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Topic Bibliography on Sources Related to Service and Environment

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Topic Bibliography on Sources Related to Service and Environment

By
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INTRODUCTION

The sources listed on the following pages are in response to requests for information on service-learning and the environment. They were obtained primarily by conducting searches of the ERIC database on CD-ROM. Broad topics were chosen for a comprehensive selection of references. With several hundred records identified, only those with the closest relevance to the topic are included here. Where a source is available through EDRS, an ERIC number is included. In addition, references from several service-learning bibliographies and other references are included. The search for more sources of information on this topic is ongoing and this compilation will be updated periodically.

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AUTHOR: Abeles, Tom P.
TITLE: Environmental Education: A Community/University Approach
ABSTRACT: Describes an interdisciplinary environmental program, instigated at the University of Wisconsin at Green Bay, that is designed to utilize the community as a learning resource and to stimulate university/community interaction. The Kewaunee River watershed project involves university and high school students, faculty, and the community. (JR--ERIC)
DESCRIPTORS: Community-Involvement; Educational-Programs; Science-Education; Science-Projects; Secondary-School-Science; College-Science; Environmental-Education; Field-Experience-Programs; Program-Descriptions; School-Community-Relationship

AUTHOR: Bennett, Dean B.; MacGown, Richard H.
TITLE: Guidelines for Planning and Implementing a Comprehensive Community Environmental Inventory. Revised.
YEAR: 1972
LENGTH: 38 p.
INSTITUTION: Maine Environmental Education Project, Yarmouth.
DESCRIPTORS: Community-Involvement; Human-Resources; Natural-Resources; Urban-Environment; Community-Resources; Conservation-Education; Environmental-Education; Program-Development; Science-Education
ABSTRACT: A comprehensive community environmental inventory is an ongoing process of investigation and study to compile and evaluate information about the natural and man-made environmental features and characteristics of an area, as well as
related social, political, and economic information. Such information is important to the community in developmental planning and in preventing and resolving environmental problems and it is important in serving as a local basis for an environmental education emphasis in the school. Section I includes a general overview of the uses and procedures involved in a community environmental inventory. Section II outlines the importance of natural environmental features and characteristics as a basis for the assessment of natural areas and their importance to one another. Section III identifies human environmental use areas and characteristics. Section IV provides guidelines and information for evaluating the natural ecological effects of human environmental use and the degree to which these areas meet human needs; and guidelines for identifying, interpreting, and evaluating ecological values of land, air, water, plants, and animals. The related social, political, and economic aspects of the community are considered in Section V. Section VI provides sources for inventory information. (ERIC)

ERIC NUMBER: ED101936
EDRS PRICE: PC02 Plus Postage.

AUTHOR: Coler, Robert A.; Zatryka, Simon A.
TITLE: Stream Management: A Rebirth
SOURCE: Journal of Environmental Education; 6; 2; 9-11 (1974)
DESCRIPTORS: Community-Involvement; Learning-Activities; Natural-Resources; Science-Education; Water-Pollution; Conservation-Education; Ecology-; Environmental-Education; Undergraduate-Study
ABSTRACT: This article describes a stream management course designed to give non-science majors an in-depth study of water quality. The course includes work in determining and measuring water quality parameters and the discussion of management techniques. Construction of a Hewitt Ramp and wing deflectors are illustrated in the article. (ERIC)

YEAR: 1992
LENGTH: 6 p.
INSTITUTION: Pennsylvania Institute for Environmental and Community Service Learning.

AUTHOR: David, Jim
TITLE: A Pond Project for Junior High School Students
DESCRIPTORS: Community-Involvement; Ecology-; Environmental-Education; Junior-High-School-Students; Educational-Facilities; Field-Instruction; Outdoor-Education; Science-Education; Science-Projects; Student-Projects
ABSTRACT: Described is how a neglected pond was transformed into a useful study area through the efforts of local junior high school students and the community. A chronology of events in the restoration of the pond is included, along with the names of resource personnel and organizations. (ERIC)

NICSL B202-2
**AUTHOR:** Hounshell, Paul B. et al.
**TITLE:** Improvement Through Environmental Education: A School-Community Effort
**SOURCE:** Science and Children; 13; 7; 13-14 (1976)
**DESCRIPTORS:** Curriculum-; Elementary-Education; Science-Activities; Science-Education; Social-Responsibility; Community-Involvement; Environmental-Education; Elementary-School-Science; Science-Projects
**ABSTRACT:** Presents a science activity that can be organized and made functional in a willing community to include an array of unique environmentally- oriented occupations and an abundance of natural resources. The activity will improve academic performance and attitudes of young students. (ERIC)

**AUTHOR:** Laetsch, W. M.; Knott, Robert C.
**YEAR:** 1981
**LENGTH:** 138 p.
**DESCRIPTORS:** Community-Involvement; Community-Organizations; Ecology-; Elementary-School-Science; Elementary-Secondary-Education; Instructional-Materials; Science-Activities; Science-Education; Science-Instruction; Secondary-School-Science; Biology-; Curriculum-Development; Science-Curriculum
**ABSTRACT:** Prepared for the National Science Foundation (NSF), this report summarizes the development and work of the Outdoor Biology Instructional Strategies (OBIS) project from 1972 to 1979. One hundred activities for ten- to fifteen-year-olds in community groups (scouts, clubs, camps, churches, etc.) were developed, field tested, revised, and made available to the public. The intent of the materials was to increase the environmental awareness, knowledge, and management skills of future decision makers by teaching about major biological concepts and ecological interactions in an informal educational setting. Special characteristics of the program include a national scope within regional and local diversity, flexible use patterns, "leaderproof" activities, multidisciplinary approach, and grassroots involvement. This report outlines, phase by phase, the procedures used in developing OBIS and offers a model useful to other curriculum developers interested in producing attractive, community-based materials. It discusses the folios, field and resource centers, community involvement, activity production, instructional strategies, domestic and international adaptations, and commercial production (1979-1981). (ERIC)

**ERIC NUMBER:** ED213609
**EDRS PRICE:** PC06 Plus Postage.

**TITLE:** Ohio EPA Teachers Kit.
**YEAR:** 1987
**LENGTH:** 36 p.
**DESCRIPTORS:** Community-Involvement; Conservation-Environment; Elementary-Education; Field-Trips; Hazardous-Materials; Interdisciplinary-Approach; Natural-Resources; Science-and-Society; Science-Education; Wastes-; Elementary-School-Science; Environmental-Education; Pollution-; Science-Activities; Science-Instruction; State-Agencies
**ABSTRACT:** In an effort to provide teachers in Ohio with assistance in environmental education, the Ohio Environmental Protection Agency (EPA) has produced this teachers kit. It is designed to describe what the Ohio EPA is doing to protect Ohio's air, land, and water. The background information provides an historical
account of some of the events that have taken place in the past 20 years, and describes the Ohio EPA's current efforts in the areas of air, land, and water pollution control, as well as the agency's emergency response program. This guide includes: (1) suggested projects and activities for students in the elementary grades; (2) a list of suggested field trips; (3) ideas for community participation; (4) a description of the Ohio EPA speakers bureau; (5) a list of other Ohio EPA brochures available and planned; (6) addresses and phone numbers of local air pollution control agencies; and (7) a list of other organizations and agencies involved in environmental education. (ERIC)

ERIC NUMBER: ED282740
EDRS PRICE: PC02 Plus Postage.

AUTHOR: Richardson, Earl; Willems, Arnold
TITLE: The Greening of Elementary School Science
SOURCE: Science-and-Children; 13; 7; 24-25 (1976)
DESCRIPTORS: Elementary-Education; Science-Education; Science-Activities; Student-Interests; Community-Involvement; Elementary-School-Science; Facilities-; Greenhouses-; Science-Facilities
ABSTRACT: Presents the inside story of how an elementary school science curriculum incorporated into its program the building of a greenhouse, built at very low cost due to student and community enthusiasm. Materials and pains are described. (ERIC)

AUTHOR: Werling, Donn Paul
TITLE: Environmental Education and Your School Site.
YEAR: 1973
LENGTH: 100 p.
INSTITUTION: Open Lands Project, 53 W. Jackson Blvd., Chicago, IL 60604 ($3.00)
DESCRIPTORS: Community-Involvement; Conservation-Education; Elementary-Education; Natural-Resources; Science-Education; Environmental-Education; Guides-; Land-Use; Outdoor-Education; Site-Development
ABSTRACT: This handbook, designed primarily for use in the development of existing elementary school sites, has the overall objective of defining a process approach to the development of a school site for use in environmental education. This approach involves the student body, school personnel, and the community in the planning, development and use of the school site as a green island for school and community use. Specific objectives of the handbook are: (1) to establish a rationale for developing school sites for use in environmental education: ecological, instructional, economic, and community benefits; (2) to provide guidelines for organizing a school site development effort; (3) to point out pitfalls one may encounter in site development efforts; (4) to provide strategies, ideas, and techniques for teachers to use in order to draw the most instructional benefit from the development and use of the school site; (5) to point out ways to achieve the maximum number of spin-off benefits from the development of the site; and (6) to provide selected references to written materials and available institutional and human resources. This handbook is written with the belief that one motivated individual can rally the school and community interest and support necessary to cooperatively develop a school site. (ERIC)

ERIC NUMBER: ED099198
EDRS PRICE: PC04 Plus Postage.
Williamson, Virginia

**Title:** An Ekistical Experience

**Source:** Science-Activities; 12; 6; 12-13 (1975)

**Descriptors:** Ecology-; Elementary-Education; Environmental-Education; Instruction-; Learning-Processes; Science-Education; Community-Involvement; Discovery-Learning; Elementary-School-Science; Science-Activities

**Abstract:** Intended to aid teachers help students discover the concept of human beings interrelating and interdependent with their environment. A science activity used with sixth grade students involved in a functional recycling system for newspapers is described. The program grew into a community-wide project, incorporated with city council. (ERIC)

Zamm, Michael

**Title:** Techniques and Practices in Environmental Action Projects.

**Source:** Nature-Study; v37 n3-4 p38 Mar 1984

**Descriptors:** High-Schools; Learning-Activities; Workshops-; Community-Involvement; Environmental-Education; Program-Descriptions; Youth-Programs

**Abstract:** Highlights a workshop on techniques and problems in organizing neighborhood-based environmental programs. Actual projects developed and organizational concepts to teach youth as they learn to do environmental action are considered. The latter include selecting an issue and project, selecting a strategy or tactics for project implementation, and doing evaluations. (ERIC)

Zamm, Michael et al.

**Title:** Training Student Organizers Curriculum, Revised Edition.

**Year:** 1990

**Length:** 239p

**Institution:** Council on the Environment of New York City, 51 Chambers Street, Room 228, New York, NY 10007 ($15.00).

**Descriptors:** Activism-; Community-Involvement; Conservation-Education; Elementary-Secondary-Education; Science-Education; Student-Leadership; Teaching-Guides; Elementary-School-Science; Environmental-Education; Leadership-Training; Learning-Activities; Secondary-School-Science

**Abstract:** Between 1979 and June 1990, the Training Student Organizers (TSO) Program has motivated nearly 7,400 students and their teachers to organize over 260 environmental improvement projects serving their schools and neighborhoods in the New York City area. The projects run the gamut from clean up campaigns, murals, and letter writing efforts to energy conservation. This document presents the curriculum from the TSO Program including lessons on many topics including energy conservation, solid wastes, water, air, open space beautification and preservation, noise pollution, nuclear energy, and transportation; and teaching suggestions and process goals including "The Rationale for Citizen Participation," "Needs Assessment and Project Selection," "Project Planning and Initial Field Organizing," "Project Monitoring and Ongoing Participation Strategies," "Evaluation," and "Letter Writing and Petitioning." (ERIC)

**ERIC Number:** ED328424 (PC Not Available from EDRS)