



**Global Environmental Issues (GEI) Assignment:
Week 2 Environmental Leadership Challenge**

ELC Overview

In the East-West Center's GEI 2013 program, you will strengthen your understanding of environmental issues, different environmental careers, and leadership skills through a series of Environmental Leadership Challenges (ELC). In each ELC, you will learn *through* the creation process. As part of a team, you will represent or develop an organization then research and develop a response to each challenge. You will repeat this process several times for different challenges because "practice makes perfect!"

As required by the US State Department, these experiential learning opportunities require you to be very independent, active participants in your learning while constructing your own understanding. We have designed each ELC to create memorable lessons in teamwork, goal setting, environmental career exploration, and leadership while improving your understanding of global environmental issues. Through these challenges you will also develop a deeper understanding of your leadership potential.

Week 2 ELCs

Environmental Leadership Challenge #2:

What business idea can preserve the flora and fauna of Oahu's last undeveloped landscape, Kualoa Ranch, from development for Oahu's growing human population while contributing to Hawaii's food security?

Learning Journey: Kualoa Ranch with adventure experiences (confirmed)

Careers: Environmental Entrepreneur, Architect, Webmaster, Environmental Consultant

Environmental Leadership Challenge #3:

How can Hawaii leaders reduce visitor impact on Hawaii's coastline and inspire stewardship of the Hawaii's fragile marine natural resources?

Learning Journey: a famous marine bay with service learning component (confirmed)

Careers: Environmental Entrepreneur, Architect, Webmaster

ELC Assessment

In the EWC GEI 2013 Program, participants will be evaluated based on how well they fulfilled the requirements of their chosen role AND worked as a team. Participants will experience different roles for different challenges and project leaders will rotate.

The purpose of having team roles is to ensure a contribution from all team members and ensure accountability for all required outputs for the EWC GEI 2013 program. No individual team member can succeed alone or accomplish all the necessary tasks. Therefore, each team member must work collaboratively with his or her team to succeed. Here are the required roles:

At ELC #2 and #3 teams are expected to equally involve all team members (human and non-human) and have:



- ❖ A **fourth sector organization** whose development was led by your team's Owner and Founder (OaF)
- ❖ A **habitat conservation plan** for your fourth sector idea researched and developed by your team's Environmental Officer (EO)
- ❖ An **education and outreach plan** for your fourth sector idea researched and developed by your team's Outreach Officer (OO)
- ❖ A **website** for the organization developed by your team's webmaster providing information about the organization and showcasing the work of the entire team
- ❖ An **architectural sketch and model** of the green building housing your team's fourth sector idea designed by the team's Architect Officer (AO)

In place of ONE OF THE ABOVE, teams may have a Mystery Officer (MO) whose roles and responsibilities are co-developed by the team and EWC faculty based on identified team needs

Directions

ELC #2 and #3 will each follow the same six-step process.

This process begins with **Step 1) Challenge**: EWC faculty will present the environmental leadership challenge. In addition to the challenge, some background information and clarification of terms will be provided and questions answered.

The second **Step 2) Pitch**: each participant (except week #1 PLs) develops an idea and 1 min pitch for a fourth sector organization (business, non-profit, or Benefit Corp) that will meet the challenge. Ideas are narrowed to four by popular vote (including staff) then participants join one project (no more than 2 from one country) based on their preferred role (see above). Finally, all team members watch the land use TED talk and complete the online questions using the EWC GEI online learning platform for land use.

In **Step 3) Scenario Planning** the OaF leads the team to brainstorm a list of what is known & what needs to be researched on a 3121 classroom board. Then teams develop a 2x2 graph of alternative scenarios for the challenge for use during your pitch in the community.

In **Step 4) R & D** teams begin background research on the challenge using the resources provided in the Dig Deeper section of the EWC GEI online learning platform for land use. Team members use this research to perform the tasks outlined in their role's rubric (see below) and create a fourth sector organization.

In **Step 5) Learning Journey**: the GEI cohort will visit a site that inspired the challenge to deepen their understanding and learn how the issue(s) is being addressed. During this site visit, teams will pitch their alternative scenarios and own fourth sector organization idea. The owners/managers/staff of the site, EWC faculty, and the entire GEI cohort will provide the audience and will give feedback before teams finalize their plans.

In **Step 6) Reflect & Record**: participants will reflect on the ELC through silent writing submitted to EWC staff. Once writing is submitted, OaFs will record "lessons learned" from the ELC for public viewing. These lessons should make home country comparisons and help LAP design. After teams refine their plans then pitch their final revised fourth sector organization to the cohort.



Owner and Founder Rubric
EWC GEI 2013

| | Criteria | Rating & Comments: 1=Acceptable 2=Satisfactory 3=Comprehensive |
|---|---|---|
| 1 | Through the business creation process, the OaF demonstrated an understanding of the Triple Bottom Line, 4th Sector organizations, 3 rd party certifications (ie B Corp), projected climate change impacts on Hawaii, & the rights of nature movement | |
| 2 | The OaF led Step #3, set and enforced evening curfew, meeting times, & deadlines, ensured proper nutrition of teammates and the ENTIRE TEAM was EARLY to all events (“all or none” team presence) | |
| 3 | The OaF learned from the mistakes of Turtle Bay development, envisioned partnerships with government & NGOs (see Dig Deeper), supported existing environmental initiatives (see Dig Deeper), and followed 3 rd party criteria (ie B Corp or Patagonia’s Responsible Company Checklist) | |
| 4 | Using the EWC GEI online learning platform, the OaF completed the online questions and incorporated research from the Dig Deeper section on Fourth Sector Organizations | |
| 5 | The OaF successfully led ELC Step 6 developing a learning reflection lesson strategy approved by EWC faculty and submitting ALL written team member reflections and team lessons learned to EWC faculty | |



Webmaster

People are impressed by websites. Using a free hosting service such as wix.com, the webmaster is responsible for developing a simple website for your team’s fourth sector idea. A simple but effective website is essential to communicate a team’s vision to mentors, professionals, friends, and EWC faculty, and future generations of EWC students.

Begin by watching the online tutorial on the wix.com website. View examples of websites made by past EWC students during their Leadership Challenges here:

<http://cupnoodle-feelohana.weebly.com/our-goal.html>

<http://12bm034d.wix.com/hoihoi-recar>

<http://12bn064j.wix.com/whonolulu>

Webmaster Rubric

EWC GEI 2013

| | Criteria | Rating & Comments: 1=Acceptable 2=Satisfactory 3=Comprehensive |
|---|--|---|
| 1 | The Webmaster learned website development skills watching a tutorial on wix.com then created a website that hosts the team’s fourth sector organization | |
| 2 | The team website promotes the business products & services, including the OO’s education and outreach plan, EO’s habitat conservation plan, the AO’s design, team member info (photo, team role) | |
| 3 | Using the EWC GEI online learning platform, the Webmaster completed the online questions and incorporated knowledge from the Dig Deeper section into the content of the website | |
| 4 | The Webmaster incorporated independent background research on the websites created by past EWC students during their leadership challenges | |
| 5 | The webmaster successfully developed a method of showing the team website (without laptop) during the pitch to the owners/managers/staff of the learning journey site during Step 5 | |



Architect Officer (AO) Rubric

EWC GEI 2013

| | Criteria | Rating & Comments: 1=Acceptable 2=Satisfactory 3=Comprehensive |
|---|--|---|
| 1 | Through the building design & pitch, the AO demonstrated an understanding of the Living Building Challenge, principles of ecological design, & adaptive reuse | |
| 2 | The AO created an original Google Sketch-Up design or modified a design from the Google Sketch-Up online warehouse that meets the Living Building Challenge and <i>Checklist #5: Nature</i> in the Patagonia's Responsible Company Checklist | |
| 3 | Using the EWC GEI online learning platform, the AO completed the online questions and incorporated research from the Dig Deeper section on Green Building | |
| 4 | The AO carefully listened to and incorporated feedback from teammates, the learning journey, EWC GEI 2013 faculty, and others | |
| 5 | The AO successfully developed a method of showing the team building (without laptop) to the owners/managers/staff of the learning journey site during Step #5 | |



Environmental Officer (EO) Rubric

EWC GEI 2013

| | Criteria: | Rating & Comments: 1=Acceptable 2=Satisfactory 3=Comprehensive |
|---|--|--|
| 1 | The EO attended the workshop hosted by the Hawaii DLNR employee with questions based on completed background research on habitat conservation plans in Hawaii | |
| 2 | The EO successfully developed a habitat conservation plan based on research into the flora and fauna of the site, identified a non-human team member, and incorporated the legal rights of the flora and fauna or the entire ecosystem into the organization's business plan | |
| 3 | Using the EWC GEI online learning platform, the EO completed the online questions and incorporated research from the Dig Deeper section on Environmental Management | |
| 4 | The EO carefully listened to and incorporated feedback from the DLNR specialist, teammates, the learning journey, EWC GEI 2013 faculty, and others | |
| 5 | The EO successfully represented the team during the pitch to the owners/managers/staff of the learning journey site during Step 5 | |



Outreach Officer (OO) Rubric

EWC GEI 2013

| | Criteria | Rating & Comments: 1=Acceptable 2=Satisfactory 3=Comprehensive |
|---|--|---|
| 1 | The OO successfully developed an education and outreach plan for school/university groups as well as adults/tourists based on experiential environmental education strategies | |
| 2 | Using the EWC GEI online learning platform, the OO completed the online questions and incorporated concepts from the Dig Deeper section into the Kualoa curriculum | |
| 3 | The OO incorporates a collaboration plan with other informal education providers (Hawaii Nature Center, Waikiki Aquarium, Honolulu Zoo, UH Hawaiian Studies, UH Lyon Arboretum, Dolphin Quest, NOAA) | |
| 4 | The OO helped the team learn, reflect, then incorporate ideas from the site visit & educational experiences at Kualoa into the education & outreach plan | |
| 5 | The OO successfully represented the team during the pitch to the owners/managers/staff of the learning journey site during Step 5 | |