

# FOCUS



*GLS C-bE\_Intro*

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**Grassroots Community-based Education**  
**Learning ♦ Sustainability ♦ Preparedness**

# Introduction to GLS Community-based Education



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Grassroots Community-based Education  
Learning ❖ Sustainability ❖ Preparedness

# This is a G.L.S. Learning Division presentation



G.L.S. offers Educational publications, namely, training manuals and materials in the fields of geography, environmental science with a focus on diversity and inclusion, critical thinking, problem solving and leadership, management skills development, emergency communications, emergency preparedness.

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# Advisory Note

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Photo by G. K. Lee

A group presentation may need a narrator to read the text not readily legible to the audience.



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# GLS Community-based Education: Introduction

Gregory Lee created his version of Community-based Education (C-bE) using these ideas:

- *The family is the basic educational unit.*
- *Learning is a natural process driven by curiosity.*
- *Teachers are people with knowledge, skills, and experience who care and are willing to share.*
- *Teaching by example and learning by doing are proven methods that have stood the test of time.*
- *GLS C-bE training is based on proven competency not on passing written exams.*
- *Nature is the classroom and library accessible to all people on Earth.*



*Curiosity is the driving force behind all learning.---G. K. Lee*



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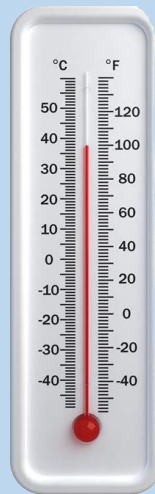
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# Definitions of Teachers & Learners

**Teachers:** GLS C-bE teachers are people with knowledge, skills, and experience who care to share these with others. They may or may not have diplomas or formal training. Their competency is proven. They do the work very well.

**Learners:** Anyone curious and wants to know about something they don't know or fully understand.



*Some people seem to have more degrees than a thermometer.  
I find the thermometer more useful.---G. K. Lee*



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# Community-based Education: A Brief History

GLS Community-based Education (C-bE) started getting college students to urban community service projects. They did teach-backs to inner-city high school students. We connected urban families with Nature using backyard habitat gardening to protect local pollinators and applying academics at home. Backyard camping was emergency preparedness training.

We adapted it to train rural Thai farmers in composting and soil management. We applied academics to sustainable agriculture in a pilot project in a rural Thai elementary school.

In all cases, the GLS C-bE model performed successfully.



*The true value of knowledge is only fully realized when it is freely shared and used. ---G. K. Lee*



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GLS C-bE served as the model to create Service-Learning options for college students with these LA area community groups.



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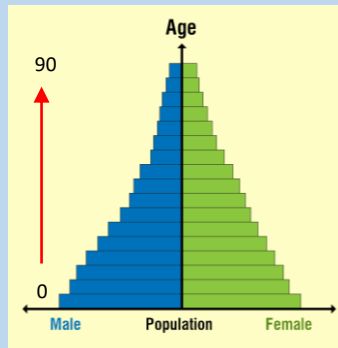
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# Interest in Educating Youth

GLS C-bE is interested in working with groups serving young girls and boys. We are committed to fostering and nurturing the next generation of environmental stewards. Early environmental education prepares them to live more sustainable lives. Most countries have many more elementary schools than other facilities (e.g. hospitals, secondary schools, etc.). Training for education, sustainable practices and emergency preparedness in elementary schools reaches more learners.



*Typically, a population has more younger people than older ones. The youth are the future of a nation.*



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# Community-based Education in GLS

GLS has 3 Divisions:

- Learning (Optimized Individual Learning; OIL)
- Environmental (Sustainable Environmental Practices; SEP)
- Preparedness (Emergency Preparedness; EP)

GLS Community-based Education (C-bE) is the main tool of the Learning Division. It is used to create lessons and training materials for all GLS divisions and external clients.

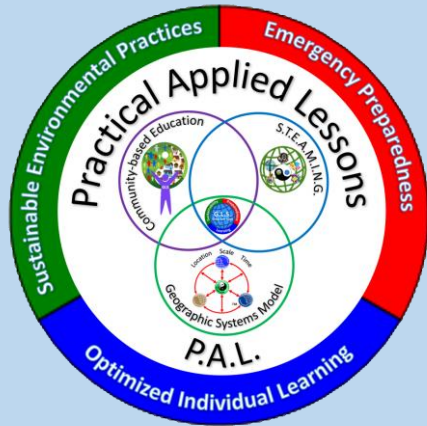


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# GLS C-bE Practical Applied Lessons



GLS C-bE is competency-based education. The lessons are less abstract and focus of applying classroom lessons to completing a community project. There are no written exams. Understanding is the shown by teach backs and tangible work in community service team projects. GLS C-bE, Geographic System Model, and STEAMING are the resources for creating project or job specific lessons and training programs.



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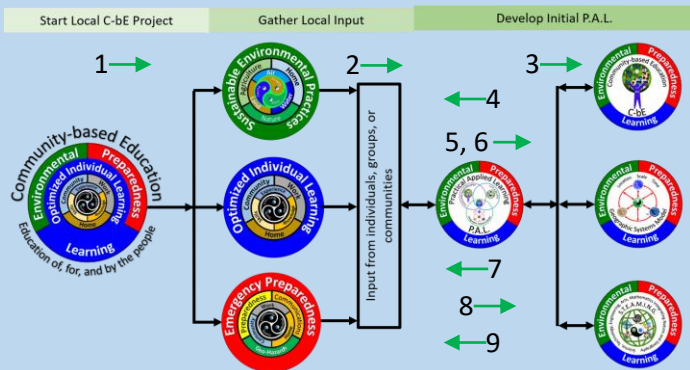
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# P.A.L. Development Process

GLS Cb-E P.A.L. development process begins with gathering local input (relative to GLS Divisions) to develop a draft lesson to meet a specific community need. The diagram below summarizes the major steps in the P.A.L. development process. Revisions and updates are made as local conditions change. Thus, the lessons are always relevant.



## General P.A.L. Process

1. Start C-bE Project
2. Gather Local Input
3. Develop Draft P.A.L.
4. Beta Test P.A.L.
5. Evaluate Beta results
6. Revise (if needed)
7. Finalize
8. Review & Update as needed.
9. Finalize Update



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# GLS C-bE Core Components



GLS C-bE has five core components



The acronyms are all related to organic growth in plants. This fits the educational theme of nurturing the growth and development of youth and of crops.



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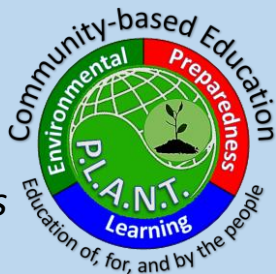
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# GLS C-bE: P.L.A.N.T.

## Personal Learning And Natural Teaching

*Plants are primary producers on Earth. So, it is natural to use P.L.A.N.T. as the prime C-bE component. All useful learning is personal. The link to Natural Teaching is basic. Curiosity make each person their own teacher. Studies show elementary school children can teach each other without a teacher.*



Learning is enriched by personalizing it. Students need time to reflect and internalize lessons to attain deeper understanding. ---G. K. Lee



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# GLS C-bE: R.E.E.E.P.P.

Rural  
Environmental  
Education  
Enhancement  
Pilot  
Program

*This pilot program improved rural public schools using a no cost/low-cost C-bE approach.*

*We combined classroom academics with interactive, outdoor community service-learning activities for collaborative student engagement. Students actively help build sustainable and resilient communities. We reap environmental stewards for the future.*



The community is the students' home. From an early age, all community members must be included in building and maintaining community sustainability and resilience.

---G. K. Lee



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# GLS C-bE: M.U.L.C.H.

**More  
Useful  
Lessons  
Carried  
Home**

*Mulch is used for soil enhancement. GLS C-bE uses “mulch” to enhance learning. Students see how knowledge and skills are used in their daily lives. GLS C-bE uses no written exams. We use Teach-Backs instead. Student teams must teach what they learned to family, friends, and neighbors. This reinforces the learning. It helps spread the knowledge. With more teachers, more people can learn about sustainability and resilience. Thus, education enriches the community.*



All teachers should be students; all students should be teachers. This can help spread education in rural areas short of teachers.---G. K. Lee



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# GLS C-b E: W.A.T.E.R.

**W**orking  
**A**t  
**T**eaching  
**E**nvironmental  
**R**esponsibility

*Water is essential to life. Education should be as water, flowing freely fostering personal and community growth. W.A.T.E.R enables us to sustain our teaching from one generation to the next. Learning is a time-binding process. It takes work for knowledge to be passed from one generation to the next.*



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I teach as a tribute to those who cared to share their knowledge, skills, and experiences with me. ---G. K. Lee

# GLS C-bE: S.E.E.D.S.

Supporting  
Environmental  
Education  
Development &  
Sustainability

*Everyone is responsible for environmental education.*

*We must teach by example.*

*Natural resources are not infinite, and changes occur.*

*Today's facts may not be so for tomorrow. We must revise and update our methods and materials as needed. We must sustain quality education for future generations.*



It is better to teach the learning process than to focus on content. This empowers people to adapt to change and be more resilient.---G. K. Lee

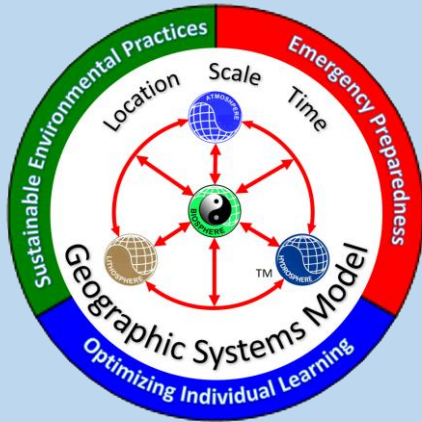


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# The Geographic Systems Model (GSM)



Geography integrates all life, physical, and social sciences simultaneously to study the distribution of phenomena on Earth. It uses the concepts of Location, Scale, and Time to compare / contrast places and on Earth.

Geography helps students find and identify connections. The model is used to identify what subjects are prerequisite and required for a particular lesson. Students can use it to find connections to satisfy their curiosity and studies.

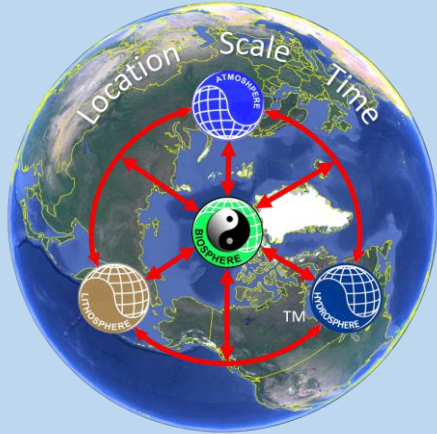


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# The Geographic Systems Model (GSM)



Everyone exists somewhere on Earth. Geography uses a person's curiosity of what they see in the world around them. Students tend to learn what they want to learn.

The GSM helps connect their curiosity to the many fields of human knowledge by systematically linking them to the environment and Nature. We start with their local experiences and then grow the connections and context to the rest of the world.



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# S.T.E.A.M.I.N.G.

Science, Technology, Engineering, Arts, Mathematics Integrating Nature and Geography



STEAMING is the GLS C-bE enhancement of the STEM / STEAM curriculum development models. All PAL lessons include relevant STEAMING components. This lets students and teachers relate PAL activities to a school's required curriculum. It is not necessary for a student or school to change their curriculum. It is easy to adapt GLS C-bE lessons at little to no cost to schools.



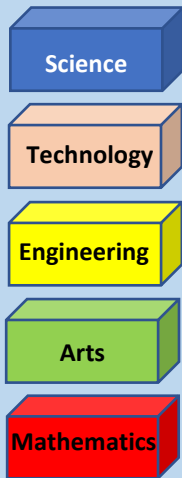
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# GLS C-bE S.T.E.A.M.I.N.G. Outside the Box

Traditional segmented single subject classes create an artificial compartmentalization of knowledge. This added layer of difficulty hampers a student's ability to see how the bodies of knowledge interconnect. It limits their understanding. Also, students are not active in the community while learning.



GLS C-bE lessons use Science, Technology, Engineering, Arts, Mathematics Integrating Nature &



Geography simultaneously outdoors in the community. It uses Teach-backs and community service projects.

to verify competency and comprehension rather than written examinations. Students can actively contribute to the community while learning.



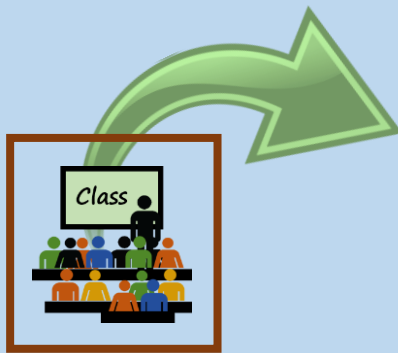
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# GLS C-bE Connects with Nature



S.T.E.A.M.I.N.G. (Science, Technology, Engineering, Arts, Mathematics Integrating Nature and Geography) gets students outside the box of the classroom. This encourages them to learn and think outside the box.

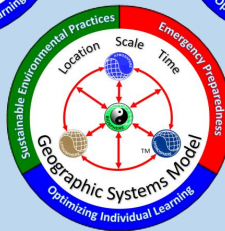
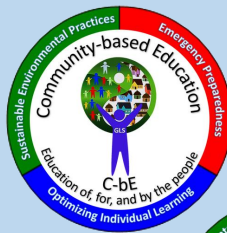
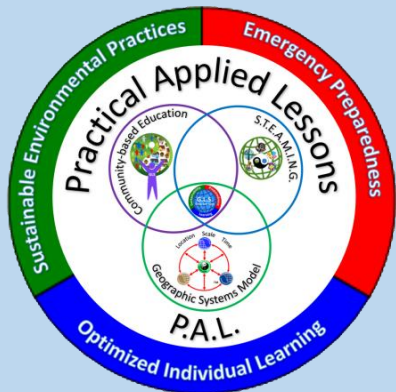


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# GLS C-bE P.A.L. Adaptable for Schools



GLS C-bE P.A.L. can supplement existing school curricula. It does NOT replace it. P.A.L. methods can be adapted to schools and taught to teachers.



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# GLS C-bE: Optimized Individual Learning (OIL)

*Community-based Education can be readily adapted to individuals, classrooms, community groups, as well as business employee training. In all cases, emphasis is on integrating, knowledge, skills, and experience to build communities.*

*GLS C-bE supports all GLS divisions with*

*lessons and training in Learning, Sustainable Environmental Practices and Emergency Preparedness. As Gandhi stated, people need to acknowledged their independence and inter-dependence in society.*



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Flexibility and resilience enable us to survive and thrive.---G. K. Lee

# C-bE: Sustainable Environmental Practices (SEP)

*As people adopt a modern life-style, they get more disconnected from Nature*

*GLS C-bE reconnects people with Nature using interactive outdoor lessons for community service activities. Many communities face new and growing environmental problems. Poor communities gain when youth actively add to sustainability and resilience. The future is unknown. Fear of the unknown is common. Knowledge conquers fear.*



We all have only one home; Planet Earth. We are the species capable to bringing about our own extinction. It seems indigenous people, living close to Nature, care for the Earth better than “civilized” people. ---G. K. Lee



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# C-bE: Emergency Preparedness (EP)

Community sustainability requires resilience in the face of adversity. GLS EmPrep/EmComm trains communities to prepare for their own rescue.

[Grassroots Emergency Communications Operations \(GECO\)](#) and the Wanderer's Amateur Radio Club (WARC) collaborate with GLS C-bE Emergency Preparedness (EmPrep) and Emergency Communications (EmComm) using radio and non-radio techniques.



"Hope for the best, prepare for the worst."

--- [Tragedie of Gorbuduc](#)



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# GLS C-bE Training for Organizations

*Contact us to learn more about C-bE Training options.*

**Who:** *Anyone involved in teaching or training of others.*

*GLS C-bE can be adapted to individuals or groups, in schools, community groups, or businesses.*

**Where:** *Training can take place at home, in a school, a business, outdoors (weather permitting), or online via video conference.*

**When:** *At your convenience and depending on our availability.*

**FFI:** Email [gregleesays@gmail.com](mailto:gregleesays@gmail.com), ATTN: GLS C-bE



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# Helping Schools and Teachers

Do you know local education leaders or teachers who want to get students to use their classroom lessons at home and in community service projects?

I am available to consult on curriculum, training programs (in schools and businesses) for Community-based Education, Learning/Training, Sustainability, Emergency Preparedness and Emergency Communications.

I welcome organizations willing to sponsor trainings and lesson/curriculum development projects in their community.



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# Special Thanks

Three people who made my life possible.



My mother (Irene, 1921-2019) & father (Mack, 1916-2017) who gave me life, an education, and good life examples to follow.



Cary, my friend since 3<sup>rd</sup> grade, who saved me from drowning over 55 years ago.



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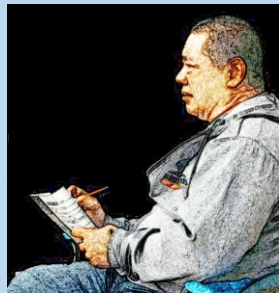
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# For More Information



Geography  
may not  
change the  
world, but  
it will  
change the  
way you  
see it.



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