

My curriculum project has been part of an ongoing experience since my freshman year at LMU. In Fall 2019, I joined BALI Club, which partners with the non-profit organization, The Suwandi Foundation, to provide educational opportunities to low-income students in rural Bali, Indonesia. With this club, I traveled to Bali in the summer of 2022 on a month-long service learning trip as a volunteer English teacher at an after-school learning center. In Bali, I had the opportunity to plan and teach lessons to students; I found that they were most engaged with the lessons I taught about the environment and sustainability. However, through this on-the-ground experience, I quickly learned the lack of knowledge regarding scientific processes connected to climate change and the lack of sustainable practices implemented in their daily lives. From discarding plastic food containers by simply dropping them on the ground to burning piles of waste in their front yards, I was urged to promote eco-literacy within this community.

In my Spring 2023 Elementary Education capstone course, Dr. Bernadette Musetti assigned a curriculum project, where students were asked to develop a project-based curriculum. I took this opportunity to contact the founders of the Suwandi Foundation and the local leaders in charge of the after-school learning center to see if they wanted a written environmental science curriculum. With their support and enthusiasm, I began interviewing them and local staff on why they felt this curriculum was a necessary component to a Balinese students' learning. Later, I decided that I needed to go beyond this qualitative research, as I felt that the accuracy of these interviews may have been tainted with personal biases from lived experiences and a lack of trust and understanding between me and the interviewees.

Thus, I utilized various library resources to fully grasp why there was a need for stronger environmental science learning in Indonesia. I first consulted the Education LibGuide, which led me to the ERIC database. I knew to search for peer-reviewed articles, as these tend to have the

most accurate and credible research. However, after various keyword combination attempts to find appropriate sources, the journal article results were not relevant or specific enough to my topic. So, I decided to schedule an appointment with the Education Librarian, Elisa Acosta. In this one-on-one consultation, Acosta was able to match a variety of descriptors together on ERIC and Google Scholar to obtain over ten journal articles that helped me understand the current Indonesian public education system, as well as its lack of environmental education. Although I did not use every article in my final project since some were not as applicable to my focus, she helped me immensely in discovering niche, peer-reviewed sources. Additionally, Acosta provided me with a list of potential keywords that I later used in various combinations to conduct my own research to find more relevant journal articles.

Another avenue to this project was understanding how the curriculum itself should be written and formatted to best promote eco-literacy to Balinese students. I relied heavily on E-Books I found in the LINUS Catalog, as well as those linked in my course Brightspace page, as assigned reading materials, to learn about the importance of community-based education, culturally-responsive pedagogy, and environmental education. I also utilized Link+ to obtain and read a fundamental book about culturally-responsive teaching, since this book had already been checked out by another LMU student, making it unavailable at the library. These sources provided me with tangible knowledge and ideas on how to develop the curriculum and informed me of the best practices in teaching to cultivate eco-literacy. Throughout this research process, I utilized EndNote online, and a corresponding instructional video, to manage my sources and export my final bibliography in APA 7th edition format.

Lastly, attending the EcoPoetry event on March 24th helped me develop a critical activity for my curriculum. I was inspired by these students, who had written passionate poetry about the

environment. Experiencing how unique and heartfelt each poem was, I decided to utilize this activity in my first unit by having the students write their own poem focused on some element in their physical environment, hoping to hook them into wanting to learn further about the environment.