

## ***Instructionally Related Activities Report Form***

SPONSOR: Raquel Baker

PROGRAM/DEPARTMENT: English

ACTIVITY TITLE: Design Your Future

DATE (S) OF ACTIVITY:

**Week 15: Imaginaries of After**

TUES (11/26/2019):

**Design Your Future Eco-Challenge**

**Week 16: Doing Science Fiction**

TUES (12/3/2019)

**Design Eco Challenge**

Please submit via email to the IRA Coordinator along with any supporting documentation within 30 days after the activity.

### **A. ADDRESS THE FOLLOWING QUESTIONS:**

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
  - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
  - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
  - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
  - (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
  - (6) WHAT DID YOU LEARN FROM THE PROCESS?
  - (7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)
  - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY (DO NOT INCLUDE ACCOUNTING STRINGS)
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### **B. ATTENDEE LIST- SUPPORTING DOCUMENT:**

In addition to the report form, *in a separate document*, please provide a list of participants that engaged in the instructionally related activity. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

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**6. IMAGES FROM ACTIVITY.**

Please provide a few images in this document (or attached separately) that demonstrate student participation.



**(1) PROVIDE A DESCRIPTION OF THE ACTIVITY**

This activity uses the theme of futurity that the course focused on with a Design Your Future Challenge. In this two-day workshop format, Dr. Meg Handler, founder of local non-profit The Human Nature Center, led the students in an overview of ecological design and thinking and facilitated an exercise in which students used those concepts to re-imagine a campus space using ecological design principles. On the 2<sup>nd</sup> day of Design Your Future, students focus on building community and intentionally designing belonging by making a meal together and an art project together. On day 2, students make and share a meal, engage in conversation, and make a collage project.

Day 1 (3 hours)

Intro & Design Exercise: What Makes Community?

(15 min) My story, learning about community in other cultures through nature connection

(30 min) Class brainstorm- What is community?

(1 hour) Designing community creatively

Ecological Design Principles

5 elements- Food, Water, Shelter, Waste, Energy

+Human community life & connections

(1 hour) Group Design Challenge Scavenger Hunt outside in courtyard. Students each choose a space and design it – how would you grow food? Collect water? Where would you place shelter? Where would you put waste? How would you create energy? Students study on-campus spaces and draw community design plans. Share designs.

Day 2 (3 hours)

Community Building through Communion

(15 min) Design space using ecological design principles

(1.5 hours) Make & eat lunch together with guided questions (What has been an experience where you felt truly part of community?)

Community Building through Making Art

(1 hour) Craft together – collage mural

(15 min) Wrap up & group discussion

**(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?**

In the course, students read dystopic literature and think critically about how writers imagine dystopia. What makes the imagined worlds of these writers dystopic? This activity creates an integrative experience in which students get to imagine positive elements of society—the physical, built, and emotional worlds--that may serve as interventions into the dystopic dynamics that contemporary writers name in their work.

The activity relates to the course goals

- to imagine possible futures and to comment on social issues.
- Develop analytical practices in thinking about texts. In particular:
  - Connect—read a text in relation to the cultural and historical context in which it was created and in which it is being read.

For Fall 2018, the course was linked with the Pinkard Living Learning Community. The activity was also meant to develop a sense of belonging in the participants to support retention of historically underrepresented students.

### (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

- **Community Building**—students engaged with each other in caring, kind, active ways.
- **Place-based**—students choose a space on campus to re-imagine/design using ecological principles, so they move around and get to know the campus.
- Make a meal together so students prepare the meal themselves and **feel a sense of agency and mastery** to make a tasty meal using ecological principles such as recycling waste water, using local produce, eating without animal product, making the space beautiful and inviting
- **Embodied**—outside of the classroom
- **Art-based community building**—using art and imagination as a form of community building. Students reported engaging team work and communication skills in a fun way.

### (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

Students weren't sure of the activity's connection to the course goals and student learning outcomes.

### (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

The best way to improve this activity is to have the funding secured by the first week of the semester so that it can be clear whether it is going forward so that it can be clearly integrated into the course from the beginning.

Include more advertisement and outreach to the student community.

Better integrate the activity into the course by using the vocabulary of design—thinking about how the communities are designed in the literature we read throughout the semester. How does the community get water? Energy? How does it get rid of waste? How is food produced? What part of the physical and ecological world does the author represent? What makes the world dystopic?

Talk about how we will use our observations throughout the semester to design a sustainable community at the end of the semester—I would not want to make this explicit connection until funding for the activity is secured.

In terms of the structure: 2 class periods, Day 1: Design principles and imagining design exercise, Day 2: Make & Share a Meal and Art-Making Project, I like it. I would like to do

something with the art project. Create a digital publication with student course final projects and include the art project from this activity.

I will also work with The Human Nature Center to revise the activity based on what they learned from facilitating the activity, for example, Can the eco-design principles include hands-on activities.

#### **(6) WHAT DID YOU LEARN FROM THE PROCESS?**

The value of making a meal, sharing a meal, making art together, and being outside of the classroom was palpable and connecting. I would like to continue to craft a signature integrative experience for this course by refining this activity.

#### **(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)**

Students found the activity beneficial and information. They learned about ecologically sustainable design principles and had an enjoyable experience with each other in which they both felt useful by having a specific task to contribute to the group experience and also had informal, unstructured opportunities to connect with each other.

Students appreciated that the activity was outside and engaged them outside of the lecture format.

#### **(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.**

\$1,500.00: 2 staff from the Human Nature Center for 6 hours for 2-class Design Your Future Challenge and development of workshop curriculum

\$350.00: materials, including compasses, workbooks, art supplies

\$250.00: lunch

#### **B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)**

Attendee comments with names removed below.

##### **Day One**

Recently, we devoted our class time to helping our environment. Our first discussion about eco-design informed me on everything I needed to know about our environment and ways to be eco friendly. Overall, our trip to the courtyard and the game we played



made me feel welcomed in our class community. Also, working with my group to achieve our goal of creating a sustainable environment added to the sense of community. Two weeks later, the idea that almost anything can be reused or recycled to help the environment has stuck with me. I never realized how much I could be doing in my everyday life to help the environment.

### Day Two

Making the quilt together as a class did help us build more community as we were able to simply hang out together and have fun as we made it. Additionally, preparing the table with my group with Christmas music not only gave me a fun memory, but also a stronger sense of community. Overall, we were working together to accomplish a goal of decorating the table, making flower arrangements, and also decorating the space around us. In order to improve this activity, I would do more of a hands-on activity to discuss the background of ecodesign. Channel Islands can be made more of a community by creating more student clubs, sports, and events to help everyone feel united. Personally, I would prefer student fees to go towards more school events and resources that all students can make use of such as block parties, food, school supplies, and more health services.

The second day of the 2-day workshop focused on building a community and working together as a group. I took part in creating the salad with a small group of classmates. I believe that this activity was very beneficial because each person had an important role or task that they had to accomplish in order to put together the meal. This activity required teamwork and communication. Personally, I enjoyed this activity because I was able to connect more with my fellow classmates. I also believed that creating the art piece helped build a community with one another because each person needed to contribute in order to create a complete art piece. I can ensure that many students that are a part of a Living Learning Community, and also, the students that are not involved in an LLC would enjoy activities like the ones that we did throughout the two weeks. Personally, I enjoyed it because these were activities that took place outside of a regular classroom setting. Also, I liked that fact that the intentions of the activities focused on creating a bond with one another as well as learning how to build up creativity. I think that the school should provide more events like this as well as host events that are off campus. Students would be more engaged with topics introduced to them if they ventured out of a classroom or school setting as well as enjoy themselves in class.

### Eco-Design Engagement Reflection

On the first day, the lady began with a game then led with a presentation that talked her about eco-experience and how she used her environment around her to create something beautiful. She taught us that we can make use of the things we have around us, and how it can be beneficial to us in creating our own space. The outside activity allowed for me to unleash my creativity and really think outside the box. I was able to draw a space creating a compost section, energy section, food section, and housing

section. The outside activity also allowed me to better interact with my class members. We worked in groups, so we were able to combine our ideas to make one awesome eco-friendly space. Now when I walk past that space, I envision other spaces that I can make eco-friendly and a healthier community for all. Even in my own dorm, I think about how we could use solar polar energy and how water can be conserved just by re-creating the space.

On the second day, we first all broke up into stations to create a meal with the class. I participated in setting up the table and decorating the area, so me and my team worked together using flowers and other decorations to set the table. Building and eating a meal together with my class members allowed me to better connect with them as we worked together to have one goal: a memorable meal. After the feast, we began to make an art project out by using the idea of circles from the game we played on the first day. I cut my circle in half, and one half represented life and the other half represented death. After everyone created their circles, we put them into one poster so all our circles together. Now, every time we see the poster, my class members and I can remember what we did as we have created a bond and more memories. I do not have any suggestions to improve this activity, as it was very comprehensive and allowed us to bond with our classmates. I also liked the idea on how it was outside, so we got some fresh air and were able to really experience the environment around us. To make CI more of a community, we can begin on using resources such as solar panels to conserve more energy for the environment. We could also host gatherings on ideas on how to make the CI community more eco-friendly. I propose we use those funds to further conserve energy and water to save our planet!

#### Eco-Design Engagement Reflection

The intro to Eco-Design lecture and discussion was in fact quite useful, she gave us the instructions and idea and sent us to work this allowed me to understand eco-design in my own way. It even has me thinking about how many other earth friendly principles like this one can be helpful to know. The team Eco-design activity allowed us to try our own ideas and gave us the ability to apply what we learned in class, by help building communities. Two weeks after this activity, one thing that stays with my envisioning of the courtyard as a healthier community for everyone and everything is that if we could share some of this knowledge with others we can help so many unfortunate people and countries. Making art with my fellow classmates helped us build community very quickly, because after awhile off understanding each other it was like a bubble of safe space had appeared. This safe space allowed everyone to feel welcome and allowed for communication. I was part of the group that was tasked with creating the space and as we were creating the space we started playing music, dancing, and having fun while still doing the task at hand. Yes, I believe that building and eating meals with people can build community, because it can allow you to connect and become more familiar with each other. I believe that to improve this activity you could have each person metaphorically bring something to the picnic, that they think would make it better and everyone could go around and share. I think this would not only be fun but important

because in communities you must speak what you believe to be true and as an audience we must respect them by listening. CI could be more of a community with more resource events that offer free food, because a lot of college students are hungry and going out even just for the free food can gain students' attention. I believe we should use the IRA grant on a field trip to clean up the beach or something positive that can really be fun and we could all communicate and interact.

#### Eco-Design Engagement Reflection

The first day of the Eco-Design challenge was an exciting activity because we had the opportunity to experience a classroom environment without actually being inside the classroom. Personally I felt that the presentation was very informative, and made us realize that we as humans have so many options to create an eco- friendly environment just by re using our everyday essentials. I really enjoyed having a portion of our classroom setting outside and being able to enjoy the beauty of nature. Especially when we had to imagine on how we would redesign the area we were sitting at. I think getting into groups and being able to get with other classmates in a circle was fun because we all combined our ideas and created a really pretty and friendly environment for that space we were in. After two weeks and passing by that same area made me realize how much fun I had being able to take a moment and sit down, and relax with my classmates.

Second day of art making and creating a community was my personal favorite because I felt that we had a mini thanksgiving as a class. I also really enjoyed about drawing something that is in the shape of a circle. I drew a chocolate chip cookie because I love cookies their one of my favorite snacks. But when we had all of our drawings taped together to make it as a tapestry, I also really enjoyed viewing everyone's drawings. I also really enjoy the position that I was in which was setting up the space for all of us to eat. I had a lot of fun setting up the space especially setting up the table, and adding centerpieces with plants that are homegrown in our local environment. Having our mini thanksgiving with vegan and vegetarian meals was such an amazing experience because it felt as if we were all connected and enjoying ourselves. If anything I felt that it shouldn't have taken up two class sessions so maybe condense and make it only one day. To make CI become more of a community I believe there should be more activities that will help students create communities. Such as create more volunteer opportunities either on or off campus. However in order for this to happen I feel like that is when we should get more connected to volunteer based clubs on campus to see if they have any volunteer events. For the IRA I would like to see funds go towards internships, scholarships, and any fun activities that we contribute to on campus. Such as to continue with having the block parties and spring gala. I would love to see faculty to create activities that gets us motivated to come to class. Such as instead of making the whole class time lectured based but also to do fun activities that contribute to the lecture. Overall, I really enjoyed both days of the Eco-Design challenge and I hope to see more fun activities like this in the future.



My role on day 2 was to help prepare meals along with some other students. After we finished, we served the food and each of us gave our thanks. I feel that eating the meals together brought the community together tremendously because it forced us to talk to one another and developing a bond with someone you may have never spoken to before. We were also provided a question on each table, which I also thought was helpful because it helped each of us think critically and sharing our thoughts on what we believe. In addition, we also created a quilt together. This brought the community together as well because this helps students develop communications such as asking for glue or giving a compliment on someone's artistic skills. I enjoyed these activities a lot because we were all working together as one team and I felt really comfortable expressing myself around my peers. My suggestion to improve this activity would be to have more flexibility on other activities you can provide such as playing Twister or playing board games. Another suggestion I have is to have more variety of foods for everyone's liking. In order to make CI more of a community, I would say is to have fundraisers, or advertising it more. You can also create a small club and host meetings to develop a community as well. Since this was all funded, I would say use the funds to develop more different types of activities that students may suggest.

## **C. PHOTOS**



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**INSTRUCTIONALLY  
RELATED  
ACTIVITIES**

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## INSTRUCTIONALLY RELATED ACTIVITIES

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