

Lesson plan  
GEOG 362: Environment and Development  
March 23, 2018

Instructor status: substitute teacher for this course

Course and topic: GEOG 362 Environment & Development

Time and Place: 10-10:50 AM Friday, Modern Languages, 210

Number of students: ~30

Materials needed: projector, computer, speakers

Where are the students?

I spoke with the instructor, and the students have gone over some aspects of market environmentalism (wetland banking, payments for ecosystem services - PES) and read several articles this week on PES and green developmentalism in general. The instructor thought some of these topics could be slightly repeated so students more fully understood them. She wanted me to specifically cover carbon markets, as they did not have time to get to that in previous lessons, and my own case study on PES (my dissertation research), since I have firsthand experience with a program that has both pros and cons. The instructor needs 10 minutes at the beginning of class to finish student presentations on current event topics.

Instructional objectives:

1. Students will be able to describe how carbon markets generally work
2. Students will be able to analyze the pros and cons of conservation strategies like carbon markets
3. Students will be able to describe and evaluate a specific case study of PES (Guatemalan case)

These class period goals contribute to the course learning objectives (that I developed if I were to teach this course):

- Evaluate different theoretical approaches to development interventions as applied in various global contexts throughout history
- Evaluate case studies of environment and development interventions for their environmental and social impacts

<b>Time</b>	<b>Agenda Point</b>	<b>Teach from Objective(s)</b>	<b>Instructor - What I Do</b>	<b>Students - What They Do</b>
10:00-10:10	Student presentations		Listen to presentations	Two students need to finish current events presentations, 5 minutes each
10:10-10:15	Video on carbon markets	1	Introduce myself and mention that Erin is observing Show short video explaining carbon markets	Watch video
10:15-10:25	Lecture on carbon markets	1	Take clarifying questions on carbon markets Lecture on components of carbon markets	Ask clarifying questions on carbon markets Take notes on lecture
10:25-10:30	Discussion on carbon markets	1, 2	Tell students to get into groups of 3-4 Assign students pro or con carbon market viewpoints to research After brainstorm time, ask each group to share one aspect they found	Students break into groups of 3-4 and do brief research and brainstorming on the pros and cons of carbon markets One student from each group explains one viewpoint they found
10:30-10:40	Lecture on Guatemalan PES program	3	I will explain how PES works in Guatemala and what I found in my research	Take notes on lecture
10:40-10:50	Discussion on PES	3	I will take the most pertinent questions posed in the padlet in the last 5 minutes of class	Students fill out a padlet (in groups if not all have computers) with prompting questions and space to write their own questions

If there is not a sufficient number of laptops, then the padlet will be replaced with a minute paper with prompting questions