



Professional Environmental Educator Certification Course

Reading Assignments and Essays

Before each weekend workshop, participants are required to complete a series of readings and compose short essays that answer questions associated with each reading. Essays are due at the beginning of each workshop, and will be discussed in class.

Essay Format Requirements

1. Provide a separate document for each essay
2. Heading: Date submitted, student's name, reading title
3. Footer on each page: Page number, your name, reading name
4. Essay is between 1 and 2 pages in length
5. 12 point font, 1.5 spacing
6. One-inch margins

Essay	Reading Title(s)	Author(s)	Due	Writing Prompt
#1	Defining Environmental Education (pp. 2-11)	John Disinger and Martha Monroe, taken from "The Environmental Education Toolbox," produced by the National Consortium for Environmental Education and Training	Wkshp 1 11/3/16	Several reasons are stated for promoting EE; some deal with education perspectives and some with environmental perspectives. Name five perspectives that your EE work emphasizes and describe existing or proposed activities that address those five.
#2	Excellence in Environmental Education: Guidelines for Learning (K-12) (pp. 1-12)	North American Association for Environmental Education	Wkshp 1 11/3/16	What is the purpose of the NAAEE Guidelines for Learning (K-12) and how can they be used to inform your practice?
#3	<ul style="list-style-type: none"> • Land, Legacy and Learning IV: A Master Plan for Environmental Education in Kentucky (pp. 14-15) • Kentucky Environmental Literacy Plan 	The Kentucky Environmental Education Council	Wkshp 1 11/3/16	There are four goals in Kentucky's EE Master Plan, and seven goals in Kentucky's environmental literacy plan. Which goal or set of goals are most relevant to your work? What suggestions do you have that could help Kentucky meet these goals? What are the possible impacts of these policies on Kentucky's environment?
#4	The Tbilisi Declaration	Intergovernmental Conference on Environmental Education	Wkshp 2 12/1/16	If the Tbilisi Declaration were brought to your organization for adoption, which one of the goals, objectives or guiding principles stated in the Tbilisi Declaration would cause the most controversy, and why?
#5	Two Hats	John Hug	Wkshp 2 12/1/16	According to Hug, what is the major difference between environmental education and environmental advocacy? Please discuss.

	BSCS 5E Instructional Model	National Science Teachers Association	Wkshp 3 2/23/17	No essay is required. Instead, outline a lesson, preferably one used in your work, in the 5E instructional sequence.
#6	Moving on from ramps? The utility of the social model of disability for facilitating experiences of nature for disabled children.	Nadia Von Benzon	Wkshp 3 2/23/17	Identify two specific constraints that may impede opportunities for disabled pupils to visit environmental centers. For each, describe how you might modify your instructional approach to circumvent these barriers.
#7	Hip-Hop, Social Justice, and Environmental Education: Toward a Critical Ecological Literacy	Michael J. Cermak	Wkshp 3 2/23/17	A) Explain how the author integrates the "real world" experienced by his students to achieve Critical Ecological Literacy. Describe how you might use or modify his approach to engage students in your work setting. For example, if hip-hop isn't a good fit, what cultural musical context might be a good fit for your audience? B) Do you feel that this reading conflicts with the content of Workshop #2 - advocacy versus education? Explain why or why not. C) How could you modify this approach to ensure that it is developmentally appropriate for the age range that you teach? Discuss.
#8	Beyond Ecophobia, and Childhood and Nature: Design Principles for Educators (Chapters 1 and 11)	David Sobel	Wkshp 4 3/23/17	Do you agree that Ecophobia is a real phenomenon in our society today? Why should we as educators be concerned with this issue?
#9	Childhood and Nature: Design Principles for Educators (Chapters 3 and 6)	David Sobel	Wkshp 4 3/23/17	What do you think of Sobel's Seven Principles for designing educational experiences for children, and how can you as an educator incorporate these principles into your practice? How would you modify the principles to better apply to adults?