

OL 204 Assignment Three Homework Instructions

Online Learning: OL 204 Designing and Funding Non Profit Projects. The Community Focus

Center for Sustainable Development: <https://nonprofit.csd-i.org/ol-204-designing-and-funding-non-profit-programs-4/>

This week's resources:

Assignment Three Discussion

Magee Example Project Assignment Three

Field Guide Knowledge Transfer—Developing Field Guides, Lesson Plans, and Workshops

<https://nonprofit.csd-i.org/wp-content/uploads/240/203/Field-Guide-Knowledge-Transfer—Developing-Field-Guides-Lesson-Plans-and-Workshops.docx>

Assignment Three. Skill Sets

Part 1.

Identifying a skill set that the community needs to develop

For the purposes of this assignment, I want you to look at your log frame and:

1. Pick an output from one of your sub-goal programs that addresses a climate related underlying cause.
2. Pick an activity from that program that is a foundational element in your program that will need to be maintained for many years in order for this adaptation program to have positive impact—and that community members aren't currently proficient at.

This needs to be something that you are trying to encourage your community members to adopt and to maintain for a long time. Examples could be maintaining the irrigation system in a community garden or maintaining terracing and managing water on a steep hill side so that garden plots don't erode in heavy rains.

Part 2.

Developing a lesson plan and a how-to card for this skill set

I would like for you to search in Google and find a handbook or a manual that will give you sound instruction for the activity that you've chosen to help you develop a lesson plan.

Then, I would like you to take a lesson plan that I've provided you as an example, or modify one of your lesson plans into a workshop lesson plan for introducing this new skill to your community members. There are a number of ideas that you can use for models here:

<https://nonprofit.csd-i.org/wp-content/uploads/240/203/Field-Guide-Knowledge-Transfer—Developing-Field-Guides-Lesson-Plans-and-Workshops.docx>

Then, I would like for you to hand draw (very simple—no need to spend much time) a how-to card or poster for your workshop, or download one from the Internet, or paste drawings from something you found on the Internet onto your how-to card.

Part 3.

Planning the workshop and touching base with your point person at the community committee

I would begin organizing the workshop itself a week in advance. If you arranged the workshop for the Saturday of next week, then now you really have almost 2 weeks of preparation time.

This would be a good time to also check and make sure that you have all of the supplies and materials that you're going to need for your workshop—like large sheets of paper, and pens and markers for doing drawings and taking notes. If you're planning on providing a snack, make sure that that is well organized and that you will have staff or volunteers to prepare and serve the snack so that you can fully concentrate on your participants.

Even though you spoke to your point person at the last committee meeting—it might not hurt to touch base with them one more time to make sure that everything is OK—and if they are providing any materials (such as garden waste for building a compost pile, or tools) that they will be ready for the workshop.

The homework to turn in will be:

1. A brief description of the skills that you are trying to develop, and why it is a foundation skill that will help maintain the project.
2. The name and the link of a handbook or manual that you found on your activity.
3. A simple lesson plan presenting the skill set in a workshop
4. A simple how-to card

Go to Magee's Example Project Assignment Three to see what this could look like.

See you next week.

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