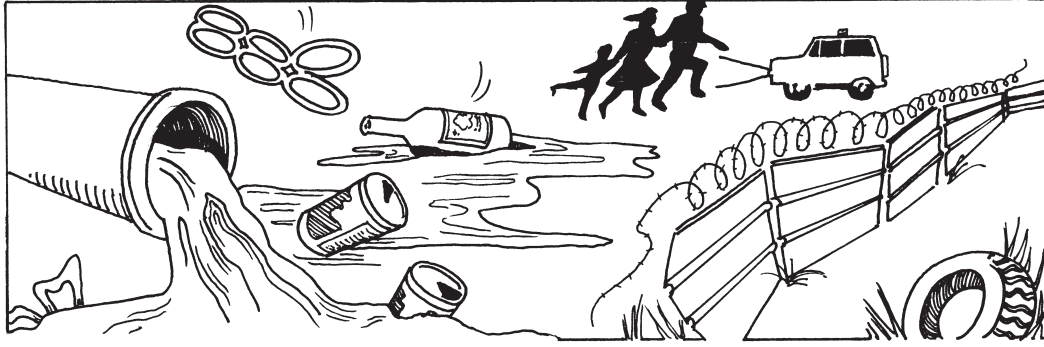


Human Use Chapter Teacher Sheet



Activity #5: Design a Service-Learning Activity

Objectives:

To design and implement a service-learning activity that will benefit the Tijuana Estuary.

Time:

This length of this project will depend on the service-learning activity designed by the students.

Background:

Service learning is a type of activity that combines community service with learning goals and objectives. Not only do students perform some type of volunteer service to improve the community, they also analyze and reflect on the service they have performed. For instance, students might test the water quality in a body of water within the community to identify any pollutants that might be present, research to identify the source of the pollution, and write letters to local community and business leaders to make them aware of the problem and present possible solutions.

In this activity, students will design and complete a service-learning activity related to the Tijuana Estuary.

Materials:

The materials necessary to complete this project depend on the type of service-learning projects your students want to produce, and also depends on the materials the school can supply.

Procedure:

The following web sites will help you become more familiar with service-learning activities:

National Service-Learning Clearinghouse at <http://www.servicelearning.org/article/archive/35/>

California Department of Education CalServe Initiative at <http://www.cde.ca.gov/calserve/>

National Estuaries Day: School Activities - CA joint program of the NEP & NERR at <http://www.epa.gov/owow/estuaries/neday/ideas.html>

Center for Global Environmental Education Watershed Action Service-Learning Projects at <http://www.cgee.hamline.edu/watershed/action/projectsindex.htm>

Here is an example of a service-learning activity from the CalServe website:

"A fifth/sixth grade combination class (29 students) creates "A Kids' Field Guide to the Ojai Meadows Preserve" for students and community members interested in learning more about the Meadows. The Field Guide is created based on students' field study in the Meadows, lessons from community and parent volunteers, input from other classes studying the Meadows, and individual and group research. This project addresses many content standards within Language Arts and Science. Students worked on the project during Writing Workshop time and did much of their research during Sustained Silent Reading time."

The students themselves should design their service-learning activity related to the Tijuana Estuary. Begin by allowing students to access the above websites so they can become familiar with the requirements of a service-learning activity.

Once the students have had some time to read through the websites, lead a class discussion about service-learning activities in general.

In service-learning at its best, students research community needs and resources, then plan their own projects. Yet students need help knowing how. Cairn & Associates developed several publications to help students learn how. **The following steps are taken from the above website:** Center for Global Environmental Education Watershed Action Service-Learning Projects.

Step 1. Identify Your Watershed and Its Resources

Find out what watershed you are in and the local agency responsible for it at
What Watershed Are You In?

Step 2. Inform Yourself

Learn basics the about water quality with Watershed Action Background Information.

Step 3. Research Community Needs

Use a site survey to investigate needs in your watershed. Go out and look around. Also ask homeowners, custodians, scientists, and water quality managers for information. Or contact the Education Coordinator at the Reserve if you are going to do a project at the Reserve. Download one or both surveys and instructions:

- Pollution Prevention Project Guide (pages 25-33), How to Do Field Reconnaissance
- Give Water a Hand, Research Needs

Step 4. Make a Site Map

Go outside and look around at your school or other project site. Map water flow and possible pollution sources. Get instructions at Give Water a Hand (page 6), Research Needs.

Step 5. Project Ideas

For examples of possible projects, browse the list of Service-Learning Projects.

Step 6. Plan

Download and/or print this form to make sure your plans are complete. Develop a time line. Assign jobs. Identify partners with the Water Quality Action Plan.

Step 7. Connect with Organizations

Projects become stronger with expert help and advice. Get help identifying needs and picking a project. Also ask for data, maps, equipment, speakers, publications, and even funding. Find possible partners at the Watershed Action Organizations page.

Step 8. Measure Your Progress

Download and/or print the Project Evaluation Form to help make sure you meet your goals.

In addition, you can submit the student's service-learning activity as a lesson plan on the CalServe website.

Note: There are no student questions included with this activity.

