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# The Do Something and Earth Force EARTH DAY ACTION Project

Do Something

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## **The Do Something and Earth Force EARTH DAY ACTION Project**

Spring – a popular time for students to get involved in community-building activities! As the days get warmer, environmental projects like park clean-ups, recycling initiatives, and pollution studies start taking place across the country. Nationwide events like Earth Day (April 22) raise young peoples' awareness of important environmental issues and generate excitement around helping preserve the earth and its natural resources.

The Earth Day Action Project is designed to help you and your students get involved in environmental issues that matter to you. We know that many of you already carry out related projects with your students. Therefore, the activities, project ideas and action guides, and additional resources included in these materials will connect your students' personal actions with a larger movement of people who are serving to better our nation.

Educators and young people involved in the Do Something program shared with us some of their fantastic spring projects from previous years, such as building a "peace garden" in a formerly abandoned parking lot, studying water pollution levels in a nearby reservoir, and putting together helpful poison control informational flyers for families with young children. Creative projects like these enable young people to experience first-hand the importance of *civic engagement* – or sustained, meaningful community involvement. Project ideas and planning documents from these students are included in this curriculum.

The Earth Day Action Project is designed to incorporate the practices of *service-learning* as a vehicle for civic engagement. According to Learning in Deed, the national service-learning partnership, "Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning." This curriculum includes service-learning guidelines and resources for those who may be new to service-learning, or for those who need additional resources to incorporate in existing efforts.

Do Something is pleased to partner with Earth Force, a leading organization in connecting youth with environmental issues, in producing these materials.

## **About Earth Force**

*Earth Force* is a leading organization in connecting youth with environmental issues and helping them to discover and implement lasting solutions to environmental issues in their community. In the process they develop life-long habits of active citizenship and environmental stewardship. Educators turn to Earth Force for innovative tools to engage young people in community problem solving.

The creation of Earth Force in 1993 by The Pew Charitable Trusts recognized two emerging national trends: young people's overwhelming desire to act on behalf of the environment and their desire to help their communities. Today Earth Force's educational programs engage more than 25,000 young people a year as community and environmental leaders.

Earth Force programs are based on a process combines the best practices of civic action, environmental education and service learning. This flexible framework is used in all types of educational settings including honors classes, programs for adjudicated youth, science classes, after-school clubs, summer camps and more.

Earth Force programs are based on a process that enables youth to:

- assess their community and choose a local environmental problem to address
- conduct balanced research so they understand the problem from a variety of perspectives
- work with community members to take action and effect a long-term solution.

More about Earth Force can be found on their website at [www.earthforce.org](http://www.earthforce.org).

## **About Do Something**

*Do Something* is a premier provider of youth-led leadership and citizenship initiatives in schools. Each year, Do Something works with students and educators to improve young people's leadership skills through meaningful involvement in their communities and the democratic process. Do Something's hands-on, youth-owned approach allows young people to develop strong character and self-confidence, and acquire the leadership skills to be active, life-long citizens.

Do Something provides opportunities for educators and young people to engage in community-building activities around key times of the year, including Thanksgiving, the Martin Luther King Jr. National Holiday, and in the spring, as well as through a year-round program. Do Something's year-round program offers educators a structured, age-appropriate curriculum matched to NAEP Standards. Training and ongoing assistance is provided, along with program and resource updates on a regular basis.

In the year-round program, Do Something trains educators to be Community Coaches who help young people develop ties to their communities, take responsibility for social issues, and experience the positive results of their efforts. More information about Do Something's year-round program and an application for those interested in training can be found on the website at <http://coach.dosomething.org>.

## **Program Overview and How to Use the Curriculum**

The Earth Day Action Project curriculum is designed to guide young people as they explore a particular issue of the environment and craft and carry out a project in conjunction with Earth Day 2002.

The curriculum uses an easy-to-follow format. It is organized by "theme" as explained below. All you need to do is select the theme you wish to use for your project, familiarize yourself with the materials provided for that theme, and you are ready to begin!

### **Steps to Implement the Program**

#### **1. Select a Theme**

Part II of this curriculum offers a selection of *one* of four themes that will act as the foundation for you and your students' involvement in the program (including exploring the environment and developing a project).

The four themes are:

- Watersheds (with materials provided by Earth Force)
- Interacting Responsibly with Our Environment
- Pollution
- Environmental Beautification

Each theme packet includes:

- an overview of the theme;
- daily activities to follow;
- a list of questions you can use to guide students through the program;
- suggested project ideas; and
- a sample Path to Change submitted by an actual school involved in Do Something; and
- background information and additional resources to help you and your students with researching the theme.

You will need to **choose one theme before starting the program**. Your selection may depend on your community, your timeframe, the restrictions of your school administration, or other important factors. Please read through the themes, sample questions, and project ideas before making a selection!

#### **2. Choose and Carry Out the Opening Activity**

The first day of the program uses an **opening activity** to engage students in the theme you have selected. Several activities are suggested – community mapping, a scavenger hunt, and a student-created survey – and are included in this section. You may choose the one that best fits your needs and interests.

#### **3. Follow the Daily Curriculum**

After you have completed the opening activity with students, simply follow the daily curriculum for the theme you have chosen!

#### **4. Develop a Project with Students During the Program**

Watching as young people come up with a project is exciting. Their ideas can be thoughtful, creative, inspired, and, occasionally, overwhelming. **The most important thing about developing a project with students is that the project idea should come from the students themselves!**

*How is a project plan developed?*

You and your students will plan a project using Do Something's *Path to Change*, a unique template that guides students through the planning process.

An Educator's Guide *Path to Change* is included in these materials. A student version of the *Path to Change* is included in the "Part II" materials you were instructed to download when accessing the program.

You will need to copy the *Path to Change* on a large piece of chart paper and hang it so your students can see it and update the sections as it is completed. **\*\*This will be referred to as the *Path to Change* poster throughout the curriculum.**

*Where should our project take place?*

The project may take place in your school, neighborhood, or town depending on your timeframe, logistics, and administrative concerns. It is recommended that you (and/or your students) decide in advance where your project will take place.

#### **Suggested Timeframe for the Project**

Monday, April 15 – *Introduction to the program and activity*

Tuesday, April 16 – *Activity debrief and introduction to Path to Change*

Wednesday, April 17 – *Project planning using Path to Change*

Thursday, April 18 – *Project Planning*

Friday, April 19 – *Project Planning*

Monday, April 22 – *Carry out project in conjunction with Earth Day, reflect and celebrate*

## Using Do Something's Path to Change

Path to Change is a unique template that young people use to plan a project. Path to Change pulls together all the different facets of carrying out a project (such as thinking about steps, resources, partners, and cost) and synthesizes them into a user-friendly chart that becomes a handy reference tool during and after the project is completed. **A blank Path to Change for students is included with each theme.**

### How to Teach Path to Change

*Make a Path to Change "poster"* and hang it in the front of the room. This will be the group Path to Change on which the students' ideas will be recorded. Use a dry-erase board or overhead if possible, as changes to the Path to Change might need to be made throughout the planning process. Individual copies of the Path to Change should be handed out as well, so students have their own copy on which to take notes.

*Introduce* the Path to Change a few times before students actually use it for a project. Review each completed section before moving on to the next section so students understand it as a whole document.

*Practice* the Path to Change (if time permits) on an easy 'project' right in the classroom, like cleaning a bookshelf or organizing materials for recess or lunchtime. The more young people can use the Path to Change and put it into action, the easier and more fun it becomes.

*Adapt* the Path to Change to meet the timeframe of the program. You may not have time to address all the sections of the chart, for example, during the week-long program. Be flexible and let students know it is alright if only key sections are completed.

*Review* the sample Path to Change provided with each theme. It will help students to see how the document works, as well as which steps they might want to include in their own project planning.

*Allow flexibility* and encourage students to fill in/complete the Path to Change as they move through designing and carrying out the project. They should not feel as if they must complete the Path to Change in its entirety before they begin the project. Some changes will need to be made as they go along.



## **PATH TO CHANGE Educator's Guide**

### **SECTION 1**

*Path to Change begins by asking young people first to express their vision for a better community and then to think of a project that will help make their vision a reality. Project ideas can come from a brainstorming session, past projects, or existing initiatives within the school (such as a tutoring or volunteer program).*

#### **See It! [Vision]**

##### **Our vision for a better community is...**

*As a group, students will discuss and record their vision for a better community. What does it look like? This is a general vision – something broad that can lead to a concrete project idea.*

Examples include: "Our vision is a community free of drugs." "Our vision is a community with safer playgrounds." "Our vision is a schoolyard with no litter. Our vision is a school library where the books are in order."

#### **Believe It! [Reason for this vision]**

##### **We think it is important to address this vision because...**

*Why do students think that this particular vision is important and what do they hope to accomplish by addressing this vision?*

Examples include: "Our vision is important because drugs are dangerous to students and we want everyone to know this." "Our vision is important because safe playgrounds mean less accidents and dangers to young people and their families." "Our vision is important because the library is our resource, and if we don't keep it orderly, we make it hard for others to enjoy it and we create more work for the librarian and custodians."

#### **Build It! [Project Description]**

##### **A project idea that helps us achieve our vision is...**

*Here, students can list a specific project that addresses their vision.*

Examples include: A brochure about drug awareness; a letter campaign to local elected officials to repair playgrounds, replace light bulbs, and post safety signs; putting together a "Keep our library clean!" packet or short video/skit that includes information about how to use the library, why putting books away is important, and how everyone can help, setting up a clean-up schedule for the library..

## **SECTION 2: Planning Chart**

*Young people use the chart below as a guide to figure out the steps, partners, timeline, resources, cost, and challenges. Definitions for each of these sections are found below the chart. The size of the chart is up to you. You may add additional columns if there are other steps you would like to document, such as a "Step Completed?" column so young people can mark when something has been completed.*

<b>Action Step</b>	<b>Who Does It?</b>	<b>What is the Deadline?</b>	<b>What Resource Is Needed?</b>	<b>What Does it Cost?</b>	<b>Who Can We Ask for the Resource?</b>

**Below are the different categories for the planning chart discussed in detail.**

### **Action Steps**

*What specific actions are needed to carry out the project? You may want to guide a brainstorm where every possible step – from outreach to clean-up – is recorded and then placed in order on the chart.*

*Examples of action steps include: fundraising activities, contacting partners, recruiting participants, driving to/from vendors to get supplies, writing and sending invitations, clean up.*

### **Who Does It?**

*Who else could be involved in the project – friends, teachers, families, local businesses and elected officials, members of the community? How might these people be involved? What might they do? Again, brainstorm a list of everyone who might potentially be involved.*

### **What is the Deadline?**

*By what date should this step be completed? Some steps may need to be done right away, like contacting someone in the school or community to ask permission to do the project. Other steps can be done later, like asking a local pizza shop to donate food or organizing clean-up after the project.*

### **What Resource is Needed?**

*A resource can be a supply/material or a personal resource. This might be supplies like bags, towels, snacks, or carpool rides, parent supervision, volunteers to help, or permits.*

### **Cost**



*How much will this resource cost? Consider a fun weekend 'scavenger hunt' activity where young people take their list of resources and visit the local stores to gather cost estimates.*

#### **Who Can We Ask for the Resource?**

*Local businesses, parents, the school, and community organizations are usually more than happy to participate by providing resources such as supplies, snacks, transportation, and supervision. Consider writing a one-page 'flyer' announcing the project and resources needed that young people can hand out to vendors and parents.*

### **SECTION 3: Challenges**

*What are all the different challenges that might arise when carrying out this project? It is always a good idea to think about these things in advance. It may be helpful to ask students to think about each specific step and possible challenges that might arise.*

*Keep in mind that overcoming obstacles is an important aspect of developing young leaders and community builders! While you may be tempted to step in to avoid a major obstacle, let young people work through it themselves. It may mean rethinking action steps or even reconsidering the project, but ultimately it will enhance their experience and learning.*

*Examples of challenges include: running out of supplies, not getting permission to do a project, lack of support or materials, unrealistic expectation for a project (i.e. wanting to build a new school in two weeks).*

### **SECTION 4: Success [How will we know we've succeeded?]**

*How will young people measure the success of their project? In what ways will they be able to tell that their project achieved its goal? There will be very concrete measures, such as being able to see a clean park after a clean-up event, but also consider less obvious successes. For example, if young people worked alongside community partners, then perhaps they developed outreach and communication skills. While young people may not come up with these 'personal' successes on their own (they will probably be thinking more literally), it is important that you recognize and call attention to them.*

*Examples of success: skills developed (public speaking, team work, facilitation, outreach, able to handle constructive criticism), overcoming shyness or bossiness, commitment to project from start to finish, trying something new.*

### **SECTION 5: Next Steps [What will we do to continue our success?]**

*What are some things young people can do, related to the project, to continue its success or to "take it to the next level?" How can they become more involved in the issue they have chosen?*

## Opening Activities

### Activity 1

# I Spy... An Environmental Scavenger Hunt

*In this activity, students will go on a scavenger hunt to uncover clues about our environment. They will discuss what they find tomorrow, so the activity should take place during the class or after school. This can be achieved by using the immediate schoolyard (if available) as the activity site, or by asking students to their neighborhood, yard, or the environment immediately surrounding their home.*

#### Materials

- chart paper
- notebooks
- markers, pens
- scavenger hunt checklist (copy for each student)
- local newspapers and magazines (*optional*)
- instant cameras (*optional*)

#### Facilitator Tips

\* The list of scavenger hunt items are suggestions only. You may wish to tailor the list to the theme you have selected.

\* On the day of the activity, you may wish to discuss with students safe and unsafe objects they might encounter during their scavenger hunt.

\* The "I Spy..." scavenger hunt should take place at a time that best suits the needs of you and your students (i.e., in the morning, at lunch, during class time, after school).

#### Steps

1) Split students into small groups and hand out a notebook, markers, and local newspapers (*optional*) to each. [Note: Assign Internet access time for each group at this point if you plan to use the Internet as a resource.]

2) Handout a copy of the scavenger hunt checklist to each student. Review the directions, explain *when* and *where* students will embark on their scavenger hunt.

3) Tomorrow students will share what they found and use the results to develop a project idea.

## I Spy... Scavenger Hunt Checklist

Find the following items in or around your environment. Then answer the questions about each item as best as you can. You may need to guess the answers to some of the questions, but when you can, try to be as specific as possible! Good luck!

- \_\_\_ A pile of litter on the ground  
*What is it? Where did you find the litter?*
- \_\_\_ A pool of "weird colored" water  
*What color is the water? Where did you find it? Why do you think it's this color?*
- \_\_\_ A public park, play area, picnic spot  
*Which did you find? How many people were using the area? (estimate)*
- \_\_\_ A public place where the air is smelly or filled with smoke or debris  
*Where is this place? What is causing the smoke, smell, or debris?*
- \_\_\_ A public place that looks like it has been cleaned or repaired  
*Where is this place? What has been done?*
- \_\_\_ A cigarette or cigar butt  
*Where did you find it? What other things were next to it?*
- \_\_\_ Two examples of people interacting *responsibly* with the environment  
*What did you see? Who did it? Where did it take place?*
- \_\_\_ Two examples of people interacting *irresponsibly* with the environment  
*What did you see? Who did it? Where did it take place?*
- \_\_\_ A trash can or recycling bin  
*Where is it? Is it full or empty?*
- \_\_\_ A bus or train station  
*How many people were waiting for the bus or train?*
- \_\_\_ A place in the neighborhood that is very busy with cars (be careful!)  
*Where is the place located? Why is it so busy? How many cars did you count?*
- \_\_\_ A place where a lot of children go  
*Where is this place? How old are the children there? Why are they there?*
- \_\_\_ A mowed lawn or a pile of raked leaves  
*Who do you think mowed this lawn or raked these leaves? Why?*
- \_\_\_ A field of fruit or grain  
*Who do you think owns this field? Why is s/he growing fruit or grain?*

## **Activity 2**

# **Mapping the Environment**

*Community mapping is a creative activity that allows participants to identify specific aspects of their community by drawing an actual map. When the community map is finished, participants talk about what they see on the map, discuss new things they have learned about their community while doing the activity, identify things they may have forgotten to include, explore their place or presence on the map, and begin to formulate ideas for community change.*

### *Materials*

- chart paper
- notebooks
- markers, pens
- local newspapers and magazines (*optional*)
- instant cameras (*optional*)

### *Facilitator Tips*

\* Read through the community mapping activity prior to beginning the day's lesson.

\* If you choose, students may use newspapers to find articles or pictures relating to some of the items they place on their maps.

### *Steps*

1) Split students into small groups and hand out chart paper, markers, and local newspapers (*optional*) and glue to each group. [Note: Students can use the local newspapers to find and cut out pictures or articles relating to community-based environmental issues to paste on their maps.]

2) Each group will draw a map of their community that illustrates the theme selected. You may choose to use the guidelines suggested below, or have each group do the same map and then compare their different versions.

a) *Assign one or more of the small groups a specific area of your immediate community (your school, block, neighborhood) and have them map only that area, marking places that address the theme selected.*

b) *Assign one or more of the small groups one aspect of the theme, such as a specific type of pollution (if you have chosen "Pollution" as your theme), areas in the community that need beautification ("Environmental Beautification"), or places in the community where people abuse the environment ("Interacting Responsibly with Our Environment"), and have students draw only that aspect on their map. They can combine the maps at the end of the activity to assemble a complete illustration.*

Community maps may include:

- Parking lots and abandoned lots
- Playgrounds and parks
- Popular picnic or hiking spots

- Buildings with a lot of graffiti
- Broken park benches or burned-out street lights
- Subway stations, bus stops
- Forests, fields, orchards, or other natural spaces
- Streams, rivers, lakes, or other bodies of water
- Apartment buildings, houses
- Mountains and valleys
- Garbage dumps or incinerator facilities
- Factories
- Construction sites
- Preserve lands
- Heavily littered areas

3) At the end of the allotted time, ask participants to hang their maps around the room. Invite everyone to walk around the “art gallery” and look at the different maps.

4) Reconvene the group and ask them what they saw “in the gallery.” What was their reaction to the maps?

5) Tomorrow students will discuss their maps and use them to develop a project idea.

### **Activity 3**

## **What Do You Know? Creating an Environmental Survey**

*Creating and carrying out a survey is a great way to gain perspective on the environment, as well as build public speaking and organizational skills in young people. In this activity, students conduct a survey collecting, compiling, and analyzing data about the environment as it relates to the theme chosen.*

#### *Materials*

- chart paper
- large sheets of construction paper (one for each group)
- "Ready... Set... Survey" handout (one for each student)
- notebooks
- markers, pens
- local newspapers and magazines (*optional*)
- instant cameras (*optional*)

#### *Facilitator Tips*

- \* Read through the activity prior to beginning the day's lesson.
- \* Be prepared to discuss the purpose of a survey and to provide examples, when possible. You can find sample surveys online, in magazines, at local markets and vendors (such as supermarket surveys), or refer to well-known survey formats like telemarketing or mailers.
- \* If time permits, carry out a brief, fun survey with students to illustrate how a survey works. Have them sample a snack and answer related questions or put together a short survey on a topic of interest to them, such as school lunches or movies.
- \* If you choose, students may use newspapers to help them think of survey questions.

#### *Steps*

- 1) After discussing the theme for the program, introduce the concept of a survey. You may choose to discuss why surveys are used and how they are conducted, as well as provide examples.
- 2) Initiate a class discussion about possible questions to be used in a survey about the theme that could provide students with valuable information about the environment.
- 3) Ask students to suggest a few sample questions that might appear on a survey. Use these initial sample questions as a foundation for reviewing the "Ready... Set... Survey!" handout.
- 4) Break the students into small groups and hand out construction paper and a copy of the handout to each. In their small group, ask students to spend 10-15 minutes brainstorming a list of questions they would be interested in using to survey their peers

and others about the environment. They can write their list of questions on the construction paper and should be prepared to present their list to the class.

5) At the end of the allotted time, reconvene students and ask each group to present their survey questions. You can hang their lists in the front of the room.

6) As a class, select 10-15 questions to comprise the survey using the handout as a guideline for the process.

7) Prepare the survey for student use. They can copy the questions into a notebook (where they can also record the answers) or you can type up the list of questions they developed and make photocopies for students.

8) Provide directions as to when and where the survey will take place, how many people each student will survey, and how they should record their results. Tomorrow students will discuss their results and use them to develop a project idea.

## Ready... Set... Survey!

### READY...

*Before you begin creating your survey, you need to think about what you're going to survey!*

- ✓ Know the topic on which you will base the survey questions.  
Ex: *Litter in our environment.*
- ✓ Narrow your focus to one or two areas you want to gather information about.  
Ex: *Where in our community is there the most litter?*
- ✓ Decide what you want to learn from the survey.  
Ex: *We'd like to know what is the most 'common' kind of litter.*

### SET...

*Once you have a topic for your survey, you're ready to start coming up with questions.*

Questions fall into three categories:

- multiple choice (you give the person a list of possible answers),
- numeric (you ask people to respond to a question using a rating system like 1-5)
- open end questions (you ask a question and allow the person to respond in their own way)

Use different types of questions on your survey. It keeps people interested! When thinking up your questions, try to anticipate a wide variety of possible answers. This will help you develop questions that gather good information. Avoid simple "yes/no" questions – they're not too helpful. At first, just brainstorm every possible question you can think of. You can narrow down the list and perfect the questions later.

### Organizing the questions...

*Now that you have a list of 10-15 great survey questions, what do you do with them?*

- Think about the order and layout of the survey as if you had to fill it out yourself.
- The first few questions should be easy for people to understand; be important to the purpose of the survey, and get the attention of the person you are surveying.
- Group questions in section or in a logical order. For example, if you have a group of questions about a certain aspect of your topic, put those together.
- Type the questions up neatly so they are easy for you to read and use. Provide space (either below the questions or in a notebook) to record answers.
- Make sure to get each person's name, grade level, and other important personal information so you have a record of who you have surveyed.

### SURVEY!

*You're ready to start your survey. Here are a few last-minute tips.*



- Practice giving your survey to your classmates or to a family member before you survey others.
- Decide in advance how many people you are going to survey and where you will find those people. Try to get a good mix of different people in different places.
- Be prepared! Carry plenty of extra paper and pencils.

***TO CONTINUE, PLEASE TURN TO THE THEME  
CURRICULUM YOU DOWNLOADED FOR THIS PROGRAM.***

### **Celebrate Your Earth Day Action Project**

*Congratulations on a successful Earth Day Action Project. Now it is time to reflect and celebrate students' accomplishments. Scroll down for some great reflection tips and activities, and celebration ideas from Do Something program participants.*

**Reflection** is a process by which young people (and participants) think critically about their experiences. It is important because learning happens through a mix of theory and practice, thought and action, observation and interaction. Reflection allows students to learn from themselves, in both their successes and their mistakes. Reflection can happen in many different ways. It can be done individually, or as a group; it can be quiet or active, serious or silly. Varying the method of reflection ensures that it remains fresh and exciting to participants, and engages all types of learners.

Reflection can take place at some point during the day the project is completed or after the program ends, but it should be a significant part of students' participation in the Earth Day Action Project. You can make it a part of your celebration or set aside a special time for a separate reflection.

#### **Facilitator Tips**

- \* Select in advance a reflection activity and the type of celebration you would like to have so as to leave time to gather any resources needed.
  - \* Great reflection and celebration activities, worksheets, budget planning forms, and games can be found on the educator website in the "Skill Builders" section.
  - \* Including other students, parents, community members, and administration in your celebration is a great way to get others excited about Do Something and gain positive reinforcement for your students' achievements during the program.
  - \* Students can document their celebration using a video recorder or cameras and post the pictures or play the video for other students, during
- Ideas for Reflection**
- \* Journal writing (recording thoughts and ideas throughout a process)
  - \* Discussion (either one-to-one, small group, or large group)
  - \* Movement (using dance, theater, or other "active" methods to express and share feedback and ideas)
  - \* Suggestion box (participants can write both positive and constructively critical feedback on slips of paper)
  - \* Surveys (asking participants to answer written or verbal questions to provide feedback)
  - \* Games (active exercises that encourage feedback and discussion)
  - \* Art (using painting, computer art, sculpture or other materials to capture feedback and ideas)
  - \* Personal, or "introspective" reflection (individuals reflect silently to themselves)
  - \* Letter writing (writing letters to self or others to share and

record reflection)

### GREAT REFLECTION ACTIVITIES

*You can facilitate these reflection activities with students, or let them choose and take charge of the activity that most interests them.*

- \* **Tell the World!** Write a letter to the editor of your local newspaper describing your Earth Day Action project. Be sure to include details like the name of your school, why you were involved in Do Something, what kind of project took place, and how others can get involved (if possible). Include photos if you can!
- \* **Make a Change** You can write your local elected official or even the President to let them know about your great project or to ask them to support important environmental issues like pollution control or watershed preservation. Go online at [www.congress.org](http://www.congress.org) to find out how to contact these people and let them know how important the environment is to you.
- \* **Act it Out** Put together a skit demonstrating your project, an aspect of the environment you feel is important and would like to share with others (for example ? Don't Litter!? or ? Pollution Solutions? ). Find people to perform the skit for ? the school, parents, younger peers, a local community center.
- \* **On Air** Create a mock newscast or actual newsletter in which participants report on what took place at their project.
- \* **Teach Someone Else** Put together a presentation and display about your project and the environment to share with others. Younger students, senior citizens, parents, and peers make a great audience. Invite local community members to the presentation or even a guest speaker from an environmental organization who can answer questions.
- \* **Invite a Guest Speaker** A guest speaker from an environmental organization in the community can come and reflect on your project with you, answer additional questions, and help you think of ways to continue the success of your project after the program has ended.
- \* **Share Your Thoughts** Have a great group discussion where participants talk about what they learned, what they liked/disliked, and how they felt about the program and their project. The discussion can be as formal or informal as you choose.

### TIME TO CELEBRATE!

*Putting together a celebration to recognize the efforts of young people, parents, community organizations, and others who were involved in the Earth Day Action Project is a great way to bring the program to a close.*

Successful celebrations come in many shapes, sizes, and budgets. Listed below are some great celebration ideas submitted by educators

across the country who are involved in Do Something.

#### ***Pancake Breakfast***

##### ***Springfield, IL***

Students and their Do Something teacher put together a great pancake breakfast to celebrate the end of their project. They got permission to use the school cafeteria, and were able to invite parents, teachers, and even a few of their peers. They prepared a presentation about their project, then served everyone pancakes, coffee, and juice.

#### ***Health Fair***

##### ***Newark, NJ***

Students and educators held a "Health Fair" to celebrate all that they had learned during a project about drug awareness. Students paired up and decorated their own "information table" displaying what they had learned through posters and photos. Brochures about drug awareness were made and passed out to visitors. Some students even did skits. Baked goods were donated for snacks and the community was invited to attend.

#### ***Awards Ceremony***

##### ***Madison, WI***

Students thought about all the wonderful things they did during their project (as well as the helpful contributions of community members and parents) and came up with a list of awards to present at a ceremony. They then nominated candidates for each award. Awards were made out of construction paper and art supplies. The awards ceremony was a success, and the winners were surprised and pleased!

#### ***Out to Lunch***

##### ***Los Angeles, CA***

A group of students and their Do Something teacher decided to celebrate themselves by having a picnic lunch in a nearby park. Students' families prepared the food. The teacher surprised the students with a decorated cake for dessert and homemade cookies. They spent time reflecting on their project and even came up with ideas for how to continue their efforts beyond the program!

**HAVE A GREAT CELEBRATION IDEA OR STORY? Send it to us at [ebois@dosomething.org](mailto:ebois@dosomething.org) and we might post it online!**

### **Integrating the Program**

*Whether you head the environmental club at your school, teach English or history, or supervise an advisory or afterschool group, the Earth Day Action Project can successfully become a part of your efforts. Below are some suggestions for how to integrate the program in different areas:*

**Environmental Club:** Perhaps the easiest fit is to carry out the Earth Day Action Project with the students in the school's environmental club. If the club already does something for the national Earth Day celebration on April 22, consider having students showcase their Earth Day Action Project during Earth Day festivities. You might wish to make the members of the environmental club available to other educators who are doing the Earth Day Action Project as "guest speakers" who could talk to other students about environmental issues. The students' insight and experience with the environment will be a tremendous benefit to other students participating in the program and it's a great way to encourage positive interaction and peer learning among students.

**Math Class:** As you will see in the program curriculum, exploring the environment often means using math and calculations. Measuring water levels, calculating the cost of recycling or the effects of pollution on the air, and determining a project's budget are just a few of the ways this program uses math. If you are a math teacher, consider selecting a project theme that will enable your students to utilize their math skills (such as the "Watersheds" or "Pollution" project themes). Are your students comfortable enough with their math skills to help their peers? Pair up with a younger group of students and carry out the program together. Have your students help the younger students with math concepts used in the program.

**History or Social Studies Class:** The environment has long been a subject of discussion, debate, and action. Add historical or social research to your students' Earth Day Action Project by encouraging them to discover how the issue they are focusing on has been addressed in the past -- both locally and nationally.

**After School Program:** The two-week curriculum for the program makes an excellent stand-alone piece that can be carried out in a school, community center, youth prevention program, or alternative setting. If you work with a diversity of students within such a setting, draw from their unique experiences, ages, and backgrounds to make the project rich and rewarding for all. Bringing them together to work toward a specific cause strengthens relationships and results in a shared sense of pride upon completion. You might even be able to invite community center residents or mentors to participate alongside youth.

Have another suggestion for how to incorporate the Earth Day Action Project within an existing setting? Email [ebois@dosomething.org](mailto:ebois@dosomething.org) with your idea and we'll share it with others. Please be sure to include

your name, the age of your students, and your contact information.