**Student Title: Magee, Tim OL 332 Assignment 1**

**Date: Date of Student Assignment Here**

**Magee Example Project OL 332 Water Assignment 1**

**Online Learning: OL 332 Community Level Water Conservation and Management.**

**Center for Sustainable Development.** <https://csd-i.org/ol-332-water-conservation-management/>

**Use this document as your template for your assignment.**

**Assignment One. Identifying Community Water Related Risks, Vulnerabilities and Hazards.**

**Part 1. Identifying Student Involvement in the First Two Assignments**

I did a participatory capacity and vulnerability analysis with my community in OL 343. However, looking at my results, they were more general than I would hope to have for this course on community level water conservation and management. I now need to find more specific information about the challenges so that I can best refine my activities.

So I decided to have a second, short workshop next week—a participatory capacity and vulnerability assessment workshop. This won't be so difficult because we already have the basic seasonal calendar, hazard map, historical timeline and vulnerability matrix that we developed before in OL 343. I'm going to clean up the seasonal calendar and vulnerability matrix and then ask the artistic community members who cleaned up the first map to simply trace the background outlines onto a new sheet of paper in preparation for the upcoming workshop. To this new map we can add more highly specific water related information. Since these basic tools will already be prepared for us, and since we've been through the similar exercise before I can't imagine this will take more than 2 1/2 hours to do.

These tools have the basic information that I need—but I want to go over them again with the community with a focus on water related risk and hazards to community members, their homes, fields, and assets, and also from the standpoint of potential mitigation activities that could be done to reduce the risk.

My goal here isn't to increase the scale of the project that I've already developed in conjunction with the community—but more to focus in on the water related aspects of the project which before was just one project component out of three. From this exercise I hope to prioritize the most important challenge from the download document called OL 332 "Examples of water related information that might be discovered in the initial community PCVA assessment."

I also hope to make note of any coping strategies that they have used to overcome their challenges which I might go to incorporate into the project activities.

But, the most important thing that I need to do in these two assignments is to describe the challenge in very specific detail so that I can further develop and refine my project activities.

**Part 2. Developing a lesson plan and a how-to card**

**Writing a Lesson Plan**

I chose the PCVA lesson plan that I wrote several months ago to use as my template because it had a similar layout as the upcoming workshop: it should be easy for me to copy and paste into this lesson plan.

Then I visualized what it would be like to lead a group of people through the process of re-examining their water related risks and hazards. I wrote a simple outline of activities that I would use, and then pasted them into the lesson plan. I also described the actual step-by-step sub activities that we would be doing such as taping sheets of paper together, drawing, and adding details to the map.

I included the explanations of why we were doing these things. In order to make the workshop memorable I needed to make sure that the participants were engaged in actually participating in refining the tools. The lesson plan is for 2 1/2 hours (it would normally be five hours but because the basic tools will have been prepared ahead of time) and has four main activities each with carefully described sub-activities. By including all of this information in the lesson plan, another staff member who wants to lead this workshop in the future will have everything they need.

**Drawing a How-To Card**

I was able to use the original maps and matrices as the basis for developing a how-to card of the PCVA process. I left them black and white so that they would be inexpensive to photocopy.

If I were to do this drawing for a community workshop, I would first share these drawings with a few community members to get their input. I might have drawn something which isn’t appropriate, or some of my images may not be easily recognizable to them. I would then try to find someone in the community who knows how-to draw simple drawings, and have them prepare the final drawings. We're not looking for sophisticated illustrations; we’re trying to transfer knowledge and want to make sure that our constituents will get value out of the how-to card.

**Part 3. Planning the workshop and touching base with your point person at the community committee**

We double checked that we have all of our materials together—like large sheets of paper, and pens and markers for doing the drawings. Because this is a 2 1/2 hour workshop we have planned to serve snacks and drinks. I also invited two of my colleagues accompany me, provide support and mingle with the workshop participants to make sure that they were engaged and being heard.

I role-played the exercises with my colleagues so that we will be better prepared for when we present the workshop. I also contacted my point person in Comalapa. She assured me that the school was already for us on Saturday afternoon and that she would be there to assist me and that everything was set to go.

Copyright © Tim Magee