials
JOCV/JICA Training Centers**



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Materials herein pertain to the following fields:

-Environmental Education Expert

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各タスクに提出課題がありますが、提出する必要はありません。**

**Please use this material for self-study.
There are assignments for each task, but you do not need to submit them.**

Special Note: For future Japan Overseas Cooperation Volunteers (JOCV volunteers) or Japan International Cooperation Agency Volunteers (JICA volunteers), DO NOT COPY this webpage and give the copy to the training center instructors.

Read the “What you need to do...” sections and follow the instructions. Give your work product to the Language Section Staff or to your instructors for them to check and return to you.

Welcome to the Environmental Education Training Program. You are about to take part in an intensive training program the objective of which is to prepare you to become a self-sufficient and fully functional JOCV volunteer. The program will prepare you to perform your host country JOCV assignment to your fullest.

The Program is intensive. You will only have about 70 hours of class time to acquire the language and teaching skills to enable you to meet the above objective. To be a competent volunteer, you will need to focus on the tasks you will be given and do your best to accomplish each of them.

How much you will learn and how well you will be able to perform will be up to you. Your instructors will guide you, they will give advice and they will help you in any way they can, but you must make the effort to learn and use what you have learned.

You will find tasks that you must do below. Each of them plays an important part in the Program. You do not have to do each of them perfectly, but you are expected to do each of them to the best of your ability.

A schedule for the completion of the tasks is below:

- | | |
|--------|--|
| Task 1 | Complete the questionnaire and send it to the training center by the postal service <u>before</u> you arrive at your training center. |
| Task 2 | Study the vocabulary related to your assignment and fill-in the self-study sheets before you enter the Center. Give the results to the Language Section Staff <u>when you arrive</u> at the Center. |
| Task 3 | Make the presentation plan following the instructions and give the results to the Language Section Staff <u>when you arrive</u> at the Center. Write the plan the same way you would for a lesson you will give in your host country. |
| Task 4 | Read the orientation material <u>before</u> you arrive at the Center. The information in it will be important for you to understand. The information will serve as the basis for your training. |
| Task 5 | Prepare the 3-minute speech <u>before</u> you arrive at the Center. It will be given in your first Program class. Be sure to check the relevant information and practice your speech. |

Detailed information on each of the tasks follows. Good luck and, once again, welcome to the Environmental Education Training Program.

Jackie Newport, Jr.

Task 1- Environmental Education Trainee Questionnaire

Purpose: To give your instructor basic information about your background and expectations you have for your training.

What you need to do: Fill-in the questionnaire and send it to your training center before you arrive.

Environmental Education Trainee Questionnaire

Please give complete and detailed answers in English to the following questions:

- 1) What is your name and what would you like to be called in your classes?

- 2) What was your pre-JOCV job? (If you were a student, what did you study?)

- 3) Have you ever taught before? If yes, please give details such as how long, what level and so on.

- 4) Have you ever been abroad? If yes, please give details such as where, how long, why you went, etc.

- 5) Have you ever spoken to foreigners before you entered JOCV? If yes, please give details.

- 6) What is your JOCV host country and what is your assignment there? Please give details.

- 7) What are any problems you think you will have doing your assignment? Please give details.

- 8) What do you want to learn in your technical class? Please explain your answer.

Task 2- Technical content and specific purpose language related to specific assignments

Purpose: Environmental education is a large and highly diverse field of specialization. It takes a wide and diversified view of related issues. In doing so, it covers a very wide range of ideas and techniques. The purpose of this webpage is to give you, the new JOCV trainee, an introduction and overview to general materials that encompass the role of an environmental education expert. This webpage will focus on trainee provided materials, namely, **“Activity Handbook for Environmental Education Volunteers”** published by JOCV/JICA, Technical Advisor Naoko Miyoshi (2011). Please review the language and contents related this area of specialization.

What you need to do: Complete Part 1 and complete the part related to your JOCV host country assignment. Give the completed parts of the Language Section Staff or to your instructor **after** you arrive at the Center.

Part 1- General Environmental Education Vocabulary

Following are questions to ensure that all JOCV environmental education candidates have studied the same basic English vocabulary related to their textbook, **“Activity Handbook for Environmental Education Volunteers,”** published by JOCV/JICA with Technical Advisor Naoko Miyoshi. Answer each of the following question related to the textbook to the best of your ability and go over the answers as a class.

Chapter 1

1) The term, “environmental education” has a very general meaning. But there are three common points for all of those issues. What are they?

- A)
- B)
- C)

2) In Figure 1-3, the implications from growth in a population of a developing country can cause an increase in the level of poverty. How might this negatively impact on the environment?

3) What are some environmental education topics you can use to educate your audience about the negative impact from Question 2?

4) In Figure1-4, the implications from the development of science and technology in developed countries can have some negative impact on the environment. How might this happen?

5) What are some environmental education topics you can use to educate your audience about the negative impact from Question 4?

6) In Figure 1-5, what are the five objectives of environmental education?

- A)
- B)
- C)
- D)
- E)

7) In Figure 1-7, what are the three approaches in environmental education and what do they mean?

- A)
- B)
- C)

8) In Japan, the idea of “participatory discussion” is used for teaching. In developing countries, another approach, “knowledge-transfer” is considered a better approach for teaching. What are the three reasons for supporting this kind of approach?

- A)
- B)
- C)
- D)

9) On Page 20, some important advice is given for future environmental education volunteers. What is that advice? Complete the following stems:

First, ...

Then carefully ..

Finally plan..

10) How are MDGs different from SDGs? (Answer is not in Handbook due to its publishing date.)

Chapter 2

11) From Figure 2-1, list the six different types of resources you can use for your host country activities and one example of each:

- A)
- B)
- C)
- D)
- E)
- F)

12) The spirit of “mottainai” can be found in the original “3 Rs” as used for environmental education. What are the original 3Rs? What are the new “Rs?”

Original “3 Rs”-

New “3 Rs”-

13) How can you get money to fund your host country JOCV project?

14) What is “PDCA” and how does it work?

15) From Figure 2-4, what are the five evaluation criteria used by JICA for evaluation of JOCV projects? What do they mean?

16) Added to those five official criteria listed above, there are two additional criteria for JOCV environmental education projects. What are they?

17) What should be the principles of operation for any environmental education project?

Chapter 3

18) In Figure 3-2, what are the four types of teaching materials based on learning content?

19) In Figure 3-9, what are the points to check when holding events or workshops and what do they mean?

Chapter 4

20) What are some unexpected problems you may encounter when you do your environmental education activities?

Look at the different activities from Page 90 to 124. Choose one of them and make a Lesson Plan for the activity using the template that follows on the next page. You can use the trainee made lesson that comes after the template as an example of what to do.

Lesson Plan

Presenter Name:
Lesson Target Time:
Lesson Audience Level:

Topic:
Lesson Date:

Lesson Objectives:

- 1.
- 2.
- 3.
- 4.
- 5.

Time Used	Visual Aid/ PowerPoint	Lesson Script

Time
Used

Visual aid/
PowerPoint

Lesson Script

Sample Lesson Plan

The following is a sample lesson plan made by an environmental education trainee. It is an example of how to organize and write a plan. Please have a look at it and ask your instructor if you have any questions about it:

Naoto Hamamitsu

Audience: Elementary school students
and educators

Topic: Tell me your favorite dish!

Target time: 30 mins

Goal/objective:

Show the importance of environmental conservation through a familiar topic: food. Ultimately, the audience will have a simple idea of what Ecosystem services are, which is to support ALL human activities. However, considering the target audience is elementary school students and educators together, this workshop will focus on both general comprehension and sustainability.

Background/ philosophy of the lesson:

With students ranging from ages 6-13, Ugandan primary schools do not have an Environmental Education (EE) curriculum; thus national EE facilitators are not experienced to meet expectations. Although Japan does have a similar gap between the required EE level in schools and general environmental knowledge, Uganda faces a much stronger call for reinforcement in the area. The reason behind such a demand mainly rests on recent economic growth and Uganda's role in East Africa as a primary resource producer. Preservation of natural resources is directly linked to a fruitful "harvest" of all resources. Not only farm crops, (which Uganda is very well known for), but also to sustain a healthy population of youth that is expected to boom as a work force in the nation in the upcoming years.

Interaction with nature and the environment at all levels has shown both mental and physical benefits to humans in development phases and even in adults. Although it is an extremely complicated topic, of which not even the so called "first world" has been able to successfully manage, it is a key part of education for future generations.

Challenges:

Unlike school subjects such as mathematics or language learning that make up the core of curriculums all over the world, EE tends to be an integrated study of all subjects. Rather than asking for a concrete answer, EE starts from the identification of the importance of the environment itself and the services it provides: Supporting, Regulating, Cultural, and Provisioning.

Such topics can range from solid science to social studies, arts, psychology and so on. For this workshop, food will be the topic and the spotlight will be cultural services. It is easy to understand but other vital factors may be left out if carried out inappropriately.

Lesson Plan

Time	Stage	Script
1min	Introduction	Hello! My name is Mike!
1min	ACTIVITY: collect information. Share each one's favorite food!	Today, we will talk about food! I want to ask you guys: what is your favorite dish? I want you to think of it and I will ask you again later. For now, let me talk about my favorite food. One of my favorite things to eat is (insert local dish), RAMEN. Do you guys like ramen?
10mins	VISUAL AID: show ramen picture or drawing Ask listeners about ingredients List up on board	Tell me what does RAMEN have? Please raise your hand. (Point at specific students) Ingredients: 1. noodles 2. pork 3. Long green onion (leeks) 4. DASHI soup (soy) 5. Rice 6. etc Great! Thanks for sharing your ideas. All of the ingredients you have mentioned are in RAMEN! (Ramen has a wide variety of ingredients, making it flexible as an example. Common knowledge of the listeners also helps the use in this activity) Now, tell me about your favorite dish! (pick a certain number of listeners) List of dishes: Ex 1. sushi 2. hamburger 3. spaghetti ...etc Everyone , thanks for sharing.

10mins	<p>EXPLANATION: List out the ingredients from the previous activity. Use white board</p> <p>NOTE: Facilitator must have a wide previous knowledge of food sources. Defining a cultural region would help keeping student ideas under said previous knowledge, ex) what is your favorite Japanese food?</p>	<p>Now let's check some of the dishes that we have shared.</p> <p>First, we have...</p> <p>Please raise your hand to guess some ingredients!</p> <p>The ingredients are:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Secondly, we have....</p> <ol style="list-style-type: none"> 1. 2. 3. <p>NICE! Now let's see how many ingredients we have! (NUMBER) ingredients</p> <p>Do you think we eat the ingredients alone?</p> <p>No? Why not?</p> <p>Because it's boring, right? Also, humans need a wide variety of nutrients.</p>
	Explanation	<p>Where do you think food comes from?</p> <p>All this variety of food will come from nature, but we cannot have only rice or wheat fields. We also need to have wider variety of spices, sources of protein, minerals and so on. Why do you think it is important for us to take care of the environment?</p> <p>(to keep our food sources)</p> <p>YES! And not only our food sources, but also every resource and everything we have that makes up our society. We cannot ignore them. We need to preserve each and every single one of them.</p> <p>Let's review what we did today. I will ask you some questions:</p>

		<p>1) Where do you think food comes from? Please tell me (choose a person)</p> <p>2) Why do you think it is important to take care of the environment? Please tell me (choose a person)</p> <p>3) What will happen to our food resources if we don't take care of the environment? What will our food taste like?</p>
1min	Closing remarks	<p>It was great being with all of you today. Thank you! See you all in my next class!</p>

Task 4-Read the Orientation Materials

Purpose: The following orientation materials contain the basic information of what is expected of you as a trainee, what you can expect from your instructors, how you will be judged during your training and advice that will help you to survive and improve. Understanding this information will help to avoid any misunderstandings about your training.

What you need to do: You need to read the information **before** you arrive at the training center. Your instructor will give you details in your first technical English class.

Information about your technical classes

Your training center instructor will give you an orientation about your technical classes in your first formal lesson. Below are some of the topics your instructor will go over with you:

- 1) Who you are and what is expected from you**
- 2) What is expected from your instructors**
- 3) Choosing topics for your training**
- 4) How you will be judged**
- 5) Advice for if you have trouble**
- 6) Helpful ideas for you to be successful in your training**

The purpose for your orientation is to help you to understand what your English language technical training will demand of you. Details of the above topics will be made clear so that there will not be any misunderstanding about your technical class training.

Feel free to ask your instructor if you have any questions about any of the above training topics.

Task 5

Your First Assignment

Part 1

You are to give a minimum 3-minute speech in your first technical **in English** about your host country, your future workplace and what you will do there. You will need to gather as much information about it between now and your speech date (your JICA Data Sheet is a starting point).

The purpose of this speech is to get you to think, act and speak more comfortably in English and to help you understand your future role as a computer engineer. You need to prepare for it as much as possible.

After you have finished making your speech, each of your classmates will ask you one question in connection to what you have said. Those questions will be good English practice for them to ask and for you to answer. You might also guess what questions people will ask you so that you can prepare and practice answering them before your speech.

Part 2

In your second technical class, you must give the short lesson you made for Task 3 of this webpage to your technical class in English. Your instructor and classmates will watch and give you feedback to help you improve your performance.

Appendix 1- Sample of “Can-Do List” in English

Can-do items table for trainee self-evaluation

Trainee’s Name: _____ Job: ___ 22 _____ Date: _____

T. Class Teacher: _____

Can	Tasks
	1. Follow simple orientation instructions in preparation for job-related activities
	2. Make simple questions to get basic facts or more explanations
	3. Show someone the necessary actions for completing a job task using very simple language
	4. Say what is happening, what will happen, or what has happened while demonstrating a skill
	5. Describe how a mechanical, natural, or social system works in simple sequenced statements
	6. Give detailed instructions on how to do a job, or on how to use a principle or formula to solve a problem
	7. Give warnings and explain what will happen and why it will happen if we do or don’t do something
	8. Change the technical language of a theory, equation, or concept into more simple language
	9. State professional titles and explain personnel roles in profession or technical field
	10. Name common tools, materials, parts of equipment, etc. in job area and state their uses
	11. Read or listen to and understand books, articles, or lectures about the technical subject
	12. Name basic topics, concepts, equations, symbols, etc. in technical subject area
	13. Check audience’s knowledge and skills level and decide what they need to learn
	14. Make the objectives for a lesson, workshop, community projects, etc. to teach knowledge or skills
	15. Choose the necessary information and activities for teaching a lesson
	16. Make the questions or test tasks to check how much my audience have learned
	17. Prepare and give full lessons, workshops, or presentations by myself
	18. Make original plan and choose contents for a full technical information and skills course
	19. Write or present a project proposal or report
	20. Make an audience change their attitudes or habits or make them agree to cooperate

Appendix 2- Peer and Self Evaluation Forms

Lesson Evaluation Form

Speaker: _____ Subject: _____ Date: _____

<u>Introduction</u>	<u>Poor</u>	<u>Minimum</u>	<u>Good</u>
Ability to catch the audience's attention	_____	_____	_____

<u>Lesson Body</u>	<u>P</u>	<u>L</u>	<u>M</u>	<u>G</u>	<u>E</u>
Main points are clear	___	___	___	___	___
Key vocabulary words written	___	___	___	___	___
Explanation of main points	___	___	___	___	___
Check for audience comprehension	___	___	___	___	___
Use of examples	___	___	___	___	___
Audience participation	___	___	___	___	___
Organization of the lesson	___	___	___	___	___

<u>Presentation of information</u>	<u>P</u>	<u>L</u>	<u>M</u>	<u>G</u>	<u>E</u>
Use of general vocabulary	___	___	___	___	___
Ability to answer audience questions	___	___	___	___	___
Time management	___	___	___	___	___
Preparation for this lesson	___	___	___	___	___
Eye contact with audience	___	___	___	___	___
Self-confidence of speaker	___	___	___	___	___

<u>Conclusion</u>	<u>Poor</u>	<u>Minimum</u>	<u>Good</u>
Summary or conclusion was made	_____	_____	_____
Check of audience comprehension	_____	_____	_____

P = Poor performance	L = Lacking performance	M = Minimum performance
G = Good performance	E = Excellent performance	

Your feelings about today's lesson (Circle one)

Excellent Good Fair Difficult Poor

Your suggestions to improve the lesson (Write them below)

Self- Evaluation Form

Speaker: _____ **Subject:** _____ **Date:** _____

A) How did you feel about your lesson? (Circle One):

Very good

Good

Fair

Not too bad

Bad

B) What were the good points of the lesson? Please list them below:

C) What were the bad points of the lesson? Please list them below:

D) What changes would you make in the lesson to make it better? Please list them below: