Lesson Plan: The Earth Charter and Max Neef’s Human Fundamental Needs

Miami Dade College Learning Outcomes Addressed:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
</tr>
<tr>
<td>3</td>
<td>Critical/Creative Thinking and Scientific Reasoning</td>
</tr>
<tr>
<td>4</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>5</td>
<td>Global, Cultural and Historical Perspectives</td>
</tr>
<tr>
<td>6</td>
<td>Personal, Civic, and Social Responsibility</td>
</tr>
<tr>
<td>7</td>
<td>Ethical Thinking</td>
</tr>
<tr>
<td>10</td>
<td>Natural Systems and the Environment</td>
</tr>
</tbody>
</table>

I. **Subject:**
Blended Course in Psychology of Personal Effectiveness (CLP 1006)
   A. Topic: Max Neef’s Fundamental Human Needs and The Earth Charter
   B. Time: Ongoing during a 17-week course with time-lines in the following weeks: 2, 4, 9, 12, 13, and 14.
   C. Instructor: Dr. Miriam Frances Abety (other psychology professors have also shown an interest. Collaboration with Prof. Jose Guntin since last semester continues as of this writing).

II. **Goal:**
Students will learn about the Earth Charter as a “bridge to ethical issues” (as stated by Prof. Corcoran). They will also examine, through peer-reviewed literature, the psychological elements involved and the impact on humans of the principle and human need they choose. Based on this literature review, they will collaborate as a team of five-to-six students to prepare a ten-to-twelve minute video on the topic to present to their classmates as well as to other participating psychology students. Students will also perform 10 service learning hours based on the need or principle they have chosen.

III. **Instructional Objectives:** As a result of this lesson, students will:
   A. Read the Earth Charter, Max Neef’s Fundamental Human Needs and gain a basic understanding of both.
B. Collaborate on one of the human needs as well as one of the Earth Charter’s Principles and form a group of five-to-six members who will present on the topic.
C. Explore how the United States plays a role in either of these two.
D. Analyze what the literature suggests are the ethical issues involved in their chosen group presentation.
E. Participate in Discussion Forums on the topic with other students
F. Connect their service learning hours (10) to their principle or human need.
G. Commit to one of the following service learning actions:
   a. Creating a legacy by initiating a campaign that future students may continue, such as letter-writing campaigns to those who make decisions such as legislators, on-campus or college-wide campaigns
   b. Posterboard or video presentations on campus
   c. Going to agencies within the community that involve either the principle or the human need
   d. Present their psycho-educational video to either college-level or secondary school students.
   e. Other: (open to student suggestions)

IV. **Content Outline:**
Students will answer four of the following questions in their discussion forums:
A. What is the Earth Charter? What are your thoughts on it?
B. What are the Fundamental Human Needs? What are your thoughts on it?
C. Which Principle and Human Need did you choose? Why?
D. Why do you think it took 13 years to write?
E. What can you do to bring awareness to this topic?
F. What do you think are the influences that impact human behavior when it comes to your principle/human need?
G. What are you doing your service learning on? What activities are you going to do to perform your hours?
H. What did you learn from your service learning? Pick one of the four (being, having, doing, interacting) and describe what they meant to you and how you felt after doing the hours.
Students will, as a group, prepare a 10-12 psycho-educational video presentation that will address the following issues:

A. The principle and human need they chose.
B. Present the students in the groups and their roles:
   1. Manager: task master, the one who assigns benchmarks, ensures everyone is working well, reports to professor if someone is not as collaborative
   2. Researcher: ensures that students are using LINCC and legitimate websites for the literature review
   3. Reporter: ensures that those students who are presenting written information within their video are using correct grammar. Also ensures that the references cited
   4. Artist: gives the video the creative flair by providing the music, images, credits, etc. (eg, manager, researcher, reporter or artist).

D. What are the main issues involved?
E. What are the ethical issues involved?
F. Where does compassion fit into this topic?
G. Select three articles on the topic and make a brief literature review of what it says
H. Demonstrate how others are helping to tackle the issues.
I. How does the US lifestyle play into either the human need or the principle chosen?

H: Which service learning strategy did each in the group choose?

V. **Instructional Strategies:**
   A. Students will be given a brief overview of their project.
   B. Select their Principle from the Earth Charter
   C. Select their Max Neef Fundamental Human Need
   D. Placed into a group with like-selections of 5-6 group members who will collaborate together.
   E. Decide group roles for each of either manager, researcher, reporter or artist. There may be more than one researcher and/or reporter.
F. Begin their discussions with their fellow group members regarding progress of work, articles read, and strategies to make psychoeducational presentation.

G. Decide how they will perform their service learning hours and sign up with CCI:
   1. Creating a legacy by initiating a campaign that future students may continue
   2. Going to agencies within the community that involve either the principle or the human need
   3. Present their psycho-educational video to either college-level or secondary-school students.

H. Each student in the group will perform a literature review of at least three suggested articles and websites and, using critical thinking skills, analyze the authors’ findings.

I. Each group will meet at least once with the professor to report any issues/questions/concerns.

J. Each group will begin their video-taping

K. Service learning and discussion forum completed and paperwork turned in to Service Learning Office in Room 3210.

L. Students present their psychoeducational video to class and other participating psychology classes.

VI. **Assessments:**
   A. Students will be assessed in four areas, and rubrics pertaining to each will be provided to them:
      1. Discussion Forum communications (worth 20% of the project grade)
      2. LINCC literature review articles selected (worth 20% of the project grade)
      3. Presentation (worth 60% of the project grade)
      4. Service Learning Component (worth 20% of the project grade)

VII. **Materials:**
   A. ANGEL web-enhanced cite for discussion forum
   B. Earth Charter
      [http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html](http://www.earthcharterinaction.org/content/pages/Read-the-Charter.html)
C. Earth Charter and the US
   http://www.earthcharterinaction.org/content/categories/Country/United%20States
D. The Earth Charter in Action:
E. Max Neef’s Fundamental Human Needs
F. Compassion Charter
   http://charterforcompassion.org/the-charter/#charter-for-compassion
G. MDC Center for Community Involvement Link
   http://www.mdc.edu/cci/
H. MDC Libraries link
   http://www.mdc.edu/libraries/
I. Tutorials on “How To” make videos, add voice to videos, insert video to videos, etc. will be provided under the “Resources” section of the ANGEL web-enhanced cite.
J. Faculty Librarian to come to class during the third week of class to help students learn how to do a peer-reviewed literature review.
K. Rubrics for each of the learning outcomes as well as for the discussion forum, LINCC research, presentation and service learning.

VIII. **Home Learning Extension**: This project will include the blended component in which students will meet with the professor part of the time, and complete this assignment via discussion forums, group interactions under their group topics as well as individual research they will be performing on their own time.

IX. **MDC Learning Outcomes**: As a result of this project, students will be introduced to the following MDC Learning Outcomes:
   A. Learning Outcome 1: Communication
   B. Learning Outcome 3: Critical/Creative Thinking and Scientific Reasoning
   C. Learning Outcome 4: Information Literacy
D. Learning Outcome 5: Global, Cultural and Historical Perspectives
E. Learning Outcome 6: Personal, Civic, and Social Responsibility
F. Learning Outcome 7: Ethical Thinking
G. Learning Outcome 10: Natural Systems and the Environment

X. Competencies for CLP 1006:

Competency 1. THE STUDENT WILL EXPLORE THEORETICAL PERSPECTIVES REGARDING PERSONAL EFFECTIVENESS BY:
   a. describing an overview of the major theoretical approaches to personality and human behavior
   b. analyzing the theory of self-concept and the factors involved in its development, relating this to personal behavior
   c. distinguishing the causes and characteristics of high and low self-esteem and the relationship of these to behavior
   d. discovering the holistic nature of humankind including the cognitive, emotional, social, spiritual, and physical influences on behavior

Competency 2: THE STUDENT WILL LEARN TO MANAGE STRESS BY:
   a. demonstrating knowledge of stress, its sources, and the physical, psychological, and behavioral outcomes
   b. applying effective stress management theory
   c. demonstrating effective self-management in the use of resources such as time, money, and personal assets

Competency 3: THE STUDENT WILL UNDERSTAND THE THEORIES OF HEALTHY AND SUCCESSFUL RELATIONSHIPS BY:
   a. describing how these theories apply to family, friends, social groups, work teams, and culturally diverse groups
   b. practicing effective verbal and nonverbal communication
   c. applying effective listening skills
   d. applying theories related to assertive behavior
   e. practicing conflict resolution skills and analyzing the process

Competency 4: THE STUDENT WILL UNDERSTAND THE CHANGING NATURE OF THE WORLD OF WORK BY:
   a. exploring future occupational and academic trends
   b. using knowledge and skills of personal and interpersonal effectiveness to achieve career related goals
   c. valuing diversity in
   d. the workplace

Competency 5: THE STUDENT WILL UNDERSTAND THE ROLE OF PERSONAL RESPONSIBILITY IN WORKPLACE SUCCESS BY:
   a. describing the characteristics of effective employees and their responses to performance assessment and varying leadership styles
   b. demonstrating understanding of the necessity for policies and procedures in the workplace
   c. demonstrating knowledge of job satisfaction, including intrinsic
and extrinsic work motivations 

d. describing factors which interfere with effective job performance such as alcohol and drug use; sexual harassment; racial, gender, and age discrimination; and violations of ethical and moral standards

XI. **Timeline for Activities:**

Week 1: Syllabus introduction and overview of Project

Week 2: Students will:

a. Select their Principle from the Earth Charter 

b. Select their Max Neef Fundamental Human Need 

c. Placed into a group with like-selections of 5-6 group members who will collaborate together. 

d. Decide group roles for each of either manager, researcher, reporter or artist 

e. Begin their bi-weekly discussions with their fellow group members regarding progress of work, articles read, and strategies to make psychoeducational presentation.

Week 3: Decide how they will perform their service learning hours and sign up with CCI:

a. Creating a legacy by initiating a campaign that future students may continue

b. Going to agencies within the community that involve either the principle or the human need

c. Present their psycho-educational video to either college-level or secondary school students.

Weeks 4-9: Each student in the group will perform a literature review of at least three suggested articles and websites and, using critical thinking skills, highlighting the authors’ findings.

Weeks 10-12: Each group will meet at least once with the professor to report any issues/questions/concerns. Each group will begin their video-taping

Week 13: Service learning and discussion forum completed and paperwork turned in to Service Learning Office in Room 3210.

Weeks 14-15: Students present their psychoeducational video to class.