

# Final Performance Task Options for Unit 7

## Important Information for All Four Options

The following are the main ideas you are to understand from this unit. They should appear in this final performance task so your teacher can assess whether you learned the most essential content.

- God calls us to be stewards of the earth and its goods.
- Among all God's creatures, human beings have a special role because of our unique ability to either harm the earth and its goods or to nurture and perfect them.
- Societies must develop social structures that sustain the earth and its goods, working toward bringing them to the perfection God originally intended.

## Option 1: Create an Educational Video

For this option you will work with a partner to create an educational video. Use the information presented in this unit to create a video on the topic of environmental stewardship. Follow these steps:

- Select one of these themes to emphasize, or you may choose to cover both:
  - the sacredness of the earth (Depict how individuals, groups, and businesses are taking steps to care for the earth.)
  - the fragility of the earth (Depict how individuals, groups, and businesses are hurting the earth.)
- You may use your phone, camcorder, or any video recording device to record the video.
- Download your video to a computer, and use a video editing program to choose and edit clips, add titles and background music, and so on. Save your video in Windows Media Viewer (WMV), Quicktime, or MPEG format.
- You will turn in the final copy of the video by saving the video onto a USB drive.

## Option 2: Create a Hands-On Demonstration of an Environmental Threat

For this option you will work individually to create a hands-on demonstration of your own design to educate others about an environmental threat. For example, for a hands-on demonstration of global warming, you may want to conduct a simulation using dry ice, which is the solid form of carbon dioxide, a greenhouse gas. To create your demonstration, follow these steps:

- Select one of the following environmental threats:
  - global warming
  - nuclear energy



- pollution
- rain forest destruction
- Research the threat and its effects on the environment.
- Design a hands-on example of the threat for your demonstration.
- Gather the supplies needed for your demonstration.
- Share your hands-on demonstration of the threat with the class.
- Follow the demonstration with a detailed explanation.
- Invite classmates to ask questions and critique the demonstration.

### **Option 3: Take a Nature Walk and Write a Reflection Journal**

This individual journal exercise is to be done outside of class. Select a location in nature (beach, park, forest, botanical gardens, wildlife sanctuary, or another location approved by your teacher) where you will spend a minimum of two hours in reflection and observation. Complete the following tasks:

- Purchase a notebook to use as a nature journal in advance of your experience.
- Bring the journal, a pen, binoculars, a camera, and a watch with you to the nature location.
- Take a two-hour nature walk in the location you have chosen. As you do so, pay particular attention to the sights, sounds, and smells you experience.
- Chronicle your entire two-hour experience in your nature journal, detailing time intervals, locations, sounds, and other observations.
- Take three to five photos throughout your experience. Print or develop the photos and include them in your journal with a brief explanation for each.
- Write a two- to three-page reflection at the end of your experience. Include these topics in your reflection:
  - something in nature you never noticed before
  - insights into what it means to be a steward of creation
  - connections between what you experienced and at least two passages from Scripture (Include the Scripture passages and references in your reflection.)



## Option 4: Organize and Conduct a Mini-Neighborhood Cleanup

Work with a partner to organize and conduct a mini-neighborhood cleanup to demonstrate what you learned about being a steward of creation and environmental justice. Complete the following steps:

- Select a date for the neighborhood cleanup.
- Notify your neighbors in advance regarding the date, time (plan for it to last two to three hours), and items you will be collecting, such as newspapers, bottles and cans, printer ink cartridges, unwanted electronics, and cardboard.
- Gather the following supplies before the cleanup: large trash bags or recycling containers, gloves, a camera to take pictures of the collected items, a vehicle for transporting the items to proper recycling locations, and a thank-you note to give to each person who gives you items to recycle.
- Collect the items on the day of the cleanup. Remain available to collect items for the entire stated time of the cleanup.
- Take pictures of willing participants (make sure you get their permission first).
- Keep a running tally of the number of people who participate.
- Deliver the items to the proper recycling locations. You can often obtain this information from your city or county Web sites.
- Take pictures of the donated items as well as the recycling centers.
- Save the receipts given to you at the recycling locations.
- Provide your teacher with the following items of documentation:
  - advertisements of the event
  - location of the cleanup
  - number of participants
  - estimated number of items collected, sorted by category
  - pictures of the items collected, participants, and recycling locations
  - receipts from the recycling centers
- In addition to the cleanup documentation, write a one-page essay addressing what you learned about being a steward of creation from this experience and reflecting on how you can continue to work for environmental justice.

