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CLIMATE JUSTICE:
FROM **INEQUALITY** TO **INCLUSION**

A Virtual Exchange on one of humanity's biggest challenges.

2026

CliVEx
Connect. Grow. Act.

CliVEx: Enhancing Climate Awareness In Europe And The Southern Mediterranean Area

Climate Justice: From inequality to Inclusion is part of CliVEx. CliVEx is an EU-funded international project that aims to enhance intercultural dialogue between students from Europe and the Southern Mediterranean area on the topic of climate change.

This three-year project is implemented by a consortium of the following organizations:
- UNIMED Mediterranean University Union, Italy
- Sharing Perspectives Foundation, Netherlands
- Soliya, Tunisia
- Università degli Studi di Padova, Italy
- An-Najah National University, Palestine
- Lebanese International University, Lebanon

More at https://clivex.eu

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1. INTRODUCTION

Welcome to *Climate Justice: From Inequality to Inclusion!* This course offers an interactive and international online learning experience focused on one of our planet's most pressing challenges: finding fair and inclusive approaches to tackle the climate crisis. Through Virtual Exchange, students coming from diverse national and cultural backgrounds will embark on a shared journey of learning and discovery.

Over the 10 weeks of this course, you will meet online every week for a two-hour group session with fellow group members and guided by experienced facilitators. During these sessions, you'll have the opportunity to exchange ideas, discuss the week's topics, and dive into the course content.

You will learn with, and from, fellow students about the climate crisis, climate justice, and inclusive climate action. Together you will explore the complex connections between climate change, societal identities, environmental equity, and meaningful solutions.

In short:

➔ You'll embark on a 10-week Virtual Exchange journey, from **March 9 to May 15, 2026**.
➔ You can expect to invest a total of 90 hours in this course, equivalent to earning 3 ECTS credits.
➔ You'll participate in a unique transnational group project that will challenge and inspire you.
➔ This course offers innovative learning elements. You will enhance your intercultural and transversal skills through engaging with students from 15+ different countries.
➔ Our curriculum includes thought-provoking audiovisual materials to enrich your learning experience.
➔ You can get certified with a badge & certificate upon successfully completing this programme.

Important Note: This syllabus, along with course assignments, are subject to change

2. COURSE INFORMATION

Overview

- Dates: March 9 to May 15, 2026
- Language: English
- Format: Online
- Workload: 90 hours (3 ECTS)
- Lead instructor: Rachel Malmborg

Course Structure

This is a fully-online course. All course activities and resources will be shared through our course platform. Below are the main components of this course. You can find more detailed descriptions, instructions and scoring under 6. Assignments and Scoring.

Weekly Online Dialogue Sessions
Each week, at your scheduled group meeting time, log in to your session through the link provided to you via email at the start of the course. The dialogue sessions are where you discuss the week's topics with your fellow participants and do activities to get to know each other better. A facilitator will be there to guide the two-hour session.

Weekly Learning Materials and Assignments
Prior to your online dialogue session, you need to review the week's learning materials and submit a short written response to them as homework. This will help you prepare for the group discussion and think about the learning materials.

After the online session, you need to share your thoughts about the dialogue in an individual, private reflection journal. Your submissions will create a personal record of your experience and development through the 10-week learning process.

Group Project
You will collaborate in international teams on a 'Climate Action Project' to bring your online experience to your offline realities. These Climate Action Projects are collaborative projects that are designed collectively by your team and then implemented locally by you. Empowered by newfound knowledge and intercultural competencies, you will work together to collectively design innovative climate actions and bring them into your everyday life. Part of this group project is to submit a project plan, a report on the progress of the project, and a presentation about your project in your dialogue groups.

Infographic weekly participation

Fig. 1 Weekly learner journey 'Climate Justice: From Inequality to Inclusion'

Workload and Expected Time Investment

This course entails a total workload of 90 hours, equivalent to earning 3 ECTS credits. Your expected weekly time commitment is approximately 9 hours, which can be broken down as follows:

- 2 hours: Online group sessions.
- Max. 3 hours: Engaging with course materials and completing assignments.
- 4 hours: Collaborative group project work (starting in week 2)

You will have 2 hours of scheduled weekly contact time during the dialogue sessions, which will be scheduled to fit your availability. The remaining tasks, including assignments and reviewing weekly content, can be completed at your own convenience throughout the course week.

3. STUDENT LEARNING OUTCOMES & OBJECTIVES

You will get access to audiovisual learning materials on a weekly basis. This curriculum focuses on materials about inequality and power in the context of the climate crisis, as well as different approaches to responding to the climate crisis, ranging from inclusive climate action to global politics and policy. The resources also provide insights into the media landscape related to climate change, the ways climate stories are communicated, and how this translates into action. You can find an overview of the topics under 4. Topic Outline

Generally speaking, the learning materials that comprise this audiovisual curriculum are selected to:
   ✓ Provide key information in accessible vocabulary.

   ✓ Spotlight diverse experiences and voices.

   ✓ Present creative and thought-provoking ideas.

   ✓ Inspire and activate.

By combining different elements, (dialogue sessions, assignments, activities, and the group project) you will gain valuable transversal skills and competencies, including:

Global Awareness and Systems Thinking: You will develop a comprehensive understanding of global climate challenges, sociopolitical issues, and the interconnectedness of various systems to understand the complexity and nuances of local issues.

Digital Literacy: You will improve your competency in utilizing tech platforms, building multimedia products, and engaging in digital communication effectively.

Effective Communication: You will enhance your verbal communication and active listening skills, resulting in higher confidence and effectiveness in communication and collaboration in culturally diverse groups.

Leadership and Collaboration: You will develop leadership qualities and the ability to work collaboratively in diverse and remote teams to achieve common goals.

Intercultural competence and intercultural sensitivity: You will learn to reflect on personal biases and value diverse perspectives, experiences and backgrounds.

Creativity and Innovation: You will be encouraged to think creatively and adopt innovative approaches to addressing challenges.

Civic Engagement and Social Responsibility: You will foster a sense of civic responsibility and active engagement in addressing societal issues.

Sustainability Competences: You will gain values, such as valuing sustainability and supporting fairness. You will improve your critical thinking and problem-solving skills, and act towards sustainability through collective action and individual initiatives.

4. WEEKLY THEMES

The main theme of this course is climate justice, with a focus on inclusive climate action. The proposed curriculum aims to inform you on this large theme by addressing sub-themes in a manner that allows you to comprehend its complexity and intersections with other social issues, reflect on power dynamics and global politics, and ultimately empower you to engage in civic action to contribute towards inclusive climate action.

Week 1: Introduction to the Climate Crisis and the Concept of Climate Justice
An introduction to the course and the concept of climate justice, as well as a preview of the content you will engage with. You will discuss what experience and knowledge you are bringing into the course, what you hope to learn, and what aspects of climate justice you are eager to discuss with your Virtual Exchange group.

Week 2: Climate Change and Inequality (Part I)
Climate change does not impact everyone the same way or to the same extent. This week you will look at the inequality of vulnerability, the concept of environmental racism, and how social identities can play a key role in how climate change affects people's lives.

Week 3: Climate Change and Inequality (Part II)
What is intersectionality, how is one intersectional, and what does this have to do with climate change? This week you will look at how social identities combine and shape a person's perspectives and circumstances, and explore how understanding this is important to taking inclusive climate actions.

Week 4: Climate Justice Through a Personal Lens
This week you will turn the focus to personal experiences. You will reflect on your identities, your lived experiences, and your participation in change-making. You will get to hear the personal climate stories of individuals from around the world, and share your personal stories as well.

Week 5: Critical Lens on Climate Initiatives
The world is seeing a rapid rise in initiatives, policies and products that are carbon-neutral, environmentally friendly, and explicitly taking climate change into consideration - but are these initiatives authentic, or might they be too good to be true? This week, you will take a critical look at some of the most popular climate 'solutions,' their outcomes, and where to most effectively direct our support.

Week 6: Climate Crisis Strategies: Mitigation, Adaptation and Resilience
What powers do technology, nature, and our creativity have to mitigate climate change? This week you will explore how nations, cities and people are rising to meet the challenges posed by their changing environments.

Week 7: Climate Communication and Advocacy
What stories do we hear about climate change, and what narratives and frames are used to tell them? This week you will look at the media landscape, ways climate stories are communicated, and how this translates into action.

Week 8: Power and Climate Action
Who has the power to make impactful decisions about climate action? How or where are these decisions being made? This week you will look at examples of inclusive action and responses to climate change, identify stakeholders at different levels, and analyse what your own role can be.

Week 9: Global Politics and Climate Policy
How do politics affect (and are affected by) sustainability efforts worldwide? This week you will look at the politics and economics of climate change, including the key actions and debates taking place on the international level.

Week 10: Your Climate Actions
In your final week, you will reflect on your journey together and the road ahead. You will look back on your personal and collective accomplishments throughout the course, and look ahead to the role you want to play in your future and the future of our planet.

5. ASSESSMENT

We work with a point system of attendance and assignment submission / completion. You can score a total of **100 points**.

You can earn 35 points through full participation in the online group sessions; 10 points through your weekly material review and response; 10 points through your reflection journal submissions; and 45 points through completing your Climate Action Project.

Depending on the points reached at the end of the course, you will be awarded **badges** as a form of certification.

Meet the requirements = earn a badge & certificate!

⭐

Badge of Completion

+ Earned 40-59 points
+ Attended a minimum of 8 sessions

You will have attended most of the dialogue sessions and submitted some or all of your weekly assignments.

⭐⭐

Badge of Completion
<u>with Merit</u>

+ Earned 60-79 points
+ Attended a minimum of 8 sessions

You will have attended most of the dialogue sessions and submitted the Climate Action Project assignment.

⭐⭐⭐

Badge of Completion
<u>with Distinction</u>

+ Earned 80-100 points
+ Attended a minimum of 8 sessions

You will have attended most of the dialogue sessions and submitted the Climate Action Project assignment and some or all of the weekly assignments.

6. ASSIGNMENTS AND SCORING

💬 Weekly Online Dialogue Participation

Each week, at your scheduled group meeting time, log in to your session through the link provided to you via email. You are required to actively participate in your group's dialogue.

➔ Think about what your response is to the weekly learning materials and come prepared.
➔ Make thoughtful contributions to the group discussions based on the weekly resources and your own experiences.
➔ Think about how you engage with your fellow group members. Listen, ask questions, and encourage all other members to contribute their thoughts.

Points:

Each week, you can earn a **maximum score of 3.5 points** for actively participating in your group session. If you come late or miss parts of the session, you will score fewer points.

- 🟢 High score: 3.5 out of 3.5 points - present and on time.
- 🟡 Half score: 2.5 out of 3.5 points - present but more than 10 minutes late.
- 🟠 Low score: 1 out of 3.5 points - present but more than 30 minutes late.
- 🔴 No score: 0 out of 3.5 points - absent.

Maximum points: 35 (of 100)

⚠️ **Important note on attendance:**

- ◆ **You need to have actively participated in at least 8 (out of the 10) online dialogue sessions in this course.**
- ◆ Always inform your facilitator, in a timely manner, about the reasons for your inability to attend the online dialogue session.
- ◆ Under critical unforeseen circumstances, the facilitator, together with the course team, might be able to make an exception to these attendance requirements.

📄 Weekly Resource Response

Prior to your online dialogue session each week, review the learning materials on the week's topic and then submit a response. Good responses will reference **at least 2-3 resources.**

➔ Your responses should be **1-2 paragraphs in length**. They should not be a summary, but rather a thoughtful reaction to the material that demonstrates you are fully engaging with its concepts, questions and implications.
Your response must be at least 75 words to be given points..

➔ You are encouraged to include questions of your own that you would like to discuss further with your group.

➔ Examples of good responses are:
  ◆ A response comparing the content of different resources, for example pointing out their similarities and dissimilarities.
  ◆ A response reflecting on what you think the authors/speakers of multiple resources would say to one another if they were in a debate.
  ◆ A response reflecting on your personal reactions and thoughts to the content of specific resources.

Points:

Each week, this assignment has a maximum score of **1 point, except for week 9, where the assignment is worth 2 points.**

- 🟢 Full score: 1 point - submission of a response at least 75 words in length.
- 🔴 No score: 0 points - no submission, or a submission under 75 words.

  Maximum points: 10 (of 100)

⚠️ **Important note on AI:**

Any Resource Responses written with AI technology like ChatGPT will automatically be given 0 points. You should keep in mind that these Responses will NOT be graded based on language proficiency, so you do not need to worry about writing something in perfect English. This assignment only requires that you provide a personal response that is unique to you.

💬 Weekly Reflection Journal

Each week, reflect and record your experience of the day's session by answering the question in the online form. This will create a personal record of your experience and development through the 10-week Virtual Exchange process. When read together, they will showcase what you have learnt.

➔ Answer the weekly question in the online form on the learning platform.

➔ Your reflections should be **1-2 paragraphs in length**. **They should have a minimum of 75 words in order to be given points.**

➔ Use this opportunity to reflect honestly on valuable insights, strong feelings towards an issue, significant moments in the group process, or key turning points in your thinking.

Points:

Each week, this assignment has a maximum score of **1 point, except for week 9, where the assignment is worth 2 points.**

- 🟢 Full score: 1 point - submission of a reflection journal *at least* 75 words in length.
- 🔴 No score: 0 points - no submission, or a submission under 75 words.

   Maximum points: 10 (of 100)

⚠️ **Important note on AI:**

Any Reflection Journals written with AI technology like ChatGPT will automatically be given 0 points. You should keep in mind that these Responses will NOT be graded based on language proficiency, so you do not need to worry about writing something in perfect English. This assignment only requires that you provide a personal response that is unique to you.

🌱 Climate Action Project

Climate change is one of the most urgent problems faced by humanity, and its damaging consequences have already begun to affect every part of the world. To take action, you will form a team with fellow students to create a Climate Action Project (CAP). This is a collaborative project that will be designed collectively and then implemented locally. It should be inclusive and have a lasting impact beyond the end of the course.

The Climate Action Project should take up to a maximum of 40 hours of individual and group work outside your online group sessions, and the assignment is worth 45% of your overall grade in the course.

This assignment is graded by a pass/fail system, and there are three milestones that you need to reach:

1. Climate Action Project Plan

2. Progress Report

3. Presentation

While this is a team assignment and two of the milestones will be submitted as a team, each student will receive an individual grade based on whether you participated in and met the requirements for each milestone. <u>If you do not participate in and meet requirements for all three milestones, you will not pass the assignment</u>.

Points for this assignment will only be awarded after the final milestone is submitted. If you are not sure that your part of a milestone has been counted by your facilitator, please ask your facilitator for confirmation.

Note: If you have already made an account on the platform, you should read the more complete version of this Assignment Guide [here](#).

Points for Climate Action Project Plan

- 🟢 Pass: submission of a project plan
- 🔴 Fail: no submission, or a submission that does not contain sufficient detail.

Points for the Progress Report

- 🟢 Pass: submission of the progress report.
- 🔴 Fail: no submission, or a submission that does not contain sufficient evidence of progress.

Points for the Presentation

- 🟢 Pass: the presentation is ready to be presented at the Week 9 session. You have contributed to and individually presented a portion of your team's presentation.
- 🔴 Fail: the presentation is not ready to present, you did not contribute to the presentation, or you did not take part in presenting.

⚠️ **Important note:**

Late submission of <u>more than two</u> of these milestones will result in failing this assignment. For a milestone to be considered 'late,' it must be submitted <u>no later than</u> 5 days past the deadline. Any milestone that is submitted more than 5 days after the deadline will not be counted and will result in failing the assignment. If there are circumstances outside your control that affect your team's ability to submit before the deadline, please contact your facilitator right away.

Introduction to the Tracks

In your initial project design phase, you can choose one of three 'tracks': social action, environmental action, or political action. The purpose of the tracks is to help you categorize and narrow down your project ideas, including helping you to identify:

- What kind of project you are most interested in.
- Examples and ideas that you can use for inspiration.
- Reference points for what a successful project could aim to achieve.

When considering which track you are most interested in, it can be helpful to ask yourself the following questions:

- What are some things I know a lot about and/or would like to learn more about?
- What are some talents or skills I have?
- What resources (equipment, physical space, apps/software etc.) do I have access to?
- What kind of action is most needed in my neighbourhood or community?
- What is most doable in my neighbourhood or community?
- Which cultural values in my community could I connect to the value of caring for the planet? What would that entail?
- Do I have any contacts with local organisations, business owners, institutions, professors, committees etc. that could be helpful?
- Am I able to carry out this action in a way that is genuinely inclusive of, and desired by, all the people it could impact?

Each track is listed in the following pages, along with a description of the track and the type of projects that fall under the umbrella of that track. Please read through all of them carefully, so that you can think of which track is most appropriate for you and your community!

Once you have read through the tracks and thought of potential project ideas, you will then discuss your ideas with your fellow team members during the Week 2 session.

Note: The aim of the project is to have real, widespread, and sustainable impact. A social media campaign that puts some posts on Instagram, X or Tiktok does not meet the standards required to pass the assignment, nor does simply posting some posters around campus. Instagram and X posts or posters are acceptable as part of a project as long as their function is to publicise your project to others, they are not acceptable as your project itself. Similarly, a clean-up campaign that involves one or two people cleaning up 1-2 bags of trash in a local park also does not meet the requirements for widespread and sustainable impact. A passing clean up campaign will involve at least 6 bags of trash and a longer term plan for keeping the space free of waste. Please consider carefully when choosing a project to make sure this is something that you can achieve with the resources available to you!

Social Action Track

Projects within the Social Action Track should aim to engage people at the community or popular level. They should assess what 'people power' looks like in local contexts, and work to harness it for the good of the community and the climate. They are concerned with educating, influencing, promoting understanding, motivating, or building relationships.

Typical social action projects concern but are not limited to:

- Awareness raising
- Climate education
- Community building
- Community dialogues
- Public events
- Amplifying voices
- Youth organizing
- An interview or polling project
- A podcast

Successful social action projects could look like:

- Engaging climate education that combats widely believed misconceptions about climate change, and results in changed attitudes and behaviour;
- A high-quality video of substantial length that includes original material, shared on social media;

- Hosting a dialogue between young climate activists and older generations, which works towards building intergenerational understanding and collaboration;
- Conducting interviews with diverse community members about climate policies or initiatives that affect their lives and whether they feel their needs are being addressed, then condensing this information so that it could be used by climate activists and city governments to make their actions inclusive to all, or;
- Influencing attitudes towards climate action - moving people away from feeling despair and thinking there is no point in making individual changes for the climate, and towards hope and thinking of climate actions as doable and appealing.

Each project must measure impact in order to be given a passing grade. Impact measurements should be verifiable. For example, links should be provided in your presentation to any online content or social media account, along with screenshots. If you have reached out to stakeholders, provide the emails you wrote them. If you have held an event, take pictures of the event, how many people attended, and the materials you created for it. You will be required to provide this proof in your presentation in order to pass, so make sure you collect it along the way!

Potential pieces of evidence you can include in your final presentation are:

- Links to social media accounts, youtube videos, project websites, or any other digital creations.
- Screenshots of the number of impressions/likes you got on social media posts, how many followers you got, and evidence how many people you were able to mobilise.
- Interview questions you wrote, the answers you received from interviewees, numbers of people interviewed, and an analysis of what you learned from interviewees. Evidence of what you did with this information, for example emails you sent to officials or educational materials you created.
- Pictures of your event, including how many people attended, the materials you created for it, and survey or questionnaire results from attendees.
- Discussion questions and group activities used in dialogue sessions, as well as number of participants in the dialogue and pictures of the dialogue taking place.

Environmental Action Track

Projects within the Environmental Action Track should aim to engage at the level of the local environment and physical space. They should assess what issues are most affecting local natural spaces, urban spaces, plants and animals, and carry out an intervention that has the potential for long-term impact. They combine knowledge gained from local experts with creativity and innovation. They are concerned with making observable differences in community or natural space, and encouraging people in the community to care about their local environment or city and get involved with taking care of them.

Typical Environmental Action Track projects concern but are not limited to:

- Recycling and waste management
- Local food market / sustainable food systems
- Taking care of the local environment (planting trees, cleaning up trash etc.)
- Vertical gardens / urban gardens
- Green design (mobility, energy, etc) to be submitted to a local council/institution
- Renewable energy
- Public transportation / sustainable transport
- Public space and green areas

Successful environmental action projects could look like:

- Getting permission from the city to create a community garden, or to 'green' some small urban space.
- Supporting struggling bee populations by planting native flowers that are beneficial to pollinators.
- Starting a competition between different schools, classes, or groups on who can recycle the most or who can pick up the most trash.
- Clean up the trash in a natural area with lots of litter, recycle it properly, and afterwards place trash bins in the area, or a sign to discourage future littering.
- Start a neighborhood 'thrift store' where people can donate lightly-used items for anyone who wants them.
- Come up with an innovative idea - for managing waste, cooling houses, saving energy, etc. - and then submit it to a local institution or city council.

Potential pieces of evidence you can include in your final presentation are:

- The amount of recycling your project generated in kg, and a calculation of the amount of CO2 this prevents from being released into the atmosphere.
- Before and after pictures of a space you cleared of trash, as well as pictures of how many bags you collected, their total weight, and number of volunteers.
- Pictures of the plants and trees that you planted, evidence of how they will be cared for, and an estimate of how much CO2 they will absorb.
- Pictures of recycling bins or trash receptacles placed in public spaces, and how much trash or recycling they collected.
- Pictures of how many items were collected for a thrift store or event and how many people attended the event.

Political Action Track

Projects within the Political Action Track should aim to engage people at the level of politics, institutions, and law. They should assess what sources of power are the biggest contributors to the environmental issues in your community/nation, or which local sources of power have the most influence on your environment or the state of earth's climate. They should identify which ones would be the most achievable to influence, which would be most likely to work with you, or which you could gain the most widespread popular support by addressing publicly. They are concerned with leveraging institutions and authorities to make concrete action in terms of political leadership, laws, policies, or institutional norms.

Typical political action projects concern but are not limited to:

- Influencing decision makers or local politics
- Engaging political leaders or civil society
- Writing a policy advice or paper
- Organising a letter-writing campaign, or a call your representative campaign
- Raising awareness about specific companies or products
- Organising divestment campaigns
- Encouraging youth participation in elections and the democratic process

Successful political action projects could look like:

- Getting educational content on climate change and what people can do to address it incorporated into the curriculum of local schools or universities, thus fostering environmentally responsible behavior on a wide scale and from younger age groups.
- Collecting information on environmental racism or climate injustice in your community and organising a public awareness campaign, along with sharing any requests from affected communities on what changes they want, or what climate justice would look like for them.
- Writing a petition to send to government officials that gets a significant amount of signatures.
- Writing down a list of climate objectives you would like government officials to address, and organising a campaign in which people call or write to their representatives and ask them to take action.
- Doing research on which companies have the most negative impact on the environment, or which banks, authorities, or donors give the most money to support these companies, and organising an awareness campaign against their products.
- Exposing and giving information to the public on misleading 'green' campaigns or policies that actually harm the environment instead of helping it.
- Encouraging people in your community, especially young people, to take political action by voting or helping the campaign efforts of climate-friendly politicians.

- Choosing a policy suggestion that you think could get popular support - for example, requesting that there be higher taxation for the companies that pollute the most - and organising an advocacy campaign around that issue.
- Getting meetings with local committees or city governments and asking them to make climate-friendly changes, or putting city officials from your different countries in touch with each other, so they can collaborate and share ideas on local climate action.

Potential pieces of evidence you can include in your final presentation are:

- For an advocacy or awareness campaign - promotional or awareness raising materials, links to online posts, accounts and websites. Evidence of how many people were reached and mobilised.
- A list of stakeholders you spoke to and the emails you sent or the written statement you sent them.
- Pictures of the community government meetings you attended (if possible). The questions you asked or statements you made during the meeting, and the responses you received.
- Links to online petitions and the amount of signatures they received.

Assignment Milestones / Timeline

Week 2

Prior to your Week 2 session: Read through this Assignment Guide and track descriptions. Use these to think of what you are most interested in and come up with some ideas for a potential project. It should be something that you have the ability to implement successfully in your community.

During your Week 2 session: Your facilitator/s will put you into teams and put each team in a break out room. Discuss your interests and project ideas with the other participants in your team, and agree on a project idea that you would all like to work on together.

Week 3

Take this week to meet with your team, narrow down your ideas, and write a project plan. You will be given time to meet as a team during your Week 3 session, but will likely need to have another team meeting outside your session sometime in the week to complete your project plan together. Remember, this is a team project that you should implement collectively. Even though you might be implementing a project that involves individual work in your local communities, you should all be implementing the same project and be working as a team.

Week 4

Prior to your Week 4 session: Submit a detailed project plan with your team. Begin the implementation phase of your project.

Note: Only one member of the team needs to upload a project plan on this platform. Your facilitators will then give points to every member of the team who worked on the project plan and writes their full name on the document.

You will receive feedback on your project plan from a member of the course team before your Week 5 session. To view this feedback, click on 'Your progress,' then 'Grades' and finally on the assignment.

Week 5

Continue the implementation of your project. Gather evidence of progress for your progress report.

Week 6

Prior to your Week 6 session: Submit a progress report with your team on the progress you have made on your project including sufficient evidence of what has already been completed, and submit a survey telling us how the project is going for you. As with the project plan, only one report needs to be submitted per team.

Week 7

Continue the implementation of your project.

Week 8

 Complete your project, and assess its impacts.

Week 9

Prior to your Week 9 session: With your team create a presentation on your project and the impacts it has achieved.

Presentations must contain sufficient evidence of project delivery, visuals of what each of you accomplished, and an assessment of impact. Evidence means that if you held an event you have pictures of the event taking place, a count of how many people showed up, and surveys each

attendee filled out. Evidence of any outputs created by the team must also be included. If it is something physical, such as something you made or planted, pictures must be submitted. If there are any digital components such as videos, social media posts, social media accounts etc. links must be provided to each one. Submitting evidence is essential to proving that you did your project, and you will not be given points if evidence is missing.

Each person in the team must present part of the presentation. Your part of the presentation can include how you contributed to the project and evidence of the impact you made in your community. If there is an emergency and you cannot attend that session, you must create a video of yourself presenting your part that can be played during the presentation. Presentations should ideally be no longer than 10 minutes long. As with the other milestones, only one member of the team needs to upload the presentation on the platform. Your facilitator will then give points to every team member who contributed to and took part in the presentation.

Suggested parts of the presentation to include are:

First Part: Slides about the project as a whole.

Second Part: 1-2 slides per team member, in which that team member shows what they individually contributed to the project, or the activity they individually conducted in their community. These slides should include evidence. Each team member must present slides to get points.

Third part: Slides with analysis of what was accomplished or learned, and evidence of overall impact. These can be presented by any person.

During your Week 9 session: Deliver your presentation with your team. Remember - each member of the team must take part in presenting in order to pass the assignment.

A passing grade for the entire assignment will then be given to every student who contributed to all three milestones.