

## Handout C

### Activity #2 My Environmental Literacy Portfolio

Environmental literacy is developed over a lifetime. In this activity, you will reflect on your own level of environmental literacy and the many ways you developed it over the years.

#### Materials:

- ✓ **K-12 Environmental Education: Guidelines for Excellence Summary [Handout B]**
- ✓ Pencil or pen

#### Procedure:

1. Imagine that you are applying for a job that requires a high level of environmental literacy. The job application asks you to submit the outline of your portfolio that provides evidence of your accomplishments.
2. Review **Handout B**. Reflect on your environmental literacy strengths across the four domains or Strands.
3. For each of the four Strands, think about all the ways you developed environmental literacy competencies over the years (e.g., formal coursework, workshops, job experiences, volunteering, community activities, personal reading, hobbies).

For example: You may have developed Questioning, Analysis, and Interpretation Skills while working as a research assistant one summer or you may have honed a strong understanding of Earth's living systems in a college ecology course and Earth's physical systems while backpacking in the Rocky Mountains. Because you love to travel and spend time reading about other cultures, you may have developed a keen understanding of different cultural perspectives and how they relate to environmental concerns. And, you may have further developed your sense of civic responsibility as an active member of the League of Women Voters.

4. Using the Strands listed below, outline the evidence you would submit in your portfolio (e.g., Summer research assistant collecting and analyzing data related to local housing needs or Undergraduate ecology course). For each Strand, list up to four examples of evidence.
5. Submit the completed **Handout C** to your instructor.

## Portfolio Outline

### **Strand 1: Questioning, Analysis, and Interpretation Skills**

(Example: Summer research assistant collecting and analyzing data related to local housing needs)

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

### **Strand 2: Environmental Processes and Systems** (2.1—Earth's physical and living systems, 2.2—Humans and their societies, 2.3—Environment and society)

(Example: Undergraduate course in ecology)

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

### **Strand 3: Skills for Understanding and Addressing Environmental Issues** (3.1—Skills for analyzing and investigating environmental issues, 3.2—Decision-making and action skills)

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

### **Strand 4: Personal and Civic Responsibility**

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