



EYE ON ENVIRONMENT

A curriculum for planning your environmental service project

Our Generation Ensuring Our Future

Since we were in elementary school, our teachers have been telling us about environmental issues such as pollution, deforestation, erosion, and overpopulation. As students, we can learn more about these problems. As concerned citizens, we can become part of the solution.

Service learning is a great way for us to both find solutions and get involved. With service learning, we grow and develop while participating in organized service.

Environmental service learning goes beyond picking up trash on the beach. It also includes identifying where the trash came from and working on long-term solutions. We can benefit by learning about the environmental issue while we serve.

There are four main parts to all good service learning projects: 1) Preparation: "Planning and putting the project together" 2) Action: "Getting things done." 3) Reflection: "What have we learned from this?" 4) Celebration: "A fun way to end to say thank you for volunteering"

This guide will take you through the steps of planning your own environmental service learning project.

P.A.R.C. service learning model



Preparation: Identifying and analyzing issues, choosing a project, learning skills needed to perform the project, and outlining the logistics (all the details) of the project.

Action: Performing the service as planned. Be ready for new circumstances that may arise.

Reflection: Enabling us to learn from the service experience. This is how service is tied back to what we learn in our classroom or "real life".

Celebration: It is important for us to realize we have made a difference and we should celebrate our accomplishments.

Just Think . . .

◆ **Each year, Americans produce 154 million tons of garbage.**

◆ **If only 100,000 people stopped their junk mail, 150,000 trees could be saved each year.**

◆ **The aluminum cans we use today will still be here 500 years from now.**

◆ **The Amazon Rainforest produces 40% of the world's oxygen.**

◆ **Americans throw away 18 billion disposable diapers a year, enough to stretch to the moon and back seven times.**

◆ **According to scientists, the Earth loses 17,500 plant and animal species every year.**

◆ **If you convinced two people to do something for the environment, and the next day they each convinced two more people, and so on, it would take less than one month to get everyone in the U.S. involved.**

Connect Service to Curriculum

English Language Arts

Research environmental books and discuss them.

Health/Physical Education

Study the role of pollution in causing lung problems/disease.

Math

Research environmental facts and how graphs are used in environmental studies.

Art

Read about the effects of air pollution on art works.

Business Education

Examine problems of waste in the workplace.

Foreign Language

Compare environmental policies and standards in the US to those of other countries.

Social Studies

Discuss how the Bhopal, India, Chernobyl, Exxon Valdez, and Love Canal disasters happened and their impacts.

Technology Education

Discuss the limits of Earth's resources and the technology used to recycle materials.

Music

Research music related to environmental issues.

Science

Discuss how biotechnology is used to help the environment.

Family Studies

Study the effects of chemicals and pollution on children.

Inside This Pamphlet

The PARC Model, Using It for Success
Preparation and Action
Reflection and Celebration
Resources: Where Can I Get More Information?

page 1
page 2
page 3
page 4

PREPARATION

The success of our project will be greatly influenced by the amount of planning and preparation we do before the day of the project. Use the checklist below.

1. What can we do?

- discuss community problems
- brainstorm potential solutions
- locate community agencies who may want to sponsor the project
- collect info about the issue
- find ways to educate and inform participants on the issue

2. Where and when can we help?

- phone or visit site contact to find out if the plan is feasible to their location
- visit the site or ask plenty of questions about what resources will be available there
- determine a time that is both good for participants, and good for the site

3. How do we get it done?

- find out and let participants know what activities will be done at the project
- make a list of everything that needs to

be done, including:

- continue communication with site
- find supplies
- arrange transportation
- publicize event
- make a budget/fundraise
- invite and motivate community members to help
- get parent permission
- review safety information
- keep list of supporters to send thank-yous
- put deadlines on each task
- assign a person/group to be responsible for each task
- designate a person or group to plan the project reflection (see next page)
- designate a person or group to plan the project celebration (see next page)

Project Possibilities

There are three types of projects from which you can choose: direct, indirect, and advocacy.

DIRECT SERVICE addresses an issue with hands-on activity. For example:

Build a school compost bin for lunchroom garbage.

Beautify your school by picking up litter, planting trees and flowers, re-painting signs.

Learn how to and make mulch.

Learn about and make worm bins for natural recycling.

Turn a vacant lot into a garden or bird sanctuary.

Care for a wetland area in your neighborhood.

Remove weeds from a local park.

Volunteer at local, state, and national parks and forests to work on recreation projects, build shelters and camps, repair trails, or create play areas for children.

Study local erosion, then plant trees and vegetation to help reduce the erosion.

Refurbish or create nature trails that are wheelchair accessible.

Clean statues and other outdoor works of art.

Start a garden at a homeless shelter or child-care center.

ACTION

You must be the change you want to see in the world. — Gandhi

Pointers for carrying out a successful project:

At the start:

- ✦ Sign in all volunteers and get an emergency contact number for everyone.
- ✦ Define groundrules: Cooperative teamwork, positive encouragement, respect for others and for nature, and peaceful conflict resolution.
- ✦ Introduce site/agency contact (if there is one) to the group and have them say a few words about the issue, project, and tasks.
- ✦ Define and delegate tasks to be done.
- ✦ Play games to get to know each other (icebreakers) and to build teamwork (teambuilders).

During the project:

- ✦ Take pictures
- ✦ Break for water and snacks
- ✦ Have emergency plan for accidents or drastic problems.

At the end:

- ✦ Clean up site, put away supplies.
- ✦ Do reflection activities & games (next page).
- ✦ Fill out evaluations of the project and send/give thank-yous.



INDIRECT SERVICE involves doing a service locally that helps a problem somewhere else. For example:

Monitor water quality of a lake for reporting to an environmental agency.

Start a school or neighborhood recycling program.

Encourage carpools, walking, and biking (hold a "bike fix-up day").

Design a class waste reduction plan, with practices such as using the backs of paper, repairing leaky faucets, and turning out lights when they are not needed.

Conduct an energy audit for your school to make it more fuel-efficient.

Collect old tapes and records from people to donate to a shelter.

ADVOCACY is working toward a lasting solution to a problem and informing the public. For example:

Teach younger students about environmental issues and projects.

Research marine life, create a coloring/activity book, and give an environmental presentation to younger students.

Create posters with how-to-tips for "smog-busting" or "graffiti-busting."

Write letters to the editor encouraging public support for an area slated for development.

Inform the community of toxic household products and encourage them to switch to non-

REFLECTION

Reflection is thinking about what you have learned. It is the key to turning a project into a useful service learning experience. It can be a journal entry, a presentation, or even a group discussion.

Reflection should occur throughout the service project so students can A) *have time to process what they are learning, and B) learn about the experiences other students are having*

The following is a list of questions we can ask about our experience:

1. What did we do?
2. What did the project do for the environment?
3. What was the biggest challenge?
4. What did other

people learn from us?

5. Did the condition of our environment surprise us? What was surprising?
6. How has serving the environment changed how we think about ourselves

We leave traces of ourselves wherever we go, on whatever we touch.

—Lewis Thomas

and our community?

7. How did we find a creative solution to a problem?
8. How can we continue to help the environment?
9. How does serving make us feel?
10. Does what we learned apply to any other areas of our life?

An idea: Write letters to a friend, teacher, or environmental agency to tell about how you've helped.

An idea: Compile statistics on your service project.

An idea: Draw a picture or make a collage illustrating how you felt about the project or how you made a difference. Take turns explaining the artwork.

An idea: Write and perform a song that captures your experience.

An idea: Create and perform a skit about what happened at the site.

An idea: Gather together after the project and take turns telling in five words or less what was most valuable.

An idea: Make a list for the school bulletin board of ways you can continue your efforts.

CELEBRATION

Wow! We're really making a difference. It's important to recognize the accomplishments of everyone who put time and effort into serving our environment. **Always celebrate and give recognition to participants.** The possibilities on how to do this are endless. How would the group like to celebrate? Here are a few suggestions to get the wheels turning:

Throw a party. ☺ Invite the media. ☺ Give rewards like coupons, free admissions, certificates, buttons, and special awards. ☺ Play games. ☺ Create a bulletin board to show the progress of the project. ☺ Write up your project for local papers. ☺ Invite politicians or local celebrities to do the service with you. ☺ Write thank you notes to individuals who participated. ☺ Publicize youth service in school papers and newsletters. ☺ Videotape or photograph youth in service. ☺ Hold an awards ceremony. ☺ Devote a special page in your yearbook to your environmental service.

One generation plants the trees under whose cool shade another generation takes its ease.

—Chinese Proverb

Resources: More Info?

The following agencies are willing to share their knowledge to help you plan your environmental youth project

Adopt a Highway Service of San Diego
 (619) 284-2902

American Red Cross
 (619) 291-2620

AmeriCorps Watershed Project at the San Diego Natural History Museum
 (619) 232-3821 x237

Audabon Society
 Jim & Barbara Peugh
 (619) 224-4591

Blue Sky Ecological Reserve
 (619) 679-5469

City of San Diego
 General Services Dept
 527-7500

Environmental Health Coalition
 Sonya Holmquist
 (619) 235-0281

Habitat for Humanity
 (619) 465-7576

I Love a Clean San Diego
 Elizabeth
 (619) 467-0103

Never doubt that a small group of committed citizens can make a difference, in fact, it's the only thing that ever has. —Margaret Mead

Intl. North Shore Prevention Coalition
 (619) 558-8878

Mission Trails Regional Park
 Ranger Paul Kilburg
 (619) 668-3277

Pacific West Trail Group
 Rob Langs
 (619) 459-1726

People for Trees
 Barbara Moore
 (619) 422-2481

Quail Botanical Gardens
 (760) 436-3036

Rancho Coastal Humane Society
 (760) 753-6413

San Diego Baykeeper
 (619) 299-4484

San Diego Parks and Recreation
 Nancy Hanson
 (619) 694-3044

San Diequito River Park
 Colleen McCahon
 (619) 235-5440 ext. 14

Sierra Club/ Youth Focus
 Denise Falk
 (619) 231-4975

San Diego City Schools/Learn & Serve
 (619) 293-8676

Torrey Pines State Reserve
 Pamela Higgins
 (619) 755-2063 ext. 308

Internet Resources

- AmeriCorpswww.americorps.org
- California Coastal Conservancy.....www.coastalconservancy.ca.gov
- Center for Youth as Resourceswww.yar.org
- Corp. for National Servicewww.nationalservice.org
- Do Somethingwww.dosomething.org
- Habitat for Humanitywww.habitat.org
- National Youth Leadership Councilwww.nylc.org
- San Diego EarthWorkswww.earthdayweb.org
- Sierra Clubwww.sierraclub.org
- Volunteer San Diego.....www.volunteersandiego.org
- YouthBuild, USAwww.youthbuild.org
- Youth for Environmental Servicewww.yes1.org
- Youth Service Americawww.servenet.org
- Youth Service Californiawww.yscal.org

SAVY - Volunteer San Diego
 4699 Murphy Canyon Road
 San Diego CA 92123
 (619) 636 - 4129
 savy@volunteersandiego.org



Make a Difference Daily



- ❖ Use rechargeable batteries.
- ❖ Recycle aluminum, glass, newspaper, cardboard, and paper.
- ❖ Turn off lights and appliances when not in use.
- ❖ Turn off water between rinses when shaving or brushing your teeth.
- ❖ Avoid disposable plates, cups, and utensils.
- ❖ Be creative with leftover food.
- ❖ Write letters to your representatives supporting environmental action.
- ❖ Educate yourself and others on environmental issues by joining or creating an environmental club.
- ❖ Take time to learn about and enjoy nature.
- ❖ Buy products from companies that are environmentally friendly and conscious.