Second Life Pledge

I, ____________________________________________,

pledge to do my best to engage as fully as possible in all
learning opportunities offered me in Second Life Virtual
World and at UWC with the aim of excelling as a
person and becoming a true scholar. I will read and attempt
to meet the criteria set out as graduate attributes so that I
fulfill my potential. I undertake to accept full responsibility
for my own learning and to accept guidance and assistance
where it is offered, provided that it does not harm any other
person. I realise that I am an ambassador for both
Second Life and this university and so I will actively
and constructively strive to do my best at all times.

Signed: .........................    Date: ........
Welcome to Second Life! For all of you just starting, I hope you have lots of fun in this virtual world! By Gwyneth Llewelyn (2007)

My name is Gwyneth Llewelyn, and I’m a Mentor. This is a group of users — almost 1600 by now — who help newcomers to get started. You’ll see them mostly at the Welcome Area — like on the Ahern complex, Waterhead or Plum, where most of you probably entered this world after leaving the Orientation or Help Island, or on one of the “public sandboxes”: Morris, Cordova, Goguen, Newcomb, Sandbox Island, etc. — places where everybody may freely build (but not sell items!). You can always ask Mentors for help, they are here for that!

If your questions are very technical — mostly connected to objects or a bad/slow connection — you should get in touch with Live Help, an option you have on the Help menu on the top gray bar. They are also users, volunteering their time to answer your questions online. Finally, you may also find Liaisons. These are employees of Linden Lab, the company that runs this virtual world. You’ll notice that all of them have the “Linden” family name. Lindens may sometimes be very busy answering questions to other players, so be patient if they don’t reply immediately! Think of them as the inworld technical support staff of Second Life. They also have special tools not available to users to fix the most complex problems.

How do you “talk” to these helpers? If there are few people around, just chatting on the Chat box at the bottom of the screen is ok. You can call them by name to make sure that they understand they’re being addressed, for instance, say “Gwyn, can you help me with this?”. Remember to press the History button (to the left of the input box) to scroll up to view past conversations — it’s a very useful feature!

If there is a crowd around, you may prefer to use Instant Messaging, or IM for short. Simply right-click on the person you wish to talk and select IM. IM is like a secure mobile phone — it works across the world and is completely private, no one will listen to your IM conversation, and you can talk to as many people as you like. You can even send IMs to people offline — either the messages will be stored for them until they log in, or they can be forwarded to an email, if you select that option from Preferences.

How do you IM a person who is not online? Well, the easiest way is to trade calling cards with him/her. Right-click on the person and select More >> and then Give Card. The other person needs to accept the card (most will), and afterwards you will always know if he/she is online or offline. Their cards will show up on your Inventory (more on that later): white if they’re online, grey if they’re offline. Simply right-clicking on the card will allow you to open up their Profiles, and from there you’ll be able to send them an IM.

Two users can also become Friends of each other. Right-click on the avatar of the other person and select Add Friend. Both have to accept, and from now one, they will show to each other on the IM list. Just click on the IM button to get a list of all the friends you have, and to see who is online and who is not. Then you can IM them directly from here, even if they are elsewhere in the world! You can even get this list from Second Life’s web site, on the Friends menu. Friends can also be tracked on the Map, so some people will prefer to simply trade cards. Some “slang” and what it means

Most of you have probably some experience with online chatting, so you’ll see everybody using “lol” for Laughing Out Loud or “rofl” for Rolling On Floor Laughing. “ty” for Thank You, “yvwy” for You’re Very Welcome, and “brb” for Be Right Back are also very popular, as well as all the usual smileys. The cool thing about SL (Second Life) is that you can animate your avatar when saying those things! You use Gestures for this. Select that option from the Edit menu (or right-click on yourself!), and you’ll see that you can bind animations and sounds to “triggers”, special keywords that will start the gesture. Most players will have a trigger for “lol” animating their avatars with a belly laugh, or really smile when they type :-)

Other acronyms are unique, like SL for Second Life (also referred as in-world), RL for your Real Life, and LL for the company Linden Lab. We call LL’s employees collectively “The Lindens”.

Your persona in SL is the avatar, which is usually abbreviated to AV or “avie”. You, the user, are referred as “a resident”.

SL is run on around thousand computers, collectively called “the grid”. Each computer runs a bits of the world, which is known as a “region” — the region name is shown in the top bar. The computer running a region is called a “sim”, short for “simulator”. Most servers on the grid are pretty powerful, so they usually run several “sims” at the same time. There currently are about three thousand sims overall.

Each sim handles a region of 256×256 meters and about 15,000 objects which can be built from several types of primitives (cubes, spheres, cylinders, etc.), called “prims” for short. Also, one sim can handle about 50 avatars at the same time.

“Lag” can be caused by many things. The major reasons for lag are usually related to some sort of network problems. Second Life’s servers are currently located somewhere in California, US, and the furthest you are from there, the longer all data has to travel across the world, crossing several “Internet hubs”. It’s often very hard to understand what is going wrong when the connections are not working as well as they should.

But it also happens when too many avatars are in the same place, or too many objects are being displayed at the same time, or even some faulty servers. Second Life is usually slower than online games. Unlike those, Second Life is a fully dynamic environment where everything can be changed by the residents — nothing is ever stored locally on your computer (except for a disk cache of recently seen objects/textures). This means that a different technology has to be used to bring the dynamic world to your computer — live streaming. It’s quite different from other technologies, and while Second Life aims to provide you with an average of 15 frames per second, sometimes your computer simply cannot keep up with that with all the objects being downloaded to you (textures come heavily compressed over the stream, and your CPU will have to work hard to decompress them and send them to your video card as quickly as possible). As a rule of thumb, a very dynamic location will usually need a constant stream of around 100 Kbps, but this can spike for a short while when you have just entered a new region and need to download everything that your avatar sees.

The easiest way to move around regions is by teleporting. You can click on the Map button, select a point at random in the map, and you will be teleported to the nearest point possible — sometimes needing to fly, drive or walk the rest of the way. But if you wish, you can be teleported (“tp”) by a friend directly where he/she is.

Abiding by the ToS

Please take some time reading the Terms of Service (“ToS” for short). Unlike some sites or programs where you can safely press Enter and forget about it, here the residents live by the ToS and it is actively enforced by them — you can report abuse by someone or something violating ToS, and this can lead to suspension or even expulsion from Second Life — or even a lawsuit against you. We live in a virtual world where everybody can do what he/she wants, except violating ToS. The first thing to notice is if you are in
PG or Mature land (you can look to the top of the screen to view in which area the current sim is). PG is much more restrictive — no violence, no sex, no offensive language, no running around naked or with "revealing" clothes (or even changing clothes!). If you think this is too restrictive, stick to mature regions and events.

At the very least, you should read the Community Standards. Since they're so important, we'll copy them here:

**Intolerance**

Combating intolerance is a cornerstone of Second Life's Community Standards. Actions that marginalize, belittle, or defame individuals or groups inhibit the satisfying exchange of ideas and diminish the Second Life community as whole. The use of derogatory or demeaning language or images in reference to another Resident's race, ethnicity, gender, religion, or sexual orientation is never allowed in Second Life.

**Harassment**

Given the myriad capabilities of Second Life, harassment can take many forms. Communicating or behaving in a manner which is offensively coarse, intimidating or threatening, constitutes unwelcome sexual advances or requests for sexual favors, or is otherwise likely to cause annoyance or alarm is Harassment.

**Assault**

Most areas in Second Life are identified as Safe. Assault in Second Life means: shooting, pushing, or shoving another Resident in a Safe Area (see Global Standards below); creating or using scripted objects which singularly or persistently target another Resident in a manner which prevents their enjoyment of Second Life.

**Disclosure**

Residents are entitled to a reasonable level of privacy with regard to their Second Lives. Sharing personal information about a fellow Resident — including gender, religion, age, marital status, race, sexual preference, and real-world location beyond what is provided by the Resident in the First Life page of their Resident profile is a violation of that Resident's privacy. Remotely monitoring conversations, posting conversation logs, or sharing conversation logs without consent are all prohibited in Second Life and on the Second Life Forums.

**Indecency**

Second Life is an adult community, but Mature material is not necessarily appropriate in all areas (see Global Standards below). Content, communication, or behavior which involves intense language or expletives, nudity or sexual content, the depiction of sex or violence, or anything else broadly offensive must be contained within private land in areas rated Mature (M). Names of Residents, objects, places and groups are broadly viewable in Second Life directories and on the Second Life website, and must adhere to PG guidelines.

**Disturbing the Peace**

Every Resident has the right to live their Second Life. Disrupting scheduled events, repeated transmission of undesired advertising content, the use of repetitive sounds, following or self-spawning items, or other objects that intentionally slow server performance or inhibit another Resident's ability to enjoy Second Life are examples of Disturbing the Peace.

**Money**

SL has its own economy, and it's sometimes hard to follow, so if you are interested, there are residents offering classes on economy. To summarize it, there is an inworld currency, the Linden Dollar (L$), and you can use it to buy objects, land, clothes and services. Uploading stuff (images, animations, sounds) also costs L$, as well as rating other residents.

Thanks to several market exchanges like the LindeX, among others, you can convert US$ into L$ and vice-versa. LindeX works like a real life money exchange, where people trade on the floor placing buy or sell orders for US$ or L$, currently as an exchange rate of around US$3 for L$1000. Money is not "created" that way — it only changes hands!

So, how do you get money? You need to get a premium account (about 80s a year). For this Linden Lab will give you a basic 512 square metres home and 117 prims allocation and will also pay you a "weekly stipend" every Tuesday. Imagine it like a "social payment" which will allow you to do some basic spending without working :) Premium accounts receive L$300/week.

If that's not enough income for you — and believe me, making a living from gaming at casinos or betting on horse races is not a good idea — you need a SL job.

**Land**

Second Life has a very complex economy, but also a very stable one, and if you are interested in reading about it, you can consult the economy section of the SL site.

Briefly, there are some scarce resources in Second Life, and competition for those resources is what makes the economy flourish. One resource is CPU Power. CPU Power is what you need for each machine to run a sim and send objects and textures to you. The more objects there are, the more CPU power the machine will need (as well as more bandwidth, of course). Since CPU power is available at a fixed amount, it makes sense to "compete" for that resource.

Second Life has an "abstraction" concept for CPU power: land. Land is not just "space to build things", but the important thing about it is how many prims you can build on land. Currently, for each 512 square metres (m2) of land, you can have 117 prims on it. So when you buy land, besides real estate, you're getting an "allowance" on how much burden you can put on the machine that runs the sim. Since this is tied with "real world" economics — you're renting part of a machine's CPU, hard disk space, and bandwidth allowance — Linden Lab will charge you extra per month beyond the "original" 512 m2 "allowance" that you get for Premium (Basic accounts are not entitled to own land — but they can rent it from other residents).

This "extra charge" is called land usage fee and is due monthly — you pay for the maximum amount of land owned on that month (and not for "average"). There are different "levels" of land usage, and these are called "tiers". So, if you want to own land, you have to do the following steps:

1. Find a place which is for sale. You can get information from the auction system. First Land (the land that is reserved for newcomers without any land) is cheapest, at L$ 1 per square metre. The rest is mostly speculation — as in the real world, location dictates pricing! If you don't find anything on the auctions, you can try to make deals directly to people, or contact a land baron as your real estate agent.

2. Buy the land. This means that the land gets to be assigned into your name.

   If you don't have enough money to buy it, the SL client offers you to move to the LindeX to buy some L$ with the payment method tied to your account (credit card or PayPal account)

   If you don't have enough "tier" — meaning that by buying this new parcel, you will be over your current allotment — you have to go into the next tier before you confirm the sale. Remember that you will be billed for the highest setting you have put here on tier.

**Beware of scams. Since First Land is so cheap — well below the usual prices — lots of unscrupulous residents will try to**
"buy it off" from you. Make sure that you don’t get overexcited by an offer which will give you 50% or even 100% profit. Real prices can be way over that, and so you should take a look at the auctions to get a feeling on what your land is currently worth.

Do you need land to enjoy Second Life? While the answer is different for every resident, you can do everything else with a Basic account, just not own land. So even if you really need land to build your own home/shop/club, but don’t wish to "tier up" (i.e. start paying an additional fee to Linden lab every month) you can just rent it from land-owning residents. There are several different sorts of agreements available, from renting shops or booths at a mall, to rent a parcel of land on the mainland, to "land deeds" on private islands. Since all these agreements are made between residents, they can vary wildly from place to place, but the resident running the rental operation will be more than happy to explain you how it works.

Inventory and what you can buy
The Inventory is your personal handbag — like a real world handbag, it’s quite hard to keep it organised and find things you put in there, but unlike real handbags, it is infinite in size.

Here is stored everything that you carry with you — from objects and items you have bought, to all your clothes (so it’s a portable wardrobe as well), textures, notecards, scripts, cards you have traded with and even more strange things like your own body (!) and animations and gestures.

You start with two folders — Library and My Inventory. Library has some common objects, default gestures, default animations, and even some default avatars. My Inventory is all that you add to it!

How do you get new objects? Well, one way, of course, is doing them by yourself, as we have already seen. The other way is to buy them from other players. You can trade/exchange items directly, or, the way most people do it, go to a shopping mall or a store/shop.

Stores or shops are usually owned by the merchant — the person having their wares to offer. You can search for keywords on Search >> Places, and you will get a list of shops offering these items, and teleport to each one in turn to check for pricing. Most shops are open 24h/7, but in reality you won’t find many sales reps inside — almost all transactions in Second Life use "automated vendors": machines that will show you a picture (or a 3D model) of the object you want to buy, you pay to the vendor, and you get the object.

Malls, like in real life, are large structures which host several shops (which are usually rented by the week). They also have automated vendors. Normally malls have dozens of small shops inside, and this means you can get a wide selection of products to choose from. However, due to the way Second Life works, this also means that big malls will be very laggy and hard to "navigate".

Finally, you can also offer and buy services (i.e. hire a scripter or a builder). It’s easier to do that on the forums, there is a group for such offers. Of course, some people set up "offices" in Second Life for the sole purpose of meeting with other residents who want to hire their services.

Events and what to do
So, if you don’t have a job — which is time-consuming — and have just arrived at the game and haven’t talked to nobody yet, what can you do to spend your time?

Fortunately for all of us, there are Events! Events is the "social life" of Second Life. Hosted by residents, they cover virtually anything — from inworld classes on scripting, building, economy (or even self-improvement!), to contests where you show your mental skills (or your skills at building things), to parties (and yes, there are a lot of parties), to discussions and debates. Sometimes there are unique events, like fashion shows or art happenings; sometimes there are recurring events, where you will meet the same people at the same spot.

Events can be broadly classified in the following main areas — contests (or games), where you can win money or objects; classes, where you get some courses on various events, and where you usually pay for attendance (except for Mentor events which are always free); parties, held for all possible reasons; chat/discussion events; cultural events; and all the sort of possible entertainment events which don’t fit into any category.

Make sure you list all events for the day and see which ones you would like to attend — then press the Notify button. 5 minutes before the event starts, you’ll be notified with a cyan dialog box, which will also offer you teleport to the event.

Attending events is the best way to meet new people, as well as a good opportunity to show off your skills — social and other wise — to get some ratings. And yes, it’s true, most "parties" and contests in Second Life are mature events, but there are generally enough "non-mature" events around as well.

Ratings are a way to show people your appreciation of their skills, talents, or personality. Each rating costs L$25 to give.

Skills and jobs
Unlike "online games", SL does not have a concept of "character improvement" — say, after a playing a while, you pay an amount of money, and earn "skill points" to advance "a level", which will enable you to get a better job, for instance. Second Life is just like your real life — if you want to make money and have a job, you need to employ your own skills. And, of course, if you want to be an employee, you need to find an employer — another resident who is currently better off than you, and needs someone to help him out since he can't handle all his work responsibility. It’s up to you to apply for a vacancy — like in real life, you will need to convince him that you have the required skills and are "the right guy for the job".

What kinds of jobs are available? Well, for the completely unskilled, not many. You might get paid just to “stand around” in a certain place (usually a mall or a casino) just to attract other users (people tend to gather around places where other residents already are! A crowd draws a crowd). Some clubs also offer jobs to dancers (for about the same reason); and a few shops use sales reps or people to advertise their products. There is not much choice for a completely unskilled resident; you must become creative in order to succeed!

Another relatively unskilled job is modeling — clothes designers often employ their own avatars when taking pictures of the clothes, but the top clothesiers will need models, since there are a few fashion shows in SL. Modeling is well paid, but you’ll need exceptionally good looking avatars and good animations for going on the catwalk. There are not many offers for modeling, though, but there are a few agencies.

Most of the other jobs are usually self-employment or require some skills to get hired. For instance, if you’re charismatic and an extrovert, you could get a job (or self-employ yourself) as a sales representative or event hoster. You’ll see how events work on chapter 7. The ultimate job in this area is, of course, the Land Baron — how we nickname the real estate agents. They just need to be very keen on the real estate market, have some starting cash, and be very good buyers and sellers. It’s a very profitable job!

If you’re good at working with a graphical design application — like Photoshop, Paint Shop Pro, or GIMP — you have two
If you have a good sense of 3D space and a keen aesthetic sense, you could probably become a "builder". This is a generic description, since there are several builder types — house builders and "object" builders (like furniture, or cool-looking devices). A very good builder is usually a good texturer, too — so while all building takes place inworld, textures are done in a graphical design program. Most people are "simple builders" — it's a very entertaining — but the trick to become a "professional builder" in SL is doing amazing stuff with a very low primitive count. That's the real challenge. As an example, I have seen a fascinating motorbike in SL which uses 200 or 300 primitives, it looks amazingly realistic — but you can't drive it, since all vehicles can only have 31 prims! The challenge here is doing the same good-looking design in such a limited amount. The same applies to houses and furniture, since the average land houses will have the primitives available, and low-primitive designs appeal to a majority of users. If you seriously want to enter this market, be prepared to compete with people who have been building stuff for over a year and a half, and they know all the tricks of the trade. Unlike clothes — which is a purely creative thing — building requires knowing all the tricks. There are inworld tricks, but you really need to take your time experimenting before you have "sellable" objects.

Cool objects are usually "scripted" — this means that they have a behavior inworld, they are dynamic, they interact with avatars. Good examples of this are vehicles and weapons, but also objects will need scripts to work properly (like a lamp which is turned on, or a door that opens and closes). Scripters are residents having learned the Art of LSL Programming. LSL is "Linden Scripting Language", similar to Java in concept and even syntax, and is very easy to learn (but awfully hard to master) if you're a knowledgeable programmer in the real world. If you aren't, you can still learn it, but don't expect to make a living of it.

Strangely enough, the economy in SL never caught on with the idea of selling scripts. Scripters work in two ways: they are freelancers, doing scripting for other residents (and this guarantees a large income, but not a regular one), or they work with a builder (or are good builders themselves) and script objects. A scripted object sells for much more than an unscripted object (even a simple lamp that turns on and off will sell for more than the same lamp without a script). Amazing scripts which work perfectly well are usually "given away" by posting them in the forums or on the Bad Geometry Wiki (currently at http://secondlife.com/badgeo). Again, take into account that most "tricks of the trade" were already found out by the master programmers doing scripting for one and a half year. Still, there are new insights and development from complete newbies who come to the world without any idea of "established best practices" and try to innovate.

You have probably found out that you can buy all types of animations for your avatar, too. Animations are done on a special 3D animation program. There are lots of them available — many, like Blender, are for free — but Second Life requires a special format used by the expensive program called Poser. Poser (http://www.curiouslabs.com/go/products/poser) is quite easy to learn — even if you are not an expert — and if you have never done 3D animations before, you'll be doing your first ones after a few hours of playing around in Poser and reading tutorials. Free alternatives are DAZ|Studio (http://www.dazstudio.com/) or the popular, very light-weight Avimator (http://avimator.com) which is an open-source application developed by some talented SL residents!

Simple animations are easy to do, and that's why they usually foregive money for free. Complex animations — like dances — are very, very hard, and often they even require capturing a real person doing the dance, translating her movements into a special file format, and tweaking it in Poser to upload. This requires professional (or at least semi-professional) hardware and a studio, and hours of work. That is the reason for not existing many animators in SL, and there is relatively low competition — just a handful of "professional animators" doing business. The Forums

The forums at http://forums.secondlife.com (and many blogs and external sites) are the "life outside Second Life". Since you can't meet a reasonable number of people at the same time inworld (one sim will hold a maximum of 50 avatars or so, but if you have 25 at the same spot, it's so laggy that people tend to go away), one way to discuss things with a far wider audience is on the forums. Still, remember that while you sometimes have up to 10,000 people or so inworld, the last record was 350 people at the forums at the same time. Despite its million posts on more than 100,000 threads, the forums represent a tiny part of Second Life's population — perhaps just 10%, more likely only 5%.

You can discuss about everything in the forums — as is typical for most web-based forums anyway — but even if you don't really care much about discussing and arguing offline, the forums are a precious source for staying in touch with developments in Second Life. News and important information are announced by the Lindens here. Most events are also announced — and sometimes with more information than on the "event blurb" inworld. And here you can also see job offering, announcements on sales or on people to hire. Finally, there are the "technical forums", where people help each other with tips and tricks, or even post free scripts.

All normal rules of behavior apply to the forums (i.e. both the ToS and the Community Standards). Several are moderated, and this means that you should try to be cordial and informative on the forums, or risk to be expelled by a moderator. Remember that the people reading your posts could meet you inworld!

Moderation vs. Addiction

Some last notes about the psychological effects of Second Life. Like several other games, Second Life is not for everyone — many new people join, test the environment for a few hours, and give it up as hopelessly boring — but, if you like SL after the initial period, the probability of "enjoying it too much" is very high.

The CEO of Linden Lab, Philip "Linden" Rosedale, attributes the addictiveness to Second Life mostly to creativity and a lack of rules. You can be whoever you want to be in Second Life, and do whatever you want to do. If you conform to ToS — a few "common sense" rules — there is not much more that people can "force" you to do, so you feel a degree of enhanced freedom that usually is absent in the real world. For some people, this can be an overwhelming experience.

I can only recommend moderation. If you feel that you're enjoying Second Life too much, set hard guidelines for connecting and disconnecting times — and keep to them. Have your friends know about your scheduled time inworld and respect it as well as reminding you it's time to logout.

After all — you want to have FUN in Second Life!

Content updated by Rich Knight  July 2013
Movement

- Walk forward: W or ↑
- Walk backward: S or ↓
- Turn left: A or ←
- Turn right: D or →
- Run: Double-tap W or S or ↑ or ↓
- Always run: Ctrl/Cmd + R
- Jump: E (Tap once)
- Toggles flying: Home
- Fly up: Hold E or hold Tab
- Fly down: Hold G or hold Shift+Tab

Communicate
Access and participate in text-based Local Chat and Instant Messages with other users.

- Show chat bar: / (if not displayed)
- Hide chat bar: Esc (if displayed)
- Friends: Ctrl/Cmd + Shift + F
- Local chat: Ctrl/Cmd + H
- Communicate: Ctrl/Cmd + T
- Look at last speaker: Ctrl/Cmd + \n- Gestures: Ctrl/Cmd + G

System
Basic system-wide functions that work in Second Life.

- Undo: Ctrl/Cmd + Z
- Redo: Ctrl/Cmd + Y
- Cut: Ctrl/Cmd + X
- Copy: Ctrl/Cmd + C
- Paste: Ctrl/Cmd + V
- Duplicate: Ctrl/Cmd + D
- Select all: Ctrl/Cmd + A
- Deselect: Ctrl/Cmd + E
- Close window: Ctrl/Cmd + W
- Close all windows: Ctrl/Cmd + Shift + W

View
Control your camera view and perspective in Second Life.

- Mouselock: M
- Reset View: Esc
- Look at: Hold Alt and click mouse to receptor
- Zoom-in: Ctrl/Cmd + 
- Zoom-default: Ctrl/Cmd + 0
- Zoom-cut: Ctrl/Cmd + 0
- Toggle fullscreen: Alt/Option + Enter

General
Quick access to useful Second Life resources, interfaces and tools.

- Preferences: Ctrl/Cmd + P
- Help: F1
- Search: Ctrl/Cmd + F
- World map: Ctrl/Cmd + M
- Mini-map: Ctrl/Cmd + Shift + M
- Teleport home: Ctrl/Cmd + Shift + H
- Inventory: Ctrl/Cmd + I
- Build: B
- Upload image: Ctrl/Cmd + U
- Take snapshot:
- Snapshot to disk: Ctrl + I
- Quit Second Life: Ctrl/Cmd + D

Key:
- = Ctrl on a PC; Command on a Mac
- Alt on a PC; Option on a Mac
Second Life Chat Forum Preparation

Purpose: To engage in controversial subject areas critically, objectively and interactively.

Posing questions and polarizing opinions are intentionally introduced as an analytical tool to facilitate deeper engagement with conservation and sustainable land-use. The evaluation of the material becomes increasingly complex leading to a Dialectical Thinking Matrix.

Before attending your first Second Life (SL) chat forum please make sure you have gone through the following areas of your Undergraduate Module Outline:

- QUESTIONS TO ASK WHEN EXAMINING ALTERNATIVE OPINION?
- LEADING CLASS DISCUSSIONS OF CONTROVERSIAL ISSUES BY PREPARED BY THOMAS E. KELLY
- WELCOME TO SECOND LIFE! FOR ALL OF YOU JUST STARTING, I HOPE YOU HAVE LOTS OF FUN IN THIS VIRTUAL WORLD! BY GWYNETH LLEWELYN
- THIS SL WORKBOOK

Please make sure you can do the following actions in Second Life

<table>
<thead>
<tr>
<th>SL Accounts</th>
<th>Login with your own second life account</th>
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<tbody>
<tr>
<td>Navigation</td>
<td>Navigate a SL landscape (move, run, fly)</td>
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<tr>
<td>Control of View</td>
<td>Control your view (viz Mouselook)</td>
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<tr>
<td>Optimise</td>
<td>Optimize your graphic quality depending on available bandwidth</td>
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<tr>
<td>Landmarks &amp; Searches</td>
<td>Make use and saving Landmarks, using SL searches, use SLURLs</td>
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<td>Local Chat-Internet-Messaging and Conferencing</td>
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<td>Avatar animation</td>
<td>Avatar Overrides, Gestures, Emoting</td>
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<td>Inventory</td>
<td>Managing your inventory. Object permissions, Photographs, Textures</td>
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<tr>
<td>Objects and Editing</td>
<td>Obtaining objects form the Market Place, attaching objects to yourself, use sandboxes to open boxed objects, basic object editing</td>
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<tr>
<td>Second Life Website</td>
<td>Your Profile, SL Wall, Messaging</td>
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</tbody>
</table>

The most important skill is saving you SL chats/conferences to a Note Card and to send Note Cards to other Avatars. In order to record a mark for each SL chat session the following forms must be completed to an adequate standard prior to the chat forum. You are to use this information during the SL Chat forum and the hand them signed to your SL Chat facilitator.

Directed and acted

Directed and acted

McDonalds the place to make you MMMMMM! (Make this catchy!)

Production company

Production company

A Qarbon Qampus Production.

Filmed

On location in Second Life

Production Date

October 2013

Key-words

Key-words: Body Mass Index (BMI), Creative Commons, Digital Storytelling, Fat Head, Fast Food, Health, McDonalds, Obesity, Ronald McDonald, Super Size Me

Film distribution

Creative Commons:
- Share Alike
- No Commercial Use
- No Derivative Works
- Provide Attribution

Image accreditation

Doug: http://www.flickr.com/photos/caribb/
Peter Nijenhuis http://www.flickr.com/photos/petermijenhuis/
Rautasilta http://www.flickr.com/photos/mediaope/
Uninnbruck http://www.flickr.com/photos/uninnbruck
Amy http://www.flickr.com/photos/samdogs/
Cerato Xornal http://www.flickr.com/photos/certo/
Percy Tak http://www.flickr.com/photos/samdogs/
Chiva Congelado http://www.flickr.com/photos/chivacongelado/
Jonas Söderström http://www.flickr.com/photos/blindhona/
Harris County Public Library http://www.flickr.com/photos/hcplebranch/
Mandy Jansen http://www.flickr.com/photos/dhfr/
WishItWas1984 http://www.flickr.com/photos/dukeofcrydee/
Chris http://www.flickr.com/photos/dcmaster/
Ken Colwell http://www.flickr.com/photos/kcolwell/
I now need to lose 50 kg (the size of a small person) to not be over-weight.

My BMI is 40 which is classified as Obese Class II (or severely obese). I am 1.71 m in height and weigh 118 kg.

Obesity is defined from your BMI or Body Mass Index. This is calculated from your height and weight.

My Foster father was originally a Sami – those are the indigenous reindeer herders living in northern Norway, Sweden and Finland.

Not surprisingly I embarked on an academic career examining the modernisation of traditional societies.

Currently I lecture in Tourism at the University of Lapland at Rovaniemi.

As a researcher I have travelled the world from Southeast Asia to South America.

What fascinates me is the take-over of the world by corporations.

Is there anywhere in the world you cannot buy a can of Coke Cola or munch on a Mac burger?

Being single and having no family I have spent most of my time researching and giving lectures and paying too little attention to my diet and health.

I have also spent several sabbatical years in the USA at the University of Missouri at St Louis.

and the first Starbucks opened in Helsinki last year. Did you know the Finns are the largest coffee drinkers in the world?

and also admit I have enjoyed a good few Big Macs and cans of Coke in my time.

So I have also been thinking about how fast food and McDonald hamburgers and fries have affected me?

Earlier this year I visited my doctor for a check-up. I actually go back home to Gottenborg for these annual check-ups and I have had the same doctor since my teens.

I known I am overweight but my long-time doctor friend, was really concerned this time at my weight and that I am now pre-diabetic.

Obesity is defined from your BMI or Body Mass Index. This is calculated from your height and weight.

My BMI is 40 which is classified as Obese Class II (or severely obese). I am 1.71 m in height and weigh 118 kg.

Tourists at a McDonald with rubbish around the store

There is even a McDonalds in my own town and it is the most northerly McDonalds in the world…

McDonalds Golden Arches in the tropics

and also admit I have enjoyed a good few Big Macs and cans of Coke in my time.

Me asking a question??
And simply to lose the label of being obese requires a loss of 30 kg that is the weight of my German Shepherd dog!

Image of me and my German Shepherd dog

Can I blame the Big Mac for making me fat? I can clearly remember when McDonalds arrived in Canada and the first of my many McD meals.

Sepia Image of a Canadian McDonalds

Americans are suing the giant multi-nationals for “making” them fat.

McDonalds in the dock or courtroom

This is partly based on how the company has targeted children in their marketing campaigns.

Children eat Burgers and Fries

In 1979 McDonalds introduced its first Happy Meal which came with a cheap plastic toy.

A photo of a Happy Meal

This was marketing that the breakfast cereal manufactures like Kellogs’s had earlier pioneered to sell more of their products.

Kelloggs breakfast cereal and toys inside

McDonald’s is now the world’s largest toy distributor!! One-fifth of all McD meals include a toy.

McDonald toys

They also introduced a clown called Ronald who encourages kids to nag their parents to take them to the nearest Mcds but...

Introducing Ronald McDonald the clown

In Sweden there is no Ronald McDonald to prevent this type of subversive marketing to children

A Banned sign for Ronald the clown

The final piece of the marketing to children is the play centre at many McDonalds.

McDonalds Play Centre

Of course McDonalds would argue that often the only safe place to play in poor neighbourhoods is the building with the golden arches.

McDonalds in a scruffy low income setting

When people started to file law suits at McDonalds it opened up opportunities for the corporation to be publically examined.

Picture of Lawyers

In 2004 Morgan Spurlock’s film “Super Size Me” hit the main cinema screens and was a wakeup call for many people. And even more Americans are consulting their lawyers.

Poster for film Super Size me

A month of eating nothing but McDonald meals resulted in Morgan gaining more than 11 kg a 13% increase in his body mass.

Graph of weight gain by Morgan Spurlock

This controversial documentary got refuted with other films that re-examined fast food such as “Fat Head” by Tom Naughton.

Poster for film Fathead

Eating at McDonalds and other fast food outlets, but limiting the amount of high-sugar sodas and high-fat foods Tom lost weight and improved his blood chemistry.

Graph of weight loss by Tom Naughton

McDonalds and other fast food outlets responded introducing more healthy options like salad bars.

Healthy salads at a McDonalds

In my next video I will investigate the McDonalds Empire, its Corporate Social Responsibility using the triple bottom line auditing.

Me on a board writing Corporate Social Responsibility

Until then I will say bye or as we say it here in the north “he! he!” pronounced HAY HAY

Final shot of me saying “he! he!” in a text balloon.

Now provided full credits... Including people who helped you and if it was filmed on location like in Second Life. You can provide credits to Creative Commons pictures here.

Your Assignment will not be considered submitted until it is loaded in You Tube under the Qarbon Qampus channel and there are no copyright infringements. This counts 12.5% of your year mark.

Week 1 Analysis of Digital Stories and getting started in Second Life using the Singularity Viewer

General Structure for weeks 2-6: Each of three groups tackles one chapter and then exchange note cards following their in-week discussions (group identifies an Editor to work on the note cards for each week to remove material not relevant)

Week 2 Environmental Principles and Regulations

Group 1. Should the Precautionary Principle Become Part of National and International Law?


NO: Ken Cussen, from “Handle with Care: Assessing the Risks of the Precautionary Principle,” Australasian Journal of Environmental Management (June 2009)

Agne Siniškienė argues that the evidence from treaties, legislation, and court cases clearly indicates that the precautionary principle is becoming or has already become a rule of customary national and international law, and international applications of the principle are developing rapidly. Ken Cussen argues that the precautionary principle is so vague, ill-defined, and value- ridden that it is either vacuous or dangerous. Its underlying assumptions must be clarified before it can be used to guide public policy.

Group 2. Is Sustainable Development Compatible with Human Welfare?


NO: Ronald Bailey, from “Witting Greens,” Reason (December 2002)

Richard Heinberg argues that after the Industrial Revolution we have known it is over. A major cause of the world’s recent (and continuing) economic crisis is depletion of resources such as oil and environmental degradation. We must learn to live sustainably, in “a healthy equilibrium economy.” Ronald Bailey argues that sustainable development results in economic stagnation and threatens both the environment and the world’s poor.

Group 3. Do Ecosystem Services Have Economic Value?

YES: Rebecca L. Goldman, from “Ecosystem Services: How People Benefit from Nature,” Environment (September/October 2010)


Rebecca L. Goldman argues that ecosystem services are crucial to human well-being, both now and for the sustainable future. They are also affected by human behavior, at both the individual and the national levels. Assessing their economic value is difficult but essential to public decision making. Professors of applied ecology Marino Gallo and Gallo A. De Leo contend that the pricing approach to valuing nature’s services is misleading because it falsely implies that only economic values matter.

Week 3 Environmental Principles and Regulations

Group 1. Should North America’s Landscape Be Restored to its Prehuman State? Using this example should our Karoo be restored to its Prehuman State?

YES: C. Josh Donlan, from “Restoring America’s Big, Wild Animals,” Scientific American (June 2007)

NO: Dustin R. Rubenstein, Daniel I. Rubenstein, Paul W. Sherman, and Thomas A. Gavin, from “Pleistocene Park: Does Reintroduction of Large Megafauna in Alaska Lead to a Return to a Pleistocene-Era Community?” Biological Conservation (vol. 132, 2006)

C. Josh Donlan proposes that because the arrival of humans in the Americas some 13,000 years ago led to the extinction of numerous large animals (including camels, lions, and mammoths) with major effects on local ecosystems, restoring these animals (or their near-relatives from elsewhere in the world) holds the potential to restore health to these ecosystems. There would also be economic and cultural benefits. Dustin R. Rubenstein, Daniel I. Rubenstein, Paul W. Sherman, and Thomas A. Gavin argue that bringing African and Asian megafauna to North America is unlikely to restore prehuman ecosystem function and may threaten present species and ecosystems. It would be better to focus resources on restoring species where they were only recently extinguished.

Group 2. Should the Military Be Exempt from Environmental Regulations?


NO: Jamie Clark, from “Impact of Military Training on the Environment,” testimony before the Senate Committee on Environment and Public Works (April 2, 2003)

Benedict S. Cohen argues that environmental regulations interfere with military training and other “readiness” activities, and that although the U.S. Department of Defence will continue “to provide exemplary stewardship of the lands and natural resources in our trust,” those regulations must be revised to permit military operations without interference. Jamie Clark argues that reducing the Department of Defence’s environmental obligations is dangerous because both people and wildlife will be threatened with serious, irreversible, and unnecessary harms.

Group 3. Will Restricting Carbon Emissions Damage the Economy?


NO: Aaron Ezroj, from “How Cap and Trade Will Fuel the Global Economy,” Environmental Law Reporter (July 2010)

Paul Cloci argues that lacing global agreements, capping greenhouse gas emissions of the industrial sector will make domestic production less competitive in the global market, drive investment and jobs offshore, increase exports, and damage the economy. The real greenhouse gas problem lies with other sectors of the economy, and that is where attention should be focused. Aaron Ezroj argues that although restricting emissions (as in a cap-and-trade program) may increase costs for some businesses, it will create many business opportunities in the financial sector, low-carbon technologies, carbon capture-and-storage projects, advanced technology vehicles, and legal and non-legal consulting. The overall effect will be to fuel the global economy.
Week 4 Food Security and Population

**Group 1: Do We Have a Population Problem?**

**YES:** David Altenborough, from "This Healing Planet," New Statesman (April 25, 2013).

**NO:** Tom Bethell, from "Population, Economy, and Globalization," The American Spectator (May 2009).

Sir David Altenborough argues that the environmental problems faced by the world are exacerbated by human numbers. Without population reduction, the problems will become ever more difficult—and ultimately impossible—to solve. Tom Bethell argues that population alarmists project their fears onto popular concerns, currently the environment, and every time their scaremongering turns out to be based on facts, environmental problems will be no different. Societies are sustained not by population control but by belief in God.

**Group 2 Does Commercial Fishing Have a Future?**

**YES:** Carl Safina, from "A Future for U.S. Fisheries," Issues in Science and Technology (Summer 2009).

**NO:** Food and Agriculture Organization of the United Nations, from "World Review of Fisheries and Aquaculture," The State of World Fisheries and Aquaculture, 2010. (FAO, 2010).

Carl Safina argues that despite an abundance of bad news about the state of the oceans and commercial fisheries, there are some signs that conservation and even restoration of fish stocks to a sustainable state are possible. The Food and Agriculture Organization of the United Nations argues that the proportion of marine fish stocks that are overexploited has increased tremendously since the 1970s. The former remains optimistic, the latter for concern. The continuing need for fish as food means there will be continued growth in aquaculture.

**Group 3 Can Organic Farming Feed the World?**


**NO:** D.J. Conner, from "Organic Agriculture Cannot Feed the World," Field Crops Research (March 2008).

Ed Hamer and Mark Anislow argue that organic agriculture can feed the world if people are willing to eat less meat. It would also use less energy and water, emit fewer greenhouse gases, provide better nutrition, protect ecosystems, and increase employment. D.J. Conner argues that a major report claiming that organic methods could produce enough food to sustain a global human population even larger than that of today has serious faults. At best organic methods could support a population less than half as large as today’s (over 7 billion).

Week 5 Energy Issues and Security

**Group 1 Should We Drill for Offshore Oil?**

**YES:** Stephen L. Baird, from "Offshore Oil Drilling: Buying Energy Independence or Buying Time?" The Technology Teacher (November 2006).

**NO:** Mary Annette Rose, from "The Environmental Impacts of Offshore Oil Drilling," The Technology Teacher (February 2006).

Stephen L. Baird argues that the demand for oil will continue even as we develop alternative energy sources. Drilling for offshore oil will not give the United States energy independence, but the nation cannot afford to ignore energy sources essential to maintaining its economy and standard of living. Mary Annette Rose argues that the environmental impacts of exploiting offshore oil—including toxic pollution, ocean acidification, and global warming—are so complex and far-reaching that any decision to expand U.S. oil drilling must be based on more than public opinion driven by consumer demands for cheap energy, economic trade imbalances, and politics.

**Group 2 Is Shale Gas the Solution to Our Energy Woes?**

**YES:** Diane Katz, from "Shale Gas, A Holistic and Affordable Alternative to Cosy Green Schemes," Fraser Forum (July/August 2010).

**NO:** Deborah Weisberg, from "Fracking Our Rivers," Fly Fisherwoman (April/May 2010).

Diane Katz argues that new technology has made it possible to release vast amounts of natural gas from shale far underground. As a result, we should stop spending massive sums of public money to develop expensive energy sources. The "knowledge and wisdom of private investors" are more likely to solve energy problems than government policymakers. Deborah Weisberg argues that the huge amounts of water and chemicals involved in "fracking"—hydraulic fracturing of shale beds to release natural gas—pose tremendous risks to both ground and surface water, and hence to public health. There is a need for stronger regulation of the industry.

**Group 3 Are Biofuels a Reasonable Substitute for Fossil Fuels?**

**YES:** Keith Kline, Virginia H. Dale, Russell Lee, and Paul Leiby, from "In Defense of Biofuels, Done Right," Issues in Science and Technology (Spring 2009).

**NO:** David Pimentel, Alison Marklein, Megan A. Toth, Marissa N. Karpoff, Gillian S. Paul, Robert McCormack, Joanna Kyriazis, and Tim Krueger, from "Food Versus Biofuels: Environmental and Economic Analysis," The Technology Teacher (February 2009).

Keith Kline, Virginia H. Dale, Russell Lee, and Paul Leiby argue that the impact of biofuel production on food prices is much less than alarmists claim. If biofuel development focused on converting biowastes and fast-growing trees and grasses into fuels, the overall impact would be even better, with a host of benefits in reduced fossil fuel use and greenhouse gas emissions, increased employment, enhanced wildlife habitat, improved soil and water quality, and more stable land use. David Pimentel, Alison Marklein, Megan A. Toth, Marissa N. Karpoff, Gillian S. Paul, Robert McCormack, Joanna Kyriazis, and Tim Krueger argue that it is not possible to replace more than a small fraction of fossil fuels with biofuels. Furthermore, producing biofuels consumes more energy (as fossil fuels) than it makes available, and because biofuels compete with food production for land, water, fertilizer, and other resources, they necessarily drive up the price of food, which disproportionately harms the world’s poor. It might also damage the environment in numerous ways.

Week 6 Climate Change Challenges. Can our technology save our societies?

**Group 1 Global Warming a Catastrophe That Warrants Immediate Action?**

**YES:** Global Humiditarian Forum, from "Climate Change—The Anatomy of a Silent Crisis" (May 2009).

**NO:** Bjorn Lomborg, from "Let’s Keep Our Cool About Global Warming," Skeptical Inquirer (March/April 2008).

The Global Humiditarian Forum argues that global warming due to human activities, chiefly the emission of greenhouse gases such as carbon dioxide, is now beyond doubt. Impacts on the world’s poorest people are already severe and will become much worse. Immediate action is essential to tackle climate change, increase funding for adaptation to its effects, and end the suffering it causes. Bjorn Lomborg argues that although global warming has genuine impacts on people, the benefits of continuing to use fossil fuels are so much greater than the costs that the best approach to a solution is not to demand draconian cuts in carbon emissions but to invest globally in research and development of non-carbon-emitting energy technologies and thereby "recreate the vision of delivering both a low-carbon and a high-income world."

**Group 2 Is Renewable Energy Really Green?**


**NO:** Senator Lamar Alexander (R-TN), from "The Perils of ‘Energy Sprawl’," Resources for the Future (The Future, October 5, 2009).

Andrea Larson argues that "green" technologies include, among other things, renewable energy technologies and these technologies are essential to future U.S. domestic economic growth and to international competitiveness. Senator Lamar Alexander (R-TN) argues that the land use requirements of solar and wind power threaten the environment. We must therefore be very careful in how we implement these "green" energy technologies. He also believes the best way to address climate change (by cutting carbon emissions) is with nuclear power.

**Group 3 Is It Time to Revive Nuclear Power?**

**YES:** Allison MacFarlane, from "Nuclear Power: A Pivotal Surge for Future Energy Needs?" Environment (March/April 2010).

**NO:** Kristin Shrader-Frechette, from "Five Myths About Nuclear Energy," America (June 23–30, 2008).

Allison MacFarlane argues that although nuclear power poses serious problems to be overcome, it "offers a potential avenue to significantly mitigate carbon dioxide emissions while still providing baseload power required in today’s world." However, it will take many years to build the necessary number of new nuclear power plants. Professor Kristin Shrader-Frechette argues that nuclear power is one of the most impractical and risky of energy sources. Renewable energy sources such as wind and solar are a sounder choice.

Week 7 Film Festival. Working in pairs students will in each group identify one of the main areas dealt with during the Second Life discussions and prepare a film with each of the two actors attempting to argue for or against a point-of-view. It is important that each pair take on a unique discussion area so there is no duplication of film material. The films will be presented in-world at the Felix Film Festival (Red Fir Chalet) and prizes will be given out based on participation voting. Each film will be formally marking using the attached Film Rubric. It has to be a film that the films have a proper digitally prepared introduction, narration, music, credits and all material used is free form copyright restrictions so it is shareable with attribution (but without modification and no commercial rights) and it is published on the Carbon Campus YouTube Channel without any notices of ownership disputes.

Together with the film students need to prepare a formal digital story board as presented in class using the example provided "McDonalds the place to make you go MMMMM!!" as a guideline but you are free to use any of the other Story-Board templates shown in class but you need to make sure all the attribution material used is clearly stated.
<table>
<thead>
<tr>
<th>Category</th>
<th>10-8 Points</th>
<th>7 ½-6 Points</th>
<th>5½-4 Points</th>
<th>3½-1 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purpose of film</td>
<td>Establishes a purpose early on and maintains focus throughout.</td>
<td>Establishes a purpose early on and maintains focus for most of the presentation.</td>
<td>There are a few lapses in focus, but the purpose is fairly clear.</td>
<td>It is difficult to figure out the purpose of the presentation.</td>
</tr>
<tr>
<td>2. Point of View</td>
<td>The point of view is well developed and contributes to the overall meaning of the story.</td>
<td>The point of view is stated but does not connect with each part of the story, although an attempt is made to connect it to the overall meaning of the story.</td>
<td>The point of view is stated but no attempt is made to connect it to the overall meaning of the story.</td>
<td>The point of view is only hinted at, or is difficult to discern.</td>
</tr>
<tr>
<td>3. Relevant Question</td>
<td>A meaningful relevant question is asked and answered within the context of the story.</td>
<td>A dramatic question is asked but not clearly answered within the context of the story.</td>
<td>A dramatic question is hinted at but not clearly established within the context of the story.</td>
<td>Little or no attempt is made to pose a dramatic question or answer it.</td>
</tr>
<tr>
<td>4. Choice of Content</td>
<td>Contents create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>Contents create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>An attempt was made to use contents to create an atmosphere/tone but it needed more work. Image choice is logical.</td>
<td>Little or no attempt to use contents to create an appropriate atmosphere/tone.</td>
</tr>
<tr>
<td>5. Clarity of Voice</td>
<td>Voice quality is clear and consistently audible throughout the presentation.</td>
<td>Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.</td>
<td>Voice quality is clear and consistently audible through some (70-84%) of the presentation.</td>
<td>Voice quality needs more attention.</td>
</tr>
<tr>
<td>6. Pacing of Narrative</td>
<td>The pace (rhythm and voice punctuation) fits the story line and helps the audience really &quot;get into&quot; the story.</td>
<td>Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.</td>
<td>Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.</td>
<td>No attempt to match the pace of the storytelling to the story line or the audience.</td>
</tr>
<tr>
<td>7. Meaningful Audio Soundtrack</td>
<td>Music stirs a rich emotional response that matches the story line well. Images coordinated with the music.</td>
<td>Music stirs a rich emotional response that somewhat matches the story line. Images mostly coordinated with the music.</td>
<td>Music is ok, and not distracting, but it does not add much to the story. Not coordinated with images.</td>
<td>Music is distracting, inappropriate, OR was not used.</td>
</tr>
<tr>
<td>8. Quality of Images</td>
<td>Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.</td>
<td>Little or no attempt to use images to create an appropriate atmosphere/tone.</td>
</tr>
<tr>
<td>9. Economy of narrative (Story) Detail</td>
<td>The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long</td>
<td>The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.</td>
<td>The story seems to need more editing. It is noticeably too long or too short in more than one section.</td>
<td>The story needs extensive editing. It is too long or too short to be interesting.</td>
</tr>
<tr>
<td>10. Grammar and Language Usage</td>
<td>Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.</td>
<td>Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.</td>
<td>Grammar and usage were typically correct but errors detracted from story.</td>
<td>Repeated errors in grammar and usage distracted greatly from the story.</td>
</tr>
</tbody>
</table>
Name: ____________________________________________________ Date: 24th July 2014

**Issue: Pre-cautionary Principle**

1. Before any current reading or reflection, I hold that:
___________________________________________________________________________________________________________

2. Based upon my reading of this controversial issue, I hold that:
___________________________________________________________________________________________________________

3. The major factors that lead me to this tentative conclusion are as follows:
   a. _________________________________________________________________________________________________
   b. _________________________________________________________________________________________________

**QUESTIONS FOR PRESENTERS**

YES: 1. _________________________________________________________________________________________________
      2. _________________________________________________________________________________________________

NO: 1. _________________________________________________________________________________________________
     2. _________________________________________________________________________________________________

Based upon my reading, listening, questioning, and reflecting on the material presented, I now/still conclude that:
_______________________________________________________________________________________________________________

**EVALUATION**

My evaluation of the presentation is as follows:

| YES Presenter | EXCELLENT |  | NO Presenter |
|---------------|-----------|  |--------------|
|               | GOOD      |  |              |
|               | FAIR      |  |              |
|               | POOR      |  |              |

Signature: _____________________________________
Name: ____________________________________________________ Date: 24th July 2014

Issue: Sustainability and Human Welfare

1. Before any current reading or reflection, I hold that:

___________________________________________________________________________________________________________

2. Based upon my reading of this controversial issue, I hold that:

___________________________________________________________________________________________________________

3. The major factors that lead me to this tentative conclusion are as follows:
   a. ___________________________________________________________________________________________________________
   b. ___________________________________________________________________________________________________________

QUESTIONS FOR PRESENTERS

YES: 1. _________________________________________________________________________________________________________

2. _________________________________________________________________________________________________________

NO: 1. _________________________________________________________________________________________________________

2. _________________________________________________________________________________________________________

Based upon my reading, listening, questioning, and reflecting on the material presented, I now/still conclude that:

_______________________________________________________________________________________________________________

EVALUATION

My evaluation of the presentation is as follows:

YES Presenter _______________ EXCELLENT _______________ NO Presenter

____________________ GOOD __________________

____________________ FAIR __________________

____________________ POOR __________________

Signature: ______________________________
ISSUE EVALUATION FORM
Name: ________________________________ Date: 24th July 2014

Issue: Economic Services & Economic Value

1. Before any current reading or reflection, I hold that:
   ______________________________________________________________________________________

2. Based upon my reading of this controversial issue, I hold that:
   ______________________________________________________________________________________

3. The major factors that lead me to this tentative conclusion are as follows:
   a. ______________________________________________________________________________________
   b. ______________________________________________________________________________________

QUESTIONS FOR PRESENTERS

YES: 1. ______________________________________________________________________________________
   2. ______________________________________________________________________________________

NO: 1. ______________________________________________________________________________________
   2. ______________________________________________________________________________________

Based upon my reading, listening, questioning, and reflecting on the material presented, I now/still conclude that:
   ______________________________________________________________________________________

EVALUATION

My evaluation of the presentation is as follows:

   YES Presenter ____________ EXCELLENT ____________ NO Presenter
   ____________ GOOD ____________
   ____________ FAIR ____________
   ____________ POOR ____________

Signature: ________________________________
Issue: Should Military be held responsible for environmental damage?

1. Before any current reading or reflection, I hold that:

___________________________________________________________________________________________________________

2. Based upon my reading of this controversial issue, I hold that:

___________________________________________________________________________________________________________

3. The major factors that lead me to this tentative conclusion are as follows:

a. ________________________________________________________________________________________________

b. ________________________________________________________________________________________________

SELECT ONE GENERAL AND ONE SPECIFIC QUESTION AND ANSWER THEM IN THE PROVIDED SPACE BELOW ON THE FILM SCARRED LANDS & WOUNDED LIVES

WRITE GENERAL QUESTION (CAN SHORTEN)

___________________________________________________________________________________________________________
WRITE SPECIFIC QUESTION (CAN SHORTEN)

Signature: ________________________________
<table>
<thead>
<tr>
<th>GENERAL QUESTIONS</th>
<th>SPECIFIC QUESTIONS</th>
<th>SPECIFIC QUESTIONS /CONTINUED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you know about the following impacts of war on the environment and briefly expand on them?</td>
<td>1. In what specific ways does damage to the environment undermine public health? How does it? (e.g., pollutes land, air and water; contributes to global climate disruption; destroys crops and water supplies; diverts energy, money and resources away from dealing with long-term problems; forces people to leave their homes if they can no longer make a living)</td>
<td>6. In the section on Diversion, historian John McNeill, observes, “Wherever and whenever war and preparedness for war is a topmost priority of the state …other things are on the back burner. Everything else … whether it is education, environmental spending -- all these things command a lower priority.” Have you noticed this about military budgets in most countries in the world? Are there important programs that have to be cut back because of a presumed lack of funds?</td>
</tr>
<tr>
<td>- The impacts of Agent Orange in the Vietnam war.</td>
<td>2. Jim Janko, the combat medic in Viet Nam, says, “the environment is war’s silent casualty”? What does he mean by this? Do you think this is true? Who stands to gain by this “silence”?</td>
<td>7. On the basis of his research, Lester Brown, President of Earth Policy Institute asserts that for only one-third of the U.S. annual military budget, it would be possible to eradicate poverty, stabilize population, reverse the deforestation of the earth, conserve soil, and restore oceanic fisheries. Is this pie in the sky, or does it sound like something worth trying?</td>
</tr>
<tr>
<td>- Oil leaking from the ships sunk in Truk Lagoon during World War II?</td>
<td>3. In the “Nuclear Legacy” scene, the historian John McNeill says he thinks that the more durable environmental impacts come from preparation for war rather than from combat itself. What is it about preparations for war that might support this claim? (e.g., sonar testing that injures dolphins and whales, exposure to radioactivity, conversion of farmland and natural environments for training purposes, consumption of fuel by airplanes and naval vessels in training exercises)</td>
<td>What kinds of changes in people's behavior do you think this would entail? (e.g., greater use of public transportation, less use of the private car, more use of renewable sources of energy, redesigning cities so that there is higher density and less urban sprawl, less use of wasteful, unnecessary energy for such as excessive heating and cooling)</td>
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<td>- The number of oil tankers sunk in the South Pacific in World War II?</td>
<td>4. In his famous April 4, 1967, speech at Riverside Church in New York City, Rev. Martin Luther King Jr. asserts, “adventures like [the war in Viet Nam] draw men and skills and money like some demonic destruction tube.” What is he referring to here? What do you think was being said, in his words, “broken and eviscerated”? Is this sort of thing still happening?</td>
<td>8. What did Jim Janko learn from what he saw as a combat medic in Viet Nam? Did he develop a greater appreciation of nature from witnessing the destruction to the country from a weapon that “could put a bullet in every square inch of a football field in less than a minute?” How did that affect what he saw in a Final Exam that he was assigned in his course at Berkeley -- to examine one square inch of earth “to see what's there, to see it as a system…?”</td>
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<td>- The effect of all this leaking oil on mangrove swamps, on coral?</td>
<td>5. Dr. Michael MacCracken, a climatologist, says that although the Defense Department spends an enormous amount of money on war and war related activities, “probably the largest impact of all that the Defense effort has is a diversion of intellectual energy and …monetary resources away from trying to solve and address…long-term problems.” What do you think some of those &quot;long-term problems&quot; might be? (e.g., population increase; climate change; shrinking water supplies, agricultural land, and fish stocks; loss of biodiversity) Do the wars being waged now still have the effect of reducing attention to such longer-term problems? Can you give some examples? (e.g., poverty)</td>
<td>9. In the film, Saleem Ali, Professor of Environmental Studies, talks about the importance of Natural Security to the maintenance of National Security. What light does Scarred Lands &amp; Wounded Lives: The Environmental Footprint of War shed on this approach to National Security? Is this a new way of thinking about security, a new kind of appreciation of the importance of our natural resources?</td>
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<td>- The importance of mangrove swamps as breeding places for fish?</td>
<td>-Michael Barrett, the researcher who studied the sunken ships, says that it's “pretty shocking” that “a war that we had in the last century could still be destroying our future.”</td>
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Land mines are controversial because they remain dangerous after the conflict in which they were deployed, killing and injuring civilians and rendering land impassable and unusable for decades. The International Campaign to Ban Landmines has sought to prohibit their use, culminating in the 1997 Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-Personnel Mines and on their Destruction, known informally as the Ottawa Treaty. The UN estimates that with current technology, it will take nearly 1,000 years to clear all the mines in the world.

**Somalia: Landmine Count: 1 million**
The mine problem in Somalia is a result of various internal and regional conflicts over an almost 40-year period, with the first reported occurrence of mine-laying in 1964. Central and southern Somalia are heavily contaminated with mines and unexploded ordnance (UXO). The UN claims that the socioeconomic impact of landmines can be seen in almost every aspect of Somali society: reduced land available for livestock and agricultural production, increased transportation costs, poor performance of rehabilitation and development efforts, loss of life, disabilities, a general lack of security for communities, and obstacles to repatriation and reintegration. Casualties continue to be reported from mines and UXO. The UN also believes, however, that the mine and UXO threat in Somalia is “a finite problem” and one that “given sustained attention,” can be solved in a seven- to ten-year period with adequate resources. Somalia cannot accede to the Mine Ban Treaty because it has been without a central government since the 1991 fall of the government of Siyad Barre.

**Mozambique: Landmine Count: 3 million**
After almost thirty years of war, Mozambique is one of the poorest countries in Africa. Grain must be imported and the economy depends heavily on foreign aid. Mozambique is faced with desertification, pollution of surface and coastal waters, and severe drought and floods in the central and southern provinces. In addition, much of its farmable land is unusable because of landmines. “Perhaps the most devastating use of land mines was the random dissection of mines in fields and along access paths to stop peasants from producing food,” notes Human Rights Watch Africa in a report entitled “Land Mines and Economic Life.” Mines manufactured in 15 different countries were used by all sides in the fighting, accelerating a devastating famine cycle in the 1980s that sent a huge refugee exodus across the borders with South Africa, Zambia, Tanzania and Malawi. According to Handicap International, an estimated 20 people step on landmines every month in Mozambique. Sixty percent of them die because they lack access to health services. In 1996, Mozambique’s Defense Minister estimated that there were still about 3 million landmines in Mozambique. The devastation caused by mines in Mozambique is striking. In addition to farmable land, power lines, roads, bridges, railroads, and airports, even schools, factories and cattle dip tanks were mined. Wildlife is also threatened by mines: elephants have been found maimed by anti-personnel mines and killed by anti-tank mines. The average life expectancy in Mozambique is about 46 years.

**Bosnia-Herzegovina: Landmine Count: 3 million**
Bosnia-Heregovina is heavily contaminated with landmines and explosive remnants of war, primarily as a result of the 1992-1995 conflict related to the break-up of the Socialist Federal Republic of Yugoslavia. The mine contamination is generally low density. Mines were used extensively along confrontation lines, which moved frequently. Most minefields are in the zone of separation between the two entities; this is 1,100 kilometers long and up to four kilometers wide. In southern and central Bosnia-Herzegovina, mines were used mainly with little record keeping. Some of the affected territory is mountainous or heavily forested, but the fertile agricultural belt in Brcko District is one of the most heavily contaminated areas. Every month landmines kill or injure 30-35 people, 80% of them civilians. The presence of these deadly weapons is hindering reconstruction, severely reducing food production and diverting resources needed to rebuild society. So far, only a small percentage of mine-contaminated land has been cleared according to humanitarian standards. Most minefields remain unmarked.

**Kuwait: Landmine Count: 5 million**
Kuwait’s history has been filled with stress due to the vast amount of oil found throughout the country. During the Gulf War, Iraq occupied Kuwait from August 1990 until February 1991. The Iraqi troops planted millions of AP and AT mines in the “Kuwait Theater of Military Operations.” Approximately 97.8 percent of Kuwait’s land became mined or UXO affected. Heavily mined areas were the northern coast of Kuwait Bay and the Kuwait-Saudi Arabia border. Immediately after Kuwait’s liberation, the government planned for an integrated mine action program. The duration was 24 months and cost $128 million (U.S.). According to the Landmine Monitor Report, as of April 3, 1999, almost 2 million landmines had been recovered from coastal and desert areas of Kuwait. A mine awareness program was also established to inform civilians about the dangers of landmines.

**Cambodia: Landmine Count: 8-10 million**
Three decades of war in Cambodia have left scars in many forms throughout the country. Unfortunately, one of the most lasting legacies of the conflicts continues to claim new victims daily. Land mines, laid by the Khmer Rouge, the Heng Samrin and Hun Sen regimes, the Vietnamese, the KPNLF, and the Sihanoukists litter the countryside. In most cases, even the soldiers who planted the mines did not record where they were placed. Now, Cambodia has the one of the highest rates of physical disability of any country in the world. While census data for Cambodia is sketchy, it is generally accepted that more than 40,000 Cambodians have suffered amputations as a result of mine injuries since 1979. That represents an average of nearly forty victims a week for a period of twenty years. While it is believed that no military groups are still deploying mines, the devices are still being used in new and horrible ways: Civilians have used mines to protect property and settle disputes; poachers are reportedly using mines to hunt tigers, which are prized for use in medicines in neighboring Vietnam; and in one incident in 1998, police surrounded a forest with mines in order to capture a murder suspect who had hidden there. He emerged from the forest and stepped on a mine, and was then shot in the head by police. At the current rate of progress, it may take as many as 100 years to clear all the mines in Cambodia.

**Iraq: Landmine Count: 10 million**
Iraq is the most affected by mines and UXO. Landmines and UXO pose a problem in the north, along the Iran-Iraq border, and throughout the central and southern regions of the country. The number of mines planted in Iraq is not known, but it is estimated by the United Nations to be at least 10 million. A recently completed Landmine Impact Survey confirmed that all twenty-five districts in the three provinces (governorates) comprising northern Iraq are mine-affected, and 3,444 distinct areas suspected of mine and/or UXO contamination affect over 148,000 families (more than one in five) living in 1,096 mine-affected communities.

**Afghanistan: Landmine Count: 10 million**
Afghanistan has suffered greatly from war since 1978, and all sides to the various armed conflicts have used antipersonnel mines, particularly Soviet forces and the Afghan government from 1979 to 1992. Landmines have been planted indiscriminately over most of the country. Agricultural farms, grazing areas, irrigation canals, residential areas, roads and footpaths, both in urban and rural areas, are contaminated. Mines are a major obstacle to repatriation, relief, rehabilitation and development activities. Landmines kill or maim an estimated ten to twelve people each day in Afghanistan. It is believed that almost 50 percent of landmine victims die due to lack of medical facilities.

**Angola: Landmine Count: 10 to 20 million**
Estimates of the number of Angolan landmines range between 10 and 20 million, which equates to at least 1 to 2 land mines for every person in the country. U.N. estimates put the number of Angolan amputees resulting from the silent killers at 70,000. For three decades mines were scattered in Angola’s fields, villages, roads, and other unexpected places to intimidate, maim and kill innocent victims. Land mines have a devastating effect upon the environment by restricting the movement of people, deterring farming, disrupting economies, and killing and mutilating many innocent men, women, and children. In 1995 a UN General Resolution moratorium on the sale and export of antipersonnel landmines continues, however, international consensus has yet to be achieved and Angola’s problem continues unabated.

**Iran: Landmine Count: 16 million**
Landmine and unexploded ordnance (UXO) contamination in west and southwest Iran, particularly the provinces of Kurdistan, Western Azerbaijan, Khuzestan, and Kermanshah, results from the 1980-1988 Iran-Iraq conflict. Government officials claim that Iraq planted some 16 million landmines in Iran during the 1980s, contaminating an area of over 42,000 square kilometers. Landmines and UXO are reported to have severely limited agricultural production in the five provinces along the Iraqi border. They also compromise exploitation of oil fields. Mine and UXO contamination has affected historical sites and hindered archeological studies in southwest Iran.

**Egypt: Landmine Count: 23 million**
World War II and the Egypt-Israel wars of 1956, 1967, and 1973 have left Egypt a mine-affected country. Egypt often cites a figure of 23 million landmines buried in the country. Egypt’s problem stems from the fact that its land mines are old and hard to locate and were designed for use against tanks, whereas international criticism is generally focused on antipersonnel mines. According to the ministry of defense, mines have hampered human and economic development and have killed and injured thousands of civilians. Seven million mines have been cleared from the western desert in the past 15 years and three million from the Sinai desert. Theномadic people refer to waste tracts of desert minefields as “The Devil’s Garden.”
Name: ____________________________________________________ Date: 31st July 2014

Issue: Should North America’s Landscape be restored to pre-human state?

Major thesis and position of author: __________________________________________________________________________
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___________________________________________________________________________________________________________

Answer the following as completely as you can from the material presented by the author:

1. Briefly state in your own words three facts presented.
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2. Briefly state in your own words three opinions given.
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3. Identify in your own words the propaganda techniques used, if any.
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4. What cause/effect relationships were stated or implied by the author?

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5. Were any of these cause/effect statements faulty? Why?

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6. Did you find evidence of other logical errors on the part of the author? Explain where and how for each of the topics listed below.
   a. Distortion of Information
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   b. Faulty Analogy
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   c. Oversimplification
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   d. Stereotyping
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   e. Faulty Generalization
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7. How credible is the author? What are the author’s credentials for writing this presentation?

___________________________________________________________________________________________________________
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8. How does this material fit in with material in your text or material presented in class? Be specific.

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Signature: __________________________________________
Issue: Should Military be Exempt from environmental regulations?

Major thesis and position of author: ____________________________________________________________
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Signature: ______________________________
Issue: Will Restricting Carbon Emissions damage the economy?

Major thesis and position of author: ____________________________________________________________

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Answer the following as completely as you can from the material presented by the author:

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Signature: ______________________________
Issue: Should re-designed food systems use GMO?

1. Before any current reading or reflection, I hold that:

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2. Based upon my reading of this controversial issue, I hold that:

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3. The major factors that lead me to this tentative conclusion are as follows:

a. ____________________________________________________________________________________________________

b. ____________________________________________________________________________________________________

c. ____________________________________________________________________________________________________

d. ____________________________________________________________________________________________________

REVIEW THE FOLLOWING SLIDE SHOW AND PROVIDE SUITABLE ANNOTATION FOR EACH SLIDE TO MAKE A DIGITAL STORYBOARD:
Food Security: How should we redesign our food production systems?

Unequal access to food

Increase access to food
Food Science

All round food vs Seasonal Food?

Overgrazing
CONSIDER WHAT TOPICS ARE MISSING FROM THIS SLIDE SHOW:
DEBATE PREFERENCE SURVEY

Issue: Is sport and subsistence hunting compatible with environmental sustainability?

Name: ____________________________________________ Date: 5th August 2014

1. Before any current reading or reflection, I hold that:

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2. Based upon my reading of this controversial issue, I hold that:

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3. The major factors that lead me to this tentative conclusion are as follows:

   a. _______________________________________________________________________________________________

   b. _______________________________________________________________________________________________

   c. _______________________________________________________________________________________________

   d. _______________________________________________________________________________________________

Signature: ____________________________________________
DEBATE PREFERENCE SURVEY

**Issue:** Is sport and subsistence hunting compatible with environmental sustainability?

Students will prepare either a Pro or Against stance based on their own research on the following three hunting issues: They will prepare FIVE Slides in a Power Point and present in Class this coming Friday. Summarise the main points in the table below. Assess each of your “peers” using the simple assessment tables below.

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<tr>
<th>Topic</th>
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<td>SL Presentation (6 minutes)</td>
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<td>Norway and Iceland Whale Hunting Against stances</td>
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<td>INTRODUCTION</td>
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Please provide a reflection of this exercise (last 10 minutes)

Signature: _________________________________________
**DECISION MATRIX**

Name: ________________________________________ Date: 7th August 2014

**Issue:** Should oil security override biodiversity and environmental issues?

My Own

Position I:

Position II:

---

**SAMPLE DECISION MATRIX**

Position I:

Violence on television causes aggressive behavior in children

Position II:

Violence on television does not cause aggressive behavior in children.

<table>
<thead>
<tr>
<th>AT BEST</th>
<th>AT WORST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s aggressive behavior is minimized through parental monitoring of television viewing.</td>
<td>Children are permitted to watch anything they wish and, consequently, become highly aggressive.</td>
</tr>
<tr>
<td>Children are free to happily watch anything they wish with no undesirable consequences.</td>
<td>Children do not learn to discriminate between valuable and trashy shows. Instead they spend lots of time watching television and become passive individuals.</td>
</tr>
</tbody>
</table>
# DECISION MATRIX

## Reflections

<table>
<thead>
<tr>
<th>Canadian Tar Sands</th>
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<tbody>
<tr>
<td>Karoo Shale Gas Exploration</td>
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</tbody>
</table>

Signature: ____________________________
DIALECTIC THINKING MATRIX

Name: ____________________________ Date: 12th August 2014

Issue: Does Nature-based, Ecotourism, Conservation Tourism contribute to Biodiversity Conservation?

Dialectical Thinking Matrix

This discussion was provided by professor Bart Macchiette from a longer article, “Debating the Issues: Adopting Critical Thinking in Contemporary Marketing Curricula”

Dialectical thinking involves the understanding and resolution of refutations—looking for, recognizing, and welcoming contradictions as a stimulus to development, which is central to argumentation and debate. It presumes change rather than a static notion of reality, and truth is always emergent, never fixed; relative not absolute (Daloz 1986). Dialectical thinking in debates can be enhanced by encouraging students to look at all points of view and discussing and evaluating the merits of each case or scenario. While in most cases, students are required to consider the debate as a black or white issue by taking either a pro or con stance, Slife and Rubenstein suggest a Decision Matrix (Slife 1994) format that forces students to consider all possible scenarios to a complex issue. They are asked to speculate both the best as well as the worst case scenarios that might follow from adopting either position in the debate. A modified form of such a matrix is presented below, which illustrates how a student can be encouraged to take a 360-degree view on an issue such as, for example, whether or not outsourcing is good for the U.S. market. The matrix enables students to broaden the horizons by identifying and challenging the assumptions, considering the importance of context, and imagining and exploring alternatives and seeing the debate from various perspectives.

<table>
<thead>
<tr>
<th>PRO Position: Outsourcing is Good for the U.S. Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outsourcing creates robust and efficient global and U.S. markets, greater innovation and lower prices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CON Position: Outsourcing is Bad for the U.S. Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outsourcing causes only temporary loss of jobs in the U.S., most of which are replaced by better jobs in the long run.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ALTERNATIVE SCENARIOS</th>
<th>BEST CASE</th>
<th>WORST CASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outsourcing creates global competitiveness and challenges U.S. businesses to keep up with the rest of the world.</td>
<td></td>
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<tr>
<td>Outsourcing results in permanent loss of jobs in the U.S. and is detrimental to its economy in the long run.</td>
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</tbody>
</table>

Figure 1
Sample Decision Matrix Tools to Frame a Debate Enhancing Dialectical Thinking
**DIALECTIC THINKING MATRIX**

Name: __________________________________________ Date: 12\textsuperscript{th} August 2013

**Issue:** Does Nature-based, Ecotourism, Conservation Tourism contribute to Biodiversity Conservation?

<table>
<thead>
<tr>
<th></th>
<th>Best Case</th>
<th>Worst Case</th>
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</thead>
<tbody>
<tr>
<td><strong>PRO Position is:</strong></td>
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<tr>
<td><strong>CON Position is:</strong></td>
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</table>

Signature: ____________________________________
DEBATE PREFERENCE SURVEY

Issue: Is tourism in its different forms compatible with environmental sustainability?

Students will pair-wise compare Nature-based, Ecotousim and Conservation tourism selecting any two combinations of these three types of tourism. Group 1 students will each select a unique country in Europe/Asia, Group 2 will select from North, Central and South America and Group 3 will select from Africa, Australia and the Pacific Islands. Please prepare at least six slides in Power Point and present in class this coming Friday. Summarise the pain points for each country presented in the table below (including your own). Assess each of your “peers” using the assessment tables below.

<table>
<thead>
<tr>
<th>Country/Tourism comparison</th>
<th>Tourism form 1</th>
<th>Tourism form 2</th>
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Please provide a reflection of this exercise (last 10 minutes)

Signature: _________________________________
Issue: Should local authority investment more to meet the climate change challenges?

1. Before any current reading or reflection, I hold that:

___________________________________________________________________________________________________________
___________________________________________________________________________________________________________

2. Based upon my reviewing of this controversial issue, I hold that:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. The major factors that lead me to this tentative conclusion are as follows:
   a. ____________________________________________________________________________________________
   b. ____________________________________________________________________________________________
   c. ____________________________________________________________________________________________
   d. ____________________________________________________________________________________________

Overleaf please prepare a Mind Map starting with Local Authority.
MIND MAP CONSTRUCTION

Local Authority

Signature: ________________________________
This survey is to find out which issues you found most interested in discussing and how you feel about these issues. No grade is given. Your preferences will be followed up in future Second Life Workshops.

<table>
<thead>
<tr>
<th>Issue</th>
<th>How much did you enjoy</th>
<th>Which side do you have NOW?</th>
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</thead>
<tbody>
<tr>
<td>1. Environmental Regulation: Should we use the precautionary principle?</td>
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<td>2. Does Chaos Theory: Provide a better understanding of Evolution?</td>
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<td>3. Non-equilibrium: Provide a better understanding of Ecosystems?</td>
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<td>4. Should Military be exempt from environmental legislation?</td>
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<td>5. Should we redesign food production systems?</td>
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<td>6. Is sport and subsistence hunting compatible with conservation?</td>
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<td>7. Should oil security override environmental &amp; biodiversity concerns?</td>
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<td>8. Does Ecotourism/Conservation Tourism contribute to conservation?</td>
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<td>9. Are local authorities responding adequately to climate change?</td>
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<tr>
<td>10. Did you enjoy the Taking Sides debates?</td>
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<td>11. Did you enjoy “All watched over by machines of loving grace?”</td>
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<td>12. Did you enjoy “Secret life of chaos”?</td>
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<td>13. Did you enjoy “Scarred Lands &amp; Wounded Lives”?</td>
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<td>14. Did you enjoy “BBC Future of Food Cuba”?</td>
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<td>15. Should Biotechnology Be Used to Alter and Enhance Foods?</td>
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<tr>
<td>16. Learning about Artic ecosystems? Are they more vulnerable?</td>
<td></td>
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<tr>
<td>17. Learning about tropical ecosystems? Are they more vulnerable?</td>
<td></td>
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<tr>
<td>18. Learning about boreal ecosystems? Are they more vulnerable??</td>
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<tr>
<td>19. Debate: Is Human Society dangerously harming Biodiversity?</td>
<td></td>
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<tr>
<td>20. Learning to make Digital Stories? Should we do more digital stories?</td>
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