

ENVIRONMENT

Tools for Students

HIGHIMPACT Project

a publication of SERVICE LEARNING NORTHWEST



HIGH IMPACT PROJECT Manual

ENVIRONMENT FOR SENIOR, CAPSTONE AND CULMINATING PROJECTS STUDENT HANDBOOK

**“This country will not be a good place
for any of us to live in
unless we make it a good place
for all of us to live in.”
*President Theodore Roosevelt***

High Impact Project Manuals

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Design, Layout and Printing: ESD 112 Public Information/Print Center

A WORD ABOUT THE GOALS OF THE HIGH IMPACT PROJECT MANUALS

There are three separate High Impact Project Manuals, each with a different theme. One focuses on environmental issues, one addresses social justice concerns, and one concentrates on questions of diversity. Each manual is divided into four sections. The first section of each manual explores the overall background and history of the general topic area including brief biographies of key historical figures. In addition students will find references throughout the section for additional related research. The second section provides an extensive list of both web-based and print resources that support a variety of issues within the general topic area. These resources also provide a research base for the project. The next section provides examples of service activities that can be implemented in conjunction with a culminating research project based on the particular theme. The final section includes a number of planning tools that will aid in the development of high quality, high impact culminating projects.

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This project was made possible through support from:



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SECTION 1

Environmental Issues

NOTES

OVERVIEW

Gearing Up and Getting Started

In order to “gear up and get started,” it is important to have some background information and a brief historical overview of the general topic of the environment, including some important dates and names of key figures, past and present. Although after high school graduation only some of you may choose to follow a career in journalism, we have organized this manual around a series of questions that journalists often ask. These are excellent questions for guiding your research.

Here are some questions and answers to the journalist’s questions relating to *what* has happened in the past, *when*, and *where*.

- What** are some of the major events in the past?
- When** and **Where** did they occur?
- Why** did certain events happen?
- Who** was involved? (This is the “who’s who” question.)

Once you have answered these questions, it’s time to ask a few more:

What —So What —Now What?

What are the some of the primary issues, problems, needs, and concerns?

So what difference does it make and what *can* I do about it?

Now what *will* I do about it?

And finally,

How can I proceed?

What do I need to do my job?

Brief History of the Environmental Movement

Environmentalism is not a recent movement. It has a rich tradition and long history in this country. It is generally accepted that the history of environmental awareness in the United States began on September 30, 1847 when George Perkins Marsh, a Congressman from Vermont, delivered what has now become his famous speech to the Agricultural Society of Rutland County. He spoke about “the injudicious destruction of the woods” and especially the effect on water and soil. He also called for replacing “improvident waste” with “a better economy in the management of our forest lands.” To read the complete text of his speech, go to [http://lcweb2.loc.gov/cgi-bin/query/r?ammem-consrv:@field\(DOCID+@lit\(amrvvgv02div1\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem-consrv:@field(DOCID+@lit(amrvvgv02div1)))

In the early 1900s, the Progressive Era brought reforms to American society including child labor laws, women’s suffrage, and food and drug safety regulation. The “Progressives,” as they called themselves, also supported environmental protection.

The Progressive Era

The early 20th century was an era of business expansion and progressive reform in the United States. The Progressives worked to make American society a better and safer place in which to live. They tried to make big business more responsible through regulations of various kinds. They worked to clean up corrupt city governments, improve working conditions in factories, and insure better living conditions for those who lived in slum areas, a large number of whom were recent immigrants from Southern and Eastern Europe. Many Progressives were also concerned with the environment and conservation of resources. For more information about the Progressive Era see <http://memory.loc.gov/learn/features/timeline/progress/progress.html>

As cities became more crowded, citizens began to look for peaceful retreats. Leisure activities and the conservation movement came together as Americans took up camping, bird watching, and other outdoor recreation as a way to escape crowded cities.

The 1857 book, *Wild Northern Scenes: Sporting Adventures with the Rifle and the Rod*, is an example of the connection between recreation and preservation. In this book, S.H. Hammond writes:

Hurrah! hurrah! We are in the country, the glorious country! Outside of the thronged streets; away from piled up bricks and mortar; outside of the clank of machinery; the rumbling of carriages; the roar of the escape pipe; the scream of the steam whistle; the tramp, tramp of moving thousands on the stone sidewalks; away from the heated atmosphere of the city, loaded with the smoke and dust, and gasses of furnaces, and the ten thousand manufacturers of villainous smells.

We are beyond even the meadows and green fields. We are here alone with nature, surrounded by old primeval things. Tall forest trees, mountain and valley are on the right hand and on the left. Before us, stretching away for miles, is a beautiful lake, its waters calm and placid, giving back the bright heavens, the old woods, the fleecy clouds that drift across the sky, from away down in its quiet depths.

Do people today still try to flee the cities by heading to country? Is today's "country" different from the "country" 150 years ago? How?

In the early 1900s, the conservation movement had an important impact on government policy in the United States. Many laws were passed, including those

that established national parks, national forests, and policies for protecting fish and wildlife throughout the nation.

Examples of landmark legislation for the conservation movement include the establishment of Yellowstone National Park in 1872, Yosemite National Park in 1890, and the creation of the National Park Service in 1916.

The law establishing Yellowstone, "An Act to set apart a certain Tract of Land lying near the Head-waters of the Yellowstone River as a public Park," [1872] stated:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the tract of land in the Territories of Montana and Wyoming, lying near the head-waters of the Yellowstone river, ...is hereby reserved and withdrawn from settlement, occupancy, or sale under the laws of the United States, and dedicated and set apart as a public park or pleasuring-ground for the benefit and enjoyment of the people...

Environmental History Timeline

Here are some dates of important events in the history of the American environmental movement found on EcoTopia's Ecology Hall of Fame - A History of the American Environmental Movement: <http://www.ecotopia.org/ehof/timeline.html>. (Please visit the EcoTopia website at <http://www.ecotopia.com/>)

For another comprehensive timeline, one with links to many historical and legal documents, visit the Library of Congress web site: <http://lcweb2.loc.gov/ammem/amrvhtml/conshome.html>

JULY 4, 1845: Henry David Thoreau moved to Walden Pond, built his famous log cabin and began writing Walden Pond and other essays. Thoreau later wrote *The Maine Woods*, in which he called for the establishment of "national preserves" of virgin forest (actually published in 1864 after his death).

1847: George Perkins Marsh gave a speech to the Agricultural Society of Rutland County, Vermont. He called attention to the destructive impact of human activity on the land, especially through deforestation. He advocated a conservationist approach to the management of forested lands. The speech was published in 1847. It became the basis for his book *Man and Nature or The Earth as Modified by Human Action*, first published in 1864 and reprinted many times thereafter.

1864: Congress passed legislation giving Yosemite Valley to the state of California as a park.

1866: The word "ecology" was coined by the German biologist Ernst Haeckel.

1876: Appalachian Mountain Club founded.

1869: John Muir moved to Yosemite Valley.

1872: Congress passed legislation making Yellowstone the world's first official National Park.

1886: Audubon Society founded.

SEPTEMBER 25, 1890: Congress passed legislation establishing Sequoia National Park, California

OCTOBER 1, 1890: Congress passed legislation establishing Yosemite and General Grant National Parks, California.

1891: Congress passed the Forest Reserve Act, empowering the President to create "forest reserves." This created the legislative foundation for what became the National Forest system.

JUNE 4, 1892: Sierra Club was incorporated with John Muir as President.

1898: Gifford Pinchot was appointed chief of the Division of Forestry of the U.S. Department of Agriculture, beginning an era of scientific forestry where, theoretically, clear-cutting was to be abandoned.

1901: First Sierra Club outing (to Tuolumne Meadows).

1903: President Theodore Roosevelt visited Yosemite with John Muir.

MARCH 15, 1910: The amazing Lakeview Gusher started spewing crude oil into the air of the San Joaquin Valley in California. Oil shot into the air at an estimated 125,000 barrels a day from a column of oil and sand 20 feet in diameter and 200 feet high (6 meters by 60 meters). The gushing continued at a reduced rate for 18 months and released approximately 9.4 million barrels. According to the San Joaquin Geological Society website, (<http://www.sjgs.com/lakeview.html>), "Preachers and their flocks prayed that oil might not cover the earth and bring about its flaming destruction." Half the oil was captured and processed, but the rest flowed into local rivers, agricultural land, the air, and the water table.

1913: Congress authorized the dam at Hetch Hetchy Valley in Yosemite National Park.

1915: California legislature authorized \$10,000 to start planning and construction of the John Muir Trail.

1916: National Park Service was founded with Stephen Mather as President.

JANUARY, 1935: The Wilderness Society was founded. In the first issue of their magazine, *Living Wilderness*, editor Robert Sterling Yard wrote, "The Wilderness Society is born of an emergency in conservation which admits of no delay. The craze is to build all the highways possible everywhere while billions may yet be borrowed from the unlucky future."

OCTOBER, 1948: An atmospheric inversion in Donora, Pennsylvania, held the town under a cloud of gas from the Donora Zinc Works. Twenty people died. Public outcry over the incident forced the federal government to begin studying air pollution, its causes, effects, and ways to control it. This led to the Air Pollution Control Act of 1955, the ancestor of the Clean Air Act of 1970 (see below).

1952: David Brower became the first Executive Director of the Sierra Club. Under his leadership, the Club became America's foremost environmental protection organization.

1955: As a result of public pressure, the federal government dropped plans for a dam in Dinosaur National Monument. Building on the momentum generated by this success, the Wilderness Bill, drafted by Howard Zahniser, was introduced into Congress by Hubert Humphrey and John Saylor.

1962: *Silent Spring* by Rachel Carson was published. The book alerted the general public to the dangers of pesticides, particularly the dangers to humans. She remained in the tradition of Muir, summarizing her main argument, "The control of nature' is a phrase conceived in arrogance, born of the Neanderthal age of biology and philosophy, when it was supposed that nature exists for the convenience of man."

1964: The Wilderness Act was passed, establishing a process for permanently protecting some lands from development.

1965: The Sierra Club brought suit to protect New York's Storm King Mountain from a power project. The case established a precedent, allowing the Club standing for a non-economic interest in the case.

JUNE, 1966: Sierra Club published full-page newspaper ads in the *New York Times* and *Washington Post* against building a dam that would flood the Grand Canyon. The next day, the Internal Revenue Service hand-delivered a suspension of the Club's tax-exempt status. This action boosted the Club's prestige and membership and helped in the fight to save the Canyon. The ad in question simply said, "This time it's the Grand Canyon they want to flood. The Grand Canyon."

1968: Grand Canyon dam plan killed.

1969: Santa Barbara Oil Spill — Oil from Union Oil's offshore wells fouled beaches in Southern California and aroused public anger against pollution.

1969: National Environmental Policy Act passed and Environmental Protection Agency created. In this, the first major U.S. environmental legislation, Congress

declared "that it is the continuing policy of the Federal Government, in cooperation with State and local governments, and other concerned public and private organizations, to use all practicable means and measures, including financial and technical assistance, in a manner calculated to foster and promote the general welfare, to create and maintain conditions under which man and nature can exist in productive harmony, and fulfill the social, economic, and other requirements of present and future generations of Americans." 2/ NEPA 101(a), 42 U.S.C. 4331(a).

1970: The Clean Air Act passed, greatly expanding protection began by the Air Pollution Control Act of 1955.

APRIL 22, 1970: Earth Day first celebrated.

1972: The insecticide, DDT, was banned in the United States.

1972: Water Pollution Control Act passed over President Nixon's veto. The final tally was overwhelming: 52 to 12 in the Senate and 247 to 23 in the House.

DECEMBER 28, 1973: The Endangered Species Act was passed. In the famous decision of 1977 (see below), the Supreme Court validated the principles of this Act. Since then, it has become one of the most powerful tools in the continuing effort to protect the environment in the U.S.

A Little Fish and a Big Battle. In 1975, Law professor Zygmunt Plater and student Hiram Hill filed the first petition under the Endangered Species Act. They called on the Department of the Interior to list the snail darter as an endangered species. The snail darter is a small fish that lives in the Little Tennessee River below the Tellico dam site.

IN 1976, zoologist David Etnier, who discovered the snail darter, joined Platner, Hill and others in filing a lawsuit to stop construction of the dam.

ON MAY 25, 1976, a judge ruled that it was too late to stop the project. The government had already spent \$80 million and the dam was almost finished. But the plaintiffs appealed and on June 15, 1977, in the case of Tennessee Valley Authority vs. Hill et al., the Supreme Court ruled to suspend construction. Chief Justice Warren Burger wrote in his opinion, "It is clear that Congress intended to halt and reverse the trend toward species extinction whatever the cost."

It was important that such an insignificant species became the test case for the Act. It allowed the argument to proceed without the sort of emotion that would have been raised if some cute or

famous species had been the first listed. Though opponents of environmental protection made many jokes about it, the decision over the snail darter made the Supreme Court's decision completely unambiguous. It doesn't matter whether people love the animal in question or even know of its existence. Extinction of species is bad and should be avoided.

JUNE 15, 1977: The U.S. Supreme Court upheld the 1973 Endangered Species Act and stopped construction of the Tellico Dam.

AUGUST, 1978: President Carter declared an emergency at Love Canal in New York state. The Love Canal scandal alerted the country to the long-term, hidden dangers of pollution of soil and groundwater.

MARCH 28, 1979: The Three Mile Island nuclear power plant near Harrisburg, Pennsylvania almost had a meltdown, giving the nuclear power industry a permanent black eye.

1980: Congress passed the Alaska National Interest Lands Conservation Act, designating over 100 million acres of parks, wildlife refuges, and wilderness areas.

APRIL 26, 1986: The Number Four reactor at Chernobyl suffered a disastrous explosion and fire. Thirty-one people died in the days after the accident and many thousands were subjected to radiation. The nuclear power industry has never recovered from the effects of the publicity given to this, the worst nuclear accident to date.

MARCH 24, 1989: The Exxon Valdez disaster occurred in Alaska.

1994: An 8.5 million gallon spill of diluent was discovered at Unocal's Guadalupe oil field. This is the second largest known spill in California history — so far. (See above, 1910, for the largest.)

Dec. 10, 1997: A 23 year-old woman named Julia Butterfly Hill climbed into a 55-meter (180 foot) tall California Coast Redwood tree. Her aim was to prevent the destruction of the tree and the forest where it had lived for a millennium.

SEPTEMBER 17, 1998: David "Gypsy" Chain was killed by a tree felled by employees of Pacific Lumber/Maxxam Corporation. Chain was in the forest protesting the destruction of some of the last remaining old-growth redwood trees in the world.

DECEMBER 18, 1999: After two years, Julia Butterfly Hill came down from Luna after concluding a deal with Pacific Lumber/Maxxam Corporation to save the tree and a three-acre buffer zone.

Important People You Should Know

Alan Chadwick (1909-1960): The famous proponent of organic gardening. <http://www.ecotopia.org/ehof/chadwick/>

Henry Thoreau (1817-1862): American essayist, poet, and practical philosopher, renowned for his masterwork, *Walden* (1854) <http://www.britannica.com/eb/article?eu=74114&tocid=0>

Rachel Carson (1907-1964): Writer, scientist, and ecologist, whose book *Silent Spring* (1962) warned the public about the long-term effects of misusing pesticides, challenged the practices of agricultural scientists and the government, and called for a change in the way humankind viewed the natural world. <http://www.rachelcarson.org/>

Gifford Pinchot (1865-1946): America's first professionally trained forester, rose to national prominence as a conservationist and political progressive under the patronage of President Theodore Roosevelt. http://www.dep.state.pa.us/dep/PA_Env-Her/pinchot_bio.htm

John Burroughs (1837-1921): Prolific writer known as the Hudson River naturalist and the father of the American nature essay, he became one of the most popular and respected authors of his time. <http://www.ecotopia.org/ehof/burroughs/>

John Muir (1838-1914): America's most famous and influential naturalist and conservationist. He is one of California's most important historical personalities and has been called "The Father of our National Parks," "Wilderness Prophet," and "Citizen of the Universe." http://www.sierraclub.org/john_muir_exhibit/

Aldo Leopold (1887 – 1948): Best known as the author of *A Sand County Almanac* (1949), a volume of nature sketches and philosophical essays recognized as one of the enduring expressions of an ecological attitude toward people and the land. <http://www.aldoleopold.org/Biography/Biography.htm>

You can learn more about these and others at the Ecology Hall of Fame at <http://www.ecotopia.org/ehof/index.html>.

Definitions / Glossary

Activists: relating to, or engaged in, action or activism in support of a cause.

Biodiversity: The term refers to our planet's wide variety of life forms — Earth's plants, animals and microorganisms, the genes they contain, and the ecosystems they form. Biodiversity is considered at three levels: species diversity, genetic diversity, and ecosystem diversity. For more on biodiversity go to: <http://www.fathom.com/feature/122577/index.html>

Brownfield: In general the term 'brownfield site' means real property, the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant.

Conservation: The careful management of the environment and of natural resources.

Ecology: (1) A branch of science concerned with the interrelationship of organisms and their environments. (2) The totality or pattern of relations between organisms and their environment (Source: *Webster's New Collegiate Dictionary*).

EcoTerrorism: Terrorism or sabotage committed in the name of environmental causes.

Environmental Justice: A movement that works to help individuals and communities who are directly affected by environmental abuses.

Preservation: To keep in perfect or unaltered condition; maintain unchanged.

Sustainable yield: The maximum use that a renewable resource can sustain without impairing its renewability through natural growth or replenishment.

Building Blocks — Jumping Off Points — and Looking More Deeply

Within the broad area of the environment, there are scores of specific topics and themes to explore. In this section we will look at some of them and present several of the most pertinent facts and figures that are drawn from the extensive research base on the topic. These items begin to address the question of why is it an important issue or significant concern. This is what we are calling the "Building Blocks" for you to begin to develop your research paper.

Within each theme, we then suggest several "*Jumping Off Points to Service-Learning,*" possible service-learning activities that can be designed in conjunction with the research-based themes. These represent only a beginning starter list. You will want to brainstorm other activities that address compelling needs and problems in this theme area. This is the "*so what* can I do about it" question.

Lastly, in "*Looking More Deeply,*" we will suggest some places for more information, including web sources and/or print resources.

We will briefly look at these environmental issues:

- Global Warming,
- Endangered Species,
- Energy Usage,
- "Water, Water Everywhere,"
- Logging,
- Rainforests, and
- Environmental Justice

Remember, these are only the TIP OF THE ICEBERG!

NOTES

You have a very wide array of other issues to explore depending on your interests. Here, for example, is a very brief “starter list” of issues dealing with two environmental components that we, obviously, cannot do without: air and water:

- Air quality. Air quality has improved since the 1950s, but a variety of pollutants still affect our air, such as carbon monoxide, lead, benzene, sulphur dioxide, and many more.
- Emissions to air. Our use of energy and transportation and industrial activity cause emissions to the atmosphere. Environmental impacts can occur locally or at great distance from the emissions.
- Ozone depletions. Man-made ozone-depletion substances have caused thinning of the ozone layer with the development of the “ozone hole” over polar regions.
- River quality. Although there has been a substantial improvement in the biological and chemical quality of rivers since 1990, much remains to be done.
- Water resources. Despite the copious rainfall in many parts of the country, there are limited natural and man-made capacities for storage, especially during times of drought in other parts of the country.
- Nutrients in rivers, lakes, and coastal waters. Nutrients are essential for aquatic life, but high levels can upset ecosystems, create unsightly algal blooms and even threaten our health.

Undoubtedly you will want to add other issues dealing with such environmental concerns as computer recycling, invasive plants, maintenance of parks (including trail maintenance), noise and other types of pollution, organic farming, and transportation. The list can go on and on. What will be the focus of *your* research and service-learning activity?

Building Blocks

- Today's atmosphere contains about 40% more carbon dioxide than at the start of the industrial era. This build up of carbon dioxide and other greenhouse gases prevents heat from leaving the earth's surface and the increase in greenhouse gases is expected to trigger a rise in temperature of 1.4 – 5.6 C by 2100.
- Stabilizing greenhouse gas concentrations in the atmosphere at the current levels require emissions reductions of about 70% by the end of this century at the latest. Even if the Kyoto Protocols were ratified and fully implemented, it could not have moderated the expected warming trend of 1.4 C by 2050 by more than 0.05 C.
- Forests are a major reservoir of carbon, containing some 80% of all carbon stored in land vegetation and about 40% of the carbon residing in soils. Large quantities of carbon may be released into the atmosphere during transition from one forest type to another as a result of global warming.
- A study in Oregon found that a 450 year old natural forest stored approximately 2.2 times more carbon than a 60 year old Douglas fir plantation on a comparable site.
- It has been argued that the only effective way to tackle climate change is to reduce emissions.

These "facts and figures" may appear to be somewhat abstract and removed from your everyday life – and perhaps they are. Nevertheless, they do provide starting points for your own research. There are many avenues for you to begin your exploration. For example, in your research you can do the following:

- Study more about global warming, evidence of global warming, and climate change in your region of the country.
- Learn about changes in global warming patterns and climate over long periods of time, again in your region of the country.
- Consider what might constitute sufficient evidence of global warming.
- Develop a set of criteria for determining whether the Greenhouse Effect is real.

- Learn what impact global warming might have on our lives – locally, regionally, nationwide, and worldwide.
- And, of course, explore how we might solve the problem of a Greenhouse Effect if it exists.

Jumping Off Points to Service-Learning

- There are numerous activities related to global warming that can be tied to celebrating and recognizing Earth Day, e.g., cleaning up and/or restoring rivers, lakes, streams, and beaches; planting trees and other appropriate vegetation; writing articles for the local newspaper regarding your findings, conclusions, and recommendation on global warming. (Earth Day in 2005 is on April 23rd.)
- Come up with creative ways to encourage others to drive less and, thereby, cut down on harmful emissions.
- Educate and inform others – especially policymakers at all levels of the government – about the problem of global warming.
- Educate and inform others about which industries are environmental friendly; support the efforts of those who are.
- Recommend ways in which “the average citizen” can play a role in addressing the problem of global warming.

Looking More Deeply

The topic of Global Warming has a fantastic resource base. If you have already studied this issue in your science classes, you know that web resources are very abundant. What follows, therefore, once again is only a small part of what is available. Half the fun will be exploring the Internet database and coming up with materials that will be very useful in developing your research paper. Here are just a few places to turn to. When you do, you will find a gold mine of information.

- [An Update on Global Warming](http://www.ncde.noaa.gov/gblwrmupd/global.html) [http://www.ncde.noaa.gov/gblwrmupd/global.html]
- [FAQs \(frequently asked questions\) about Global Warming and Climate Change](http://www.greenpeace.org/~climate/climatefaq.html) [http://www.greenpeace.org/~climate/climatefaq.html]
- [Global Warming](http://www.pacificrim.net/~wgi/resource/gr_sa/gwaming.html) [http://www.pacificrim.net/~wgi/resource/gr_sa/gwaming.html]
- [Global Warming Resources](http://www.covis.nwu.edu/storage/GlobalWarming.html) [http://www.covis.nwu.edu/storage/GlobalWarming.html]

- [Index to Climate Change Fact Sheets](http://www.unep.ch/iucc/fs-index.html) [http://www.unep.ch/iucc/fs-index.html]
- [NASA Facts: Global Warming, Global Change/Climate Change](http://spsa.gsfc.gov/NASA_FACTS/global/gw.html) [http://spsa.gsfc.gov/NASA_FACTS/global/gw.html]
- [Sierra Club Global Warming News](http://www.sierraclub.org/news/global-warming/) [http://www.sierraclub.org/news/global-warming/]
- [The Sea ice in the Arctic is Melting: Is this a sign of global warming"](http://www.nrsc.no:8001/Pressreleases/fingerprint.html) [http://www.nrsc.no:8001/Pressreleases/fingerprint.html]

Also check out the "Greenhouse Effect Visualizer," located at Northwestern University. This resource enables students to visualize various global phenomena related to warming. [http://typhoon.covis.nwu.edu/gev.html]

Endangered Species

Building Blocks

- Under the Endangered Species Act of 1973 (amended in 1988) an “endangered species” is any species which is in danger of extinction throughout all of the significant portion of its range. A “threatened species” is any species “which is likely to become an endangered species within the foreseeable future throughout all or a significant portion of its range.”
- The goal of the Act is recovery (and subsequent preservation) of endangered and threatened species and the ecosystems on which they depend. Recovery is the process by which the decline of an endangered or threatened species is arrested or reversed and threats removed or reduced so that the species’ survival in the wild can be ensured.
- According to the U. S. Fish and Wildlife Service, there are 519 endangered species of animals and 746 United States endangered species of plants (that is correct, plants are endangered too) in the U.S.. Of these, a total of 1,021 species have “approved recovery plans.” An additional 23 animals and one plant are currently “proposed for listing.”
- Some of the many endangered mammals are the Indiana Bat, the Delmarva Peninsula Fox Squirrel, the timber wolf and the red wolf, the grizzly bear, the key deer, and the “sonoran pronghorn” (check that one out).
- Some of the many, birds are the tule white-fronted goose, the southern bald eagle, the masked bobwhite, the whooping crane, the American ivory-billed woodpecker, the crested honeycreeper, and, another one to check out, the Nihoa millerbird.
- Many fish are on the list, including the shortnose sturgeon, the blue pike, the Maryland darter, the humpback chub, the Montana westslope, the devils hole pupfish, and – not surprisingly – the Gila trout.

Jumping Off Points to Service-Learning

The Endangered Species Program’s mission is to reduce the risk of extinction of animals and plants in parks and to restore species that have occurred in parks historically but have been lost due to human activities.

One of the first things you will want to do is contact the National Park Service of the U. S. Department of the Interior and ask them what you can do to preserve or restore endangered or threatened animals and plants. (The department’s address is 1849 C Street, NW, Washington, DC 20240 or check their website: www.webteam@ios.doi.gov). Here are some “jumping off points to service-learning.”

- “Adopt” an endangered species native to your area, find out how you can help conserve it, and inform members of your community about your adopted animal or plant with speeches, newspaper articles, brochures, buttons, signs, videos, etc.
- Conduct a public awareness campaign on the threats of non-native, invasive, or exotic species. Also, participate in native plant habitat restoration projects.
- Start a school newspaper to tell younger students about endangered species.
- Produce Public Service Announcements about environmental issues.
- Conduct a community awareness survey about this issue.
- Sponsor an environmental community forum.
- With regard to habitat restoration, replant riverbanks with native plants to anchor the soil and provide a wildlife habitat.
- Explore and join in the work and services of the Pacific Biodiversity Institute in Winthrop, Washington. You can help with many worthwhile projects focusing on wildlife biology, ecology, botany, conservation, and, of course, protecting and restoring endangered species.

Looking More Deeply

Since there are – at last count – 1776 endangered species websites, it is not possible to provide an extensive list of all of them. Although we need to be selective in listing them, you should explore as many as your time and energy permit. So instead of listing all 1776, here are just six to begin with:

- [EE Link: Endangered Species](http://eelink.net/Endspp/) (This is a comprehensive site with information about species, laws, lists, and much more.) [eelink.net/Endspp/]
- [Education Planet](http://www.educationplanet.com/search/Science/Biology/Ecology/Endangered_Species) [http://www.educationplanet.com/search/Science/Biology/Ecology/Endangered_Species]
- [Endangered Species Home Page](http://endangered.fws.gov/) [endangered.fws.gov/]
- [National Library for the Environment](http://www.ncseonline.org/NLE/) [http://www.ncseonline.org/NLE/]
- [Endangered Ecosystems of the United States](http://biology.USgs.gov/pubs/ecosys.htm) [biology.USgs.gov/pubs/ecosys.htm]
- [Wildlife Fact Sheets](http://www.tpwd.statr.tx.us/nature/wild/) [http://www.tpwd.statr.tx.us/nature/wild/]

Energy Usage

Building Blocks

- Electric generation, transportation and heating are the primary activities that consume such energy resources as petroleum, natural gas, coal, nuclear, hydropower, and wind. Products like fertilized, plastics, and chemicals also use energy resources in non-fuel applications. USA consumers spend over \$558 billion per year on petroleum-derived products — gasoline, diesel, heating oil, and jet fuel accounting for almost half of the total.
- Total U. S. consumption of energy in 2000 was 98.5 quadrillion British Thermal Units (BTUs) and represents about 25% of the world's energy use. For comparison, this has an energy equivalent of more than 780 billion gallons of gasoline. Imported energy, mainly petroleum, provides about 27% of our country's energy supply.
- Industry is the largest user of energy in the U. S. with 38% of the total energy consumption. The transportation, residential, and commercial sectors account for 27%, 19%, and 16%, respectively.
- Key energy policies include efforts to (1) maintain an affordable, reliable, and abundant energy supply; (2) develop advanced technologies that are more energy efficient, generate less waste, and improve the environmental quality of life; and (3) plan for expansion of systems to support long-term energy needs.
- Alternative fuels help to diversify energy sources and benefit our environment. Renewable energy sources such as ethanol, wind, and solar power expand our energy options while reducing harmful emissions and greenhouse gases.
- Recycling and energy efficient activities reduce energy consumption and thus provide direct benefits to the environment. By using recyclable materials such as newspaper, plastic, glass, steel, and aluminum, manufacturers can greatly reduce the amount of energy needed to make new products.

Jumping Off Points to Service-Learning

- Lead recycling campaigns in your community. "Recycling" has been defined as collecting, sorting, processing, and converting materials (that would have been thrown away) into raw materials used to make the same or new products. (There are numerous examples of service-learning recycling projects in the database. A good beginning step would be to check the resources on recycling

in the National Service-Learning Clearinghouse whose web address is <http://www.servicelearning.org>.)

- In addition to simply “collecting and sorting,” explore ways in which you and your community members can actually be involved in “processing and converting” recyclable materials. Consider starting your own garage- or basement-business which would profit you and greatly serve your community.

- Study – and act on — the concept of Energy Audits. An energy audit is an evaluation of current building conditions – in terms of energy usage – and an analysis of potential projects to save energy. They generally address the entire building rather than focusing on one aspect (such as lighting). The building can be a business, home, or even your school. This is an instance in which you undoubtedly will want and need to collaborate with experienced community partners since (as the literature on this issue explains) some of the steps are determining if the building is a good candidate for an audit and making certain that the building owners are committed.

- Conduct your own smaller-scale energy audits in your home or school. Here are five important services you can provide:
 1. Check the level of insulation in the exterior and basement walls, ceilings, attic, floors, and crawl spaces; you should ask a local contractor how to check the insulation levels.
 2. Check for holes or cracks around the walls, ceilings, windows, doors, light and plumbing fixtures, switches, and electrical outlets that can leak air into the building.
 3. Check for open fireplace dampers in your home.
 4. Make sure your appliances and heating and cooling systems are properly maintained.
 5. Study your family’s lighting needs and use patterns, paying special attention to high use areas such as the living room, kitchen, and exterior lighting. Look for ways to use daylight, reduce the time the lights are on, and replace incandescent bulbs and fixtures with compact and/or standard fluorescent lamps.

Looking More Deeply

Many resources have been published that describe service-learning recycling programs. The following two brief, but useful, items are available at the United States Environmental Protection Agency, 1200 Pennsylvania Avenue, NW, Washington, DC 20460:

- *Service-Learning: Education Beyond the Classroom*
- *Volunteer for Change: A Guide to Environmental Community Service.*

Other resources to look more deeply into:

- [America Recycle Day](http://www.americarecycleday.org) [www.americarecycleday.org]
- [Recycler's World](http://www.recycle.net) [www.recycle.net]
- [Earth's 911](http://www.1800cleanup.org) [www.1800cleanup.org]

Lastly, here are several websites on Energy Audits to explore:

- A survey that shows how much energy you use in your home; it will help you to use energy more efficiently [sol.crest.org/renewables/SJ/glossary/E.html]
- A systematic examination of a home's energy performance [www.sumter-electric.com/energy/glossary.htm]
- Measuring and recording energy consumption to identify opportunities for reducing and minimizing energy use and costs [www.westernpower.com.au/html/about_us/world_of_energy/students_area/education_glossary.html]

“Water, Water Everywhere”

There are many aspects to this issue, therefore, we are calling this section “Water, Water Everywhere” since it deals with oceans, coasts, lakes, rivers, streams, wetlands and, of course, fishing.

Building Blocks

- The Natural Resources Defense Council has documented the plight of marine fisheries worldwide and factors that have contributed to fish depletion both domestically and internationally. “Overfishing” poses the most immediate threat.
- Coastal environments are strongly influenced by upstream sources of pollution and freshwater inflow and are subject to an every growing coastal population. The Environmental Protection Agency attempts to protect these resources through a watershed restoration approach and regulatory and cooperative management programs.
- Comprising 39.9 million acres, lakes and reservoirs are a major water resource. Freshwater inland lakes and reservoirs provide us with 70% of our drinking water and supply water for industry, irrigation, and hydropower. Lake ecosystems support complex and important food web interactions and provide habitat needed to support numerous endangered and threatened species. Lakes, the cornerstone of our nation’s \$19 billion freshwater fishing industry, form the backbone of the tourism industry and provide recreational opportunities.
- Bacteria (pathogens) are the most common pollutants affecting rivers and streams. They are commonly found in 13% of rivers and streams that have been assessed by states and Native American tribes.
- Agriculture is the leading source of pollution in assessed rivers and streams. It affects 18% of them and contributes to approximately one-half of the reported water quality problems in impaired rivers and streams.
- Wetlands in the United States fall into four general categories: marshes, swamps, bogs, and ferns. They provide habitat for thousands of species of both aquatic and terrestrial plants and animals. Despite the benefits provided wetlands by the U. S. Environmental Protection Agency, the United States loses about 60,000 acres of wetlands each year.

- Point of information: "Watershed," a common environmental term, is the area of land that catches rain and snow and drains or seeps into a stream, river, lake, or groundwater. We all are sitting in one now in our homes, farms, forests, towns, and cities. Some cross county, state, and even international borders and come in all shapes and sizes. Some are millions of square miles; others are just a few acres. Just as creeks drain into rivers, watersheds are nearly always part of a larger watershed.

Jumping Off Points to Service-Learning

- Contact leaders in both the executive and legislative branches of the federal government, urging them to aggressively implement the Sustainable Fisheries Act of 1996 to stop overfishing and protect fish habitats. Also, educate consumers to exercise their power by requesting a choice in restaurants and stores of species that are not overfished. It also is important to determine where the fish were caught since the same species can be overfished in one region and not in another. (The Natural Resources Defense Council will have this information on the website listed on the next page.)
- Become involved and play a leadership role in local wetland restoration, the campaign to protect, improve, and increase wetlands. Wetlands that have been filled and drained retain their characteristic soil and hydrology, allowing their natural functions to be reclaimed. Restoration of lost and degraded wetlands to their natural state is essential to ensure the health of America's watershed. You can provide a valuable service here.
- In addition to the service noted above, find compatible uses that would not damage the wetlands, such as developing waterfowl and wildlife habitats.
- Collect water samples from nearby lakes and rivers and identify pollutants causing impairments such as fecal coliform bacteria indicating pathogen (bacterial) contamination. Contact and work with experts in this field to monitor pollutant movement from numerous potential sources such as failing septic systems, municipal sewage treatment plants, and local waterfowl populations.
- Urge the efficient use of water at home and in your community. For example, encourage people to water their lawns during low evaporation times (in the evening). Suggest that they use soaker hoses or other systems that deliver water at low rates. This increases the volume of water that infiltrates the ground, helps conserve water, and saves money.

Looking More Deeply

As with other environmental issues, a comprehensive research base exists, many of which are in various web sites. Literally, it is “water, water everywhere.” Your main job will be to “fish out” the sites that are most appropriate starting points. Here are a few good places to begin:

- The United States Environmental Protection Agency [<http://www.epa.gov/owow/oceans>] [<http://www.epa.gov/owow/rivers.html>] [<http://www.epa.gov/owow/wetlands>] [<http://www.epa.gov/owow/wetlands/restore/>]
- The Natural Resources Defense Council [<http://www.nrdc.org/water/oceans/kowinx.asp>] [<http://www.nrdc.org/wildlife/fish/rhooksum.asp>] [<http://www.nrdc.org/water/oceans/kow/execsum.asp>]
- National Marine Fisheries Service Restoration Center [www.nmfs.noaa.gov/habitat/restoration]
- National Wetlands Inventory Center [www.nwi.fws.gov]
- Izaak Walton League [www.iwla.org]

Logging (Legal and Otherwise)

Building Blocks

- Eighty percent of the forests that originally covered the earth have been cleared or otherwise degraded by logging, mining, clearance for agriculture, or urbanization. Logging for wood products is responsible for about one-third of total global deforestation.
- The forest industry is a major global sector. In 1998, gross production accounted for \$160 billion worldwide and is projected to grow to \$299 billion by 2020.
- Illegal logging is not always clearly defined but generally can be described as forestry practices or activities connected with wood harvesting, processing, and trade that do not conform to national law. Illegal logging is estimated to represent 73% of log production in Indonesia, 80% in Brazil, and 50% in Cameroon, three of the world's largest tropical timber suppliers. (In 2000, the U. S. imported over \$450 million worth of timber from Indonesia.)
- Illegalities can occur through the chain from source to consumer, the harvesting procedure itself may be illegal, including corrupt means of gaining access to forests, extracting without permission or from a protected area, cutting protected species or extraction of timber in excess of agreed limits. Illegalities also may occur during transportation, including illegal processing and export as well as mis-declaration to customs before the timber enters the legal market.
- There are significant economic implications of illegal logging. Millions of Indonesians depend directly on forest for their livelihoods, and the forests are exploited for their economic benefit in stolen tropical timber each year. In the United States, it is estimated that \$660 million per year is lost to the government of Indonesia through illegal logging.
- Regarding the environmental implications, illegal logging and the associated illegal trade directly threatens ecosystems and biodiversity in forest throughout Asia and the world. Forest deforestation can change the regional climate significantly. Changes in forest cover can induce feedback effects on the climate by modifying surface temperature and influencing atmospheric carbon dioxide concentrations. Climate changes also lead to serious environmental effects such as lower water supply and greater pollution.

Jumping Off Points to Service-Learning

This is an instance where the community in service-learning is conceived in the broadest sense, that is, the nation and the world. You probably are asking yourself (and your teacher) what can a 17 or 18 year-old man or woman do on such a remote issue. The answer can be summed up in several words that often are used to describe service-learning activities: educate and inform others.

- Make others aware of the issues; and become an advocate for Environmental Justice on this issue. Your research can, indeed, become the basis of an advocacy program. Your audience can be the United States federal government and the United Nations. Perhaps it is time for a Young Adult Crusade on an environmental issue that impacts not only the population of the United States but also of many countries throughout the world.

Looking More Deeply

To learn more about the issue of illegal logging – and to stimulate your thinking about ways in which you might play a leadership role in such a crusade – you will need to do your homework. So your first assignment is to dig deeply into the gold mine of existing resources:

- The Environmental Investigation Agency (an international campaign organization that investigates and exposes environmental crime) [www.eia.international.org]
- Worldwide Fund for Nature [<http://www.wwf.org>]
- Greenpeace [www.greenpeace.org]
- World Resources Institute [www.wri.org]
- Global Forest Watch [www.globalforestwatch.org]
- Food and Agricultural Organization of the United Nations – Forestry [www.fao.org]
- Forest Stewardship Council [www.fscoax.org]
- Centre for International Forestry Research [www.cifor.org]
- Centre for Social and Economic Research [www.uea.ac.uk/env/cserge/]
- Timber Trade Federation [www.ttf.co.uk]
- International Tropical Timber Organization [www.itto.or.jp/]
- The World Bank Group – Forests and Forestry [www.worldbank.org/forestry]

Rainforests

Building Blocks

- Rainforests are defined as multi-storied, closed, broad-leaved forests. The tree canopy varies in height; underneath the canopy is a treasure chest of life forms. Rainforests cover only 6% of the earth's landmass (2% of the earth's total surface), yet they contain more than half of the world's estimated 10 million species of plants, animals, and insects. The density of species is so great that one hectare (2.47 acres) may contain over 750 types of trees and 1500 other varieties of plants.
- Worldwide, several hundred million forest-dwelling people live in or depend on rainforests. Many of the world's important food crops and domestic animals have been developed from rainforest species.
- Experts estimate that we are losing 137 plant, animal, and insect species each day due to deforestation of the rainforests. That is about 50,000 species a year being lost forever. As they disappear, so do many possible cures for life threatening diseases. 25 percent of Western pharmaceuticals are derived from ingredients in the rainforests, yet it is estimated that scientists have tested about one percent of the plants in the forests.
- Indigenous people know about these plants and pass the information from generation to generation. Unfortunately, many of their homes are being destroyed and they are forced off the land that has sustained them for thousands of years.
- About 2,000 trees per minute are cut down in rainforests. As roads are cut deep into the forest to get timber, poor settlers follow and settle along the roads. They often set fires to clear the forest for farming. As rich as the rainforests are in some ways, it often makes poor farmland since most of the nutrients in a rainforest ecosystem are stored in its vegetation rather than the soil. The result is the dirt usually erodes away in several years. Settlers then pack up and often move deeper into the forests to start the process over again.

Jumping Off Points to Service-Learning

Rainforests sound far away. What can anyone this far removed from them do about the problem? There are several worthwhile services you can perform:

- Help to raise needed resources to help protect rainforest land. For example, there is a project called "Pennies for the Planet" that should be looked into. (The website is – <http://www.worldwildlife.org/pennies/index.cfm>). In 2002-2003, students raised more than \$50,000 to create wildlife corridors in the Atlantic Forest of South America to support resource management in the Miombo Woodland of southern Africa and to aid conservation and research in the Everglades and Southern Florida ecosystem.

- Protect an acre. (While you read this sentence, an acre of rainforest the size of two football fields will disappear and the world's 50 million indigenous people who call forests their home, will have a smaller place in which to live.) Contact the Rainforest Foundation to explore with them how you can "protect an acre." The foundation works to help local communities to secure legal rights over the land they have lived in for hundreds or more years. For more information, check their web site: <http://www.rainforestfoundationuk.org/s-Support%20Us>.
- Conduct a letter writing campaign to corporations or companies that are involved in deforestation initiatives, drilling for oil in rainforests, or using rainforest beef in their products. Register your concern for the future of rainforests.
- Recycle. Since most paper products come from trees, using less paper is an indirect way to save the rainforests. Use recycled 100% post-consumer waste (PCW) whenever possible. Better yet, use tree-free paper; it is made from plants like "kenaf" or from farmers' leftovers like corn stalks and wheat straw. Ask your stationery stores to carry tree-free paper.
- Gasoline and plastics are two items made from petroleum. A good portion of oil comes from rainforests through a process called extraction. Since oil extraction is harmful to rainforests, using less oil products can help save rainforests. Instead of using gasoline to drive somewhere, urge your fellow community members to ride bikes, walk, carpool, or take public transportation. Reduce the amount of plastic by choosing glass bottles and containers whenever possible. And, yes, recycle.

Looking More Deeply

In addition to the web sites noted above, several additional web resources will supply you with tons of facts.

- Virtual Rainforest Trip [http://rite.ed.qut.edu.au/old_oz-teachernet/project/virtualtrips/rainforest/topics/html]
- Rainforest Facts [http://www.savetherainforest.org/savetherainforest_007/htm]
- About Rainforests [http://www.ran.org/info_center/about_rainforests.html]
- Rainforest Live – Facts and Figures [<http://www.rainforestlive.org.uk/index.cfm?articleid=214>]
- Rainforest Facts [http://www.rain_tree.com/facts.htm]
- Science in the Rainforest: Rainforest Facts [http://www.pbs.org/tal/costa_rica/rainfacts.html]
- Rainforest Facts: Then and Now [<http://www.rainforest-alliance.org/resources/forest-facts.html>]
- Tropical Rainforest Education [<http://www.ericdigests.org/2000-1/tropical.html>]

Environmental Justice

Building Blocks

- Environmental Justice has been defined as the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies. Fair treatment means that no group, including a racial, ethnic, or socioeconomic group, should bear a disproportionate share of the negative environmental consequences resulting from industrial, municipal, and commercial operations of the execution of federal, state, local, and tribal programs and policies.
- Meaningful involvement means that (1) policies-affected community residents have an appropriate opportunity to participate in decisions about a proposed activity that will affect their environment and/or health; (2) the public's contribution can influence the regulatory agency's decision; (3) the concerns of all participants involved will be considered in the decision-making process; and (4) the decision makers seek out and facilitate the involvement of those potentially affected.
- Environmental justice is achieved when everyone, regardless of race, culture, or income, enjoys the same degree of protection from environmental and health hazards and equal access to the decision-making process to have a healthy environment in which to live, learn, and work.
- The movement was started by people, primary those of color, who needed to address the inequity of environmental protection services in their communities. Grounded in the struggles of the 1960's civil rights movement, these active citizens described the environmental inequities facing millions of people.
- Some of the general concerns regarding environmental justice are: (1) disproportionately high and adverse effects on minority and low-income populations due to developmental changes; (2) significant changes in the social structure present in current neighborhoods; (3) preservation of racially and ethnically mixed neighborhoods; and (4) negative impacts on accessibility to Spanish language facilities including English as a Second Language sites and Spanish-speaking churches.
- Environmental justice is not the domain of any particular group or any national or regional organizations. Instead, environmental justice is typically advocated by community groups, civic organizations, faith-based groups, and individuals acting at the local level, most commonly on local issues.

Jumping Off Points to Service-Learning

This is an illustration of “where the rubber hits the road” in service-learning for it appears to be the place where all the types of services are possible. The types include direct services (meeting a community need head on), indirect services (organizing volunteers and/or raising funds) and – most importantly — awareness, advocacy, and action. Here are just a few services that others have performed and which you, too, should carefully consider.

Make others aware, advocate, and act to:

- Eliminate, or at least reduce, industrial emissions that are perceived as health risks to your community.
- Strive for better employment opportunities in your communities.
- Seek to improve the quality of life through such activities as funding for a neighborhood health clinic or improved public transit facilities.
- Collaborate with other leaders to address communities suffering from poverty and pollution and building their capacity and skills so that everyone’s voices are heard.
- Collaborate with health and environmental organizations to identify how poor environments contribute to poor health.
- Collaborate with business leaders to resolve problems, promote Corporate Social Responsibilities, and move toward more sustainable production and consumption patterns.
- Let the leaders in your state and national capital know of local environmental justice concerns and recommended policies that ensure a safe and healthy environment for all.

Looking More Deeply

The 17 Principles of Environmental Justice can be found on the web site of the Environmental Justice Resource Center [<http://www.ejrc.cau.edu/princej.html>].

Other important sites are:

- The U. S. Environmental Protection Agency [<http://www.epa.gov/compliance/about/ej.html>] [<http://www.epa.gov/oswer/ej/aboutej.htm>]
- The Center for Community Action and Environmental Justice [<http://www.ccaej.org/about.htm>]
- Environmental Justice Foundation [<http://www.ejfoundation.org/>]
- The Environmental Justice Information Page [eelink.net/EJ/]
- The Ecojustice Network [<http://www.igc.apc.envjustice/poc/dir>]
- Native Americans and the Environment [www.cnie.org/NAE/]
- The Alliance for Justice [www.allianceforjustice.org/]

Concluding Observations

- We are certain that you have picked up on this important point: many environmental issues are interrelated. For example, look at the Building Blocks and Jumping Off Points to Service-Learning, especially those concerning endangered species, logging, and rainforests. You will note the obvious linkages between the issues and the possible services you can provide. Global warming and energy usage also overlap to a great degree. Therefore, you may wish to develop your research paper and service-learning project across themes and create your own combinations.
- As you have noticed, the services provided do not need to be limited to your hometown. In addition to your local area, think of what you can do for your county, state, region, the United States, other countries, and even your planet. Think of “community” in the broadest sense, for you can truly be a citizen of the world. Perhaps the most endangered species on this earth today are humans. But young people have always turned things around before and can do it again.

Service-learning can be part of any and all curriculum areas

You and your teachers will determine in which subject (or subjects) your research paper and service-learning project will be housed. The Maryland Student Service Alliance has developed many materials on service-learning (particularly since acquiring 75 hours of community service-learning is a requirement for graduation in that state.) One of their most important insights is that service-learning can be part of any or all curriculum areas. You can, therefore, be as creative as you can be in developing your projects across curricular lines. Below is a brief illustration of the Maryland approach to service-learning and environmental issues.

English/Language Arts

- Research child-centered environmental books and share them with elementary school students.
- Produce environmental issues for school newspapers.

Social Studies

- Write letters in support of current environmental legislation.
- Lead environmental projects with students in an elementary or middle school.

Family Studies

- Develop educational pamphlets on environmental hazards around the school and neighborhood.
- Make others aware of the effects of lead paint and environmental pollution on young children.

Science

- Inform others about how biotechnology is used to clean the environment.
- Plant a garden at a local park using compost and environmental-friendly products with residents at a nursing home or shelter.

Math

- Collect recyclables around the school and graph the amount collected.
- Compute the impact if all schools in the county were involved in recycling programs.

Health and Physical Education

- Inform others about the effects of pollution on lung disease.
- Create a video advocating healthy ways to stop pollution and smoking.

Music

- Compose songs, stories, and poems in support of the earth and our environment.
- Reflect on how Native American music evokes images and feelings about the environment. Share your insights with others.

Art

- Clean statues and outdoor art work in local parks.
- Display photos of the effects of air pollution on art work and inform others about the need for filters in photography because of pollution.

Technology Education

- Print pads from recycled paper and donate them to shelters and other community organizations.
- Recycle tools and household items by cleaning up, fixing them, and giving them to community members who might need them.

Business Education

- Display types of papers made and how they help the environment.
- Teach residents to make recycled paper for use at shelters and nursing homes.

Foreign Language

- Display universal symbols used by environmental organizations to show global concern for the environment.
- Inform others about the environmental health of other countries.

For your final questions, “How do I proceed and what do I need to do my job?,” turn to the Planning Tools Section of this manual located in the back.



SECTION 2

Web Catalog and Reviews of Key Environmental Resources

ON-LINE RESOURCES

So you know that you want to do your project on something about the environment. That was easy, right? Now for the harder part: finding out what you want to research. By now, questions like, "How do I find out something with all the information out there?" "Where can I go to find the best information if I've narrowed down my topic?" and "How am I supposed to understand how to help the environment?" may be going through your head. Take a deep breath. Remember; the first step to answering the millions of questions running through your head is to begin compiling what information you want to use in your research. This may be one of the more difficult steps in your project, since it is your entrance into a world of endless information, searches, and piles of documents to read. But don't just procrastinate because this task seems too hard. We have done some preliminary work for you. The following sites have already been scoured and searched for the best information. Some sites are from organizations or agencies you may have heard of, while some won't be very familiar. It is important to keep in mind that to create a strong paper (one that will give you a good grade), you will need to look at both sides, pro and con. Once you get the hang of it, you'll be able to tell what sources work best and help you find what you're looking for. Here is a good selection to get you going on your pathway to learning about the latest environmental issues.

Water, Land and Wildlife Sources

National/International

SIERRA CLUB

Known for being the largest and oldest environmental organization, the Sierra Club web site gives access to important information on the historical background of the Club's legacy in the environmental field. If you're interested in finding out about influential leaders within the environmental community, check out the "Sierra Club History" page, which includes further references for information on Sierra Club founder John Muir and an exhibit dedicated to his life works. It may take some navigation to find information about projects and programs outside of the Sierra Club, but the site offers a lot of guidance to learn more about a very influential organization. Find a chapter in Washington nearby to see what programs to participate in or to generate project ideas. Go to the "Inside Sierra Club" link to find out what projects local chapters are working on. There are links within this page that can take you to recent articles of environmental concern, such as protecting Washington's drinking water. This can also lead to references on who to contact locally for information on how to help and what can be done to contribute to a cause. <http://www.sierraclub.org>

ENVIRONMENTAL PROTECTION AGENCY (EPA)

This site is helpful whether you are researching for either local or national information. For local information, go to the "Where You Live" link to be relocated to a page where you can search by zip code the environmental database the EPA has in your area. The page also includes links on how to find local environmental agencies, branch EPA offices, and sites to find out facts on the conditions within your community. There is also an EPA library in Seattle open to the public that contains relevant data and publications from the agency. To find out more about its hours and its collection, go to the "Information Services" link and go to the "Libraries and Information Center" area. Another important area on the site is the "Educational Resources" page. If you click on the "High School" link, you will find out about information on projects within high schools and more about what ordinary high school students across the country are doing that could spark ideas of your own. <http://www.epa.gov>

EARTH FORCE (EF)

Kid-friendly and very resourceful, Earth Force serves up "hands-on" project ideas to get your brain moving and your project into action. Enter the site and find links that will take you to the many ways youth are engaging themselves in helping the environment in big ways, and how you can make a whole world of difference in your community. You might want to start navigating the site by first seeing what Earth Force is all about, so click on the "About EF" link on the top of the page. After reading what EF is all about, click on the "Youth Advisory Board" link to find out about a panel of students just like you making an impact on communities all across the country. Going the extra mile to not only give ideas, but give evidence that young people are capable of change, Earth Force's site is brimming with youth-created projects, which are scattered throughout the pages. After being inspired by what your peers are up to in their communities, take some action of your own by going to the "EF Resources" link found at the top of the page. Here you will find newsletters and publications written for teachers and students. Near the bottom of the page, find the "Bike Resources" section and read up on how to make your community more bike-friendly. While many resources are focused on facilitation, there are also team-building activities and games that might help you if you are participating in a mentor program. Go to the "EF Programs" link at the top of the page to find projects that might be happening in a city near you, such as the Earth Force After School or the Global Rivers Environmental Education Network. You can also find more information on these programs at their individual sites, which could lead you to some ways to connect your project with an Earth Force idea. Want more resources about youth projects? Earth Force has created an entire page full of sources, which can be found by going to the scroll-down menu at the top of the page labeled "Earth Force Site Map," and clicking on the "National Links" or "Local Links." Many of the local links focus on the eastern part of the nation, but after skimming these pages, you might find some ways to bring attention to your hometown. <http://www.earthforce.org>

SHIFTING BASELINES

There is a whole other world that humans don't live in, which is a big part of daily life and consumption. The ocean is filled with marine life and beauty that Shifting Baselines spreads awareness about. Interested in marine life and protecting the world's oceans? Then this site will not only help lead you to all the necessary information you need, but it will also leave you interested and wanting to learn more. Join the fight to save marine life from overfishing to the depleting coral reefs with Hollywood stars such as Jack Black, Ben Stiller, and Lisa Thornhill from "The Family Guy" as they advocate for, and provide important knowledge about, the current conditions of the ocean. This organization's purpose is to "state the facts," not overexaggerate an issue for political purposes. This focus is maintained with the help of researchers in marine biology who continually are gathering new data to predict the results of not protecting the ocean life. Any link on this site will be sure to intrigue you. For starters, follow step 1 as seen on the homepage, and view the slide show. Here will also be a chance to see a public service announcement featuring some famous familiar faces. If you want, you can also sign up for some free information that will be sent to you via mail. Under the homepage sidebar, there is a section labeled "SB Serious" and "SB Funny." Each section is sure to be informative, yet the approach may be different. In the "SB Funny" section, click on the "Rotten Jellyfish Awards" to be relocated to a site where you can watch awards being presented to the ten worst ocean decline stories of the year, an ironic, yet entertaining perspective on how the earth continues to destroy its ocean environment. "Shifting Baselines" is a term that refers to the small subtle changes to the environment that, if ignored, can have drastic effects. For instance, as the site explains, "The number of salmon in the Pacific Northwest's Columbia River today is twice what it was in the 1930s. That sounds great — if the 1930s are your baseline. But salmon in the Columbia River in the 1930s were only 10% of what they were in the 1800s. The 1930s numbers reflect a baseline that had already shifted." <http://shiftingbaselines.org>

RAINFOREST ALLIANCE

If tropical environment piques your interest, then this is a helpful resource. Along with the current news topics available on the home page, there is also information available in Spanish. Here you will also find the very popular "Adopt-A-Rainforest" program information, which can be beneficial in helping you get started, including fund raising tips and other publications to download to help bring awareness to the project. You could be well on your way to protecting the environment thousands of miles away. The "adopted" rainforest sites cover Belize to Brazil which are endangered of being destroyed. The information on why this is important for the future can be easily found once entering the Adopt-A-Rainforest page, and clicking on the "why rainforest conservation is so important" link. If you're looking for something different, go to the "Site Map" link and click the "Funding and Opportunities" link to find out about unique projects such as the "Amazon Rivers Program." Further information about the tropics can be found

when clicking on the “Resources/Facts” link on the homepage, which can lead you to species’ profile or references to colorful videos about the rainforest that may be found at the local library. Also at this link, check out the “rainforest facts and data” that link to other sites and have bibliographies of other helpful books and materials. <http://www.rainforest-alliance.org>

GREENPEACE

Greenpeace is an independent organization that takes on the watchdog role within environmental politics. Greenpeace doesn’t accept any donations from the government or corporations, but is supported through foundation grants and individual contributions. You should be aware that the Greenpeace organization is a somewhat controversial environmental resource. You may find the views on the site to be a little extreme, but this doesn’t mean it isn’t worth checking out even if (or especially if) you disagree with Greenpeace’s positions. Their perspectives on various topics are considered by some to be controversial, which is obvious at first glance at the home page. Greenpeace has articles that are very often critical of the government’s actions regarding the environment. This makes it an especially good resource when trying to produce an argumentative thesis. If you’re unsure of what topic to investigate, sign up for a “Daily Eco Headline,” which can bring you up to speed on the latest information on environment. Under the “Campaigns” link, find detailed information on a variety of issues from how to save deep-sea life to the problems with genetic engineering. After reading about a campaign topic, click on the “Individual Action” link at the bottom of the article to find additional website links to help you research other projects and things you can do to help the cause, which can put you on the right path in creating your own. <http://www.greenpeace.org>

FRECHILD

Who knew that such a helpful resource to students all around the world would be headquartered in Olympia, Washington? This is a powerful website for resources to support youth and adult allies. Be sure to check out this site, whose motto is “only through action do words take power.” You will find youth-friendly information that is sure to be helpful on any of a variety of topics. On the sidebar, find the “Issues” link, and browse through the ones you are interested in, from categories such as “Culture and Society” and “Politics.” Each subject directs you to a page dedicated to the topic and loaded with additional links to begin your project hunt. www.freechild.org

SURFRIDER FOUNDATION

If you like water sports, then the ocean and rivers are probably pretty important to you. They are also important to thousands of water enthusiasts. Surfrider Foundation was founded as a coalition of these enthusiasts in an effort to spread awareness in protecting the ocean. At the homepage, go to the “State Reports” link and pick a state to find out information on its shorelines and how it rates with important factors to consider in stabilizing a healthy ocean, such as beach

nourishment and water quality. Other useful information includes indicators as to the current improvements and what needs to be improved to create a better coastline. Under the “findings” link, problems with information on public beaches are addressed and could turn the wheels in your head to helping create solutions for your own state coast. Go to the “Perspectives” link to find writings straight from activists across the nation about issues with beaches from shorelines that may be familiar to you. After reading about what local members have to say, go straight to the “Chapters” link to be directed to a listing of chapters and links to each homepage. Here you will find local opportunities to volunteer and projects that are youth-friendly. <http://www.surfriders.org>

GLOBAL RESOURCE ACTION CENTER FOR THE ENVIRONMENT (GRACE)

The Global Resource Action Center for the Environment features an array of activities within the environmental spectrum. Its homepage is colorful and easy to navigate. The GRACE Factory Farm Project icon presents information to help any researcher understand farming and the differences between factory farming and family farms. This project is an effort to sustain better food production that supports the independent farmer. There are a lot of interactive links and games that could make the learning process fun. On the other side of the spectrum, the Nuclear Abolition project, also found on the homepage, takes its reader to investigate the con side of nuclear waste in the environment. The Sustainable Energy Project is also another topic of interest that is elaborated on when clicking on its icon. This project focuses on creating renewable energy and access to these energy sources. There are descriptions on the different types of energy sources and how to campaign for it. On each site, there are also ways to take action, which will be scattered on the introductory page. Another good link on the site is the “UN Initiatives,” which directs you to further information on the UN and its programs and initiatives, which can help to understand global policies and what is being done on an international level to help the environment.

<http://www.gracelinks.org>

THE STOCKHOLM CONVENTION

This is a web site devoted to spreading the word of the harmful effects of persistent organic pollutants (POPs), which are harmful chemicals within the environment that can spread and become toxic to not only wildlife but the human population as well. The Stockholm Convention is on a mission to reduce the amount of POPs within the environment. The site may be a little hard to find the information you may be looking for, but it has some good data about a very serious problem. To find out more about this worldwide dilemma, click on the “site map” link, and then scroll down to the “Guidance” area. Here, there is more comprehensive information on POPs, including a “Guide to the Stockholm Convention on persistent organic pollutants,” which can be downloaded in various languages. Other documents to download include the guidelines on how to identify these chemicals and how to eliminate them in the environment. For additional information on the homepage, find the “Weblinks” button and go to the “Useful POP related

sites” to find additional resources, including the Environmental Data Site, Ltd., which is also very helpful and user-friendly. <http://www.pops.int>

NORTH AMERICAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION (NAAEE)

This site can be used to find all kinds of helpful sources of information. From student resources, project links, and data, this web site has it all. It can help you build on further resources and articles that are outside of the non-profit organization area. The best way to navigate the site for your project is to locate the “Main EE-Link Sections” at the bottom of the homepage. Links and resources to help you get started, such as the “Organizations and Projects” link has project sites not only listed, but also includes a short but detailed description, and is rated for its relevance. An environmental web surfers dream, there is an array of choices available. Under the “Environmental Info” link found on the side bar, sites are compiled by topic and also rated. The sites on this page are mainly educational and can be categorized by clicking on environmental subjects on the sidebar to find out more on a topic. A good amount of topics are available to choose: from marine life to consumption, so this site can be overwhelming if your focus on a subject isn’t clear. Also on the bottom of the homepage, there is an “advanced search” tool that can narrow results by searching through its vast database but only searches with specifics you provide. There is a wide variety of information available, government and non-government affiliated, grassroots efforts and international projects — so dig deeply. <http://www.eelink.net>

Statewide/Regional

WASHINGTON STATE DEPARTMENT OF NATURAL RESOURCES

To get information on the local environment, this government organization can lead you on the right path to address local issues. To start, click on “Programs and Topics” to get going on searching for issues in which you’re interested. There are specific areas within the Department, such as the Aquatic Lands and Resources to Geology Earth Resources Division. If local statistics and facts are what you are searching for, head straight to the “Publications and Data” link to get connected to reports, maps, and surveys. Under the “Education and Assistance” link, there are events listed such as National Arbor Day and the Urban and Community Forestry Program that can be project-based community service in which you could get involved. Also, the Backyard Forest Stewardship allows anyone with a forest to keep their property wildlife-friendly and family-safe. Whether or not you live in Washington, this site will give you information on our vast environmental community, how to be the best advocate for it, and resources to expand your research. <http://www.dnr.wa.gov>

The Washington State Public Interest Group

The Washington State Public Interest Group is devoted to acknowledging environmental issues within Washington. This site is a good place to begin when starting research if you want to keep it local. Under the "No More Nuclear Waste At Hanford" link, find out where to get further information while getting familiar with the problem and the initiatives to prevent nuclear waste dumping in Washington. Another useful feature is the "Student Chapters" link, which has a site filled with campaigns students are working on. This site is designed for college students (since they are youth that can vote), but even if you're not 18, you may still want to get involved with some of the local campaigns or issues so that you can become informed. The student chapters have opportunities to volunteer if you live around the area of Olympia or Seattle where the student campaign chapters are located. And these aren't just the "stuffing envelopes" kind of service. Instead, there are opportunities to help organize campaigns and spread awareness; you can really explore your options when it comes to making a difference. Also included on the site are ways to take action; some campaigns even feature different resources on the web, such as movies or links to other areas of concern. Concerned about an issue but don't know where to start? Sign up for an "issue update" to get headlining news that can help you compile a good list of resources. <http://washpirg.org>

GIFFORD PINCHOT TASK FORCE

If you live somewhere around southwestern Washington, this easy to navigate site will be something to take a look at. The latest campaigns that affect the local environment are covered, such as the threat to salmon and the importance of protecting the Northwest's precious old growth in forests. Additional resources can be found, of course, through the "Resources" link. Or, if you want to begin to take action, head straight to the "Get Involved" link to find out who to contact to volunteer. The Gifford Task Force is a coalition that has its roots in first helping to reduce logging of old growth within the Gifford Pinchot National Forest at Mt. St. Helens. This site is packed with helpful issues that give you a firsthand look at local opportunities. <http://www.gptaskforce.org>

Environmental Justice

Research the laws and policies that affect the way the government manages the quality of the environment. While there may be good information about environmental policies on sites that are not focused toward environmental justice specifically, these will be good references to see the entire perspective of what environmental groups are advocating.

National

THE ENVIRONMENTAL JUSTICE RESOURCE CENTER AT CLARK ATLANTA UNIVERSITY

At the Environmental Justice Resource Center homepage, there are a variety of topics that deal with the environment on issues of race, transportation, and population. Its focus is on educating students of color and bringing these community-based issues to a broader public. Any link on the page will take you to additional help on a broad spectrum of issues. An interesting place to start is the "Learn about environmental justice" area, where there is more information on the roots of environmental justice and those "unsung heroes" who have made an impact on the environment today and continue to do so. After looking at some of the Hot Topics list and latest news stories, go to the "Resource" section to find a unique selection of sources that you can look up, including a video archive, interviews and testimonies, and bibliographies. To obtain videos, you can see if they are available at your local library or contact the broadcasting company to obtain a copy. Whatever your topic, this web page is helpful in seeing a fresh perspective within the environmental justice field. <http://www.ejrc.cau.edu>

EARTHJUSTICE

As it states on its website, "Because the earth needs a good lawyer", the Earthjustice organization is the iron fist when it comes to battling for the environment and its needs. This is why this site is good when you want to look up background information on a particular topic and how it has been fought for within the court system. For instance, by clicking on the "Urgent Cases" link, information on how Earthjustice and its team of lawyers have used its legal expertise to help protect the nation's environment. Here you may find information on how legal suit has taken place to prevent the killing of sea turtles along the Gulf of Mexico. Under the "Accomplishments" links, find out how Earthjustice has won important legal battles. If you have a topic in mind and would like more information, this site is an excellent source, especially since it also contains data and facts that were presented in many court cases. <http://www.earthjustice.org>

WASHINGTON STATE DEPARTMENT OF ECOLOGY

Go directly to the site that represents Washington State's management of air, land, and water. Under the "About Ecology" link, go to the "Agency Overview" portion on the page to find out each department that the Washington State Department of Ecology oversees. This will take you to downloadable files about

each program. At the bottom of the page you will find other necessary information in your investigation on environmental law, such as the Department of Ecology's budget, its agreement between the U.S. Environmental Protection Agency, and a directory if you want to contact someone in the Department. Another interesting fact is that the site can be navigated in the languages of Hmong, Korean, Russian, Spanish, and Vietnamese. If you click on the "Environmental Info" link, there are lists of resources to learn more on a multitude of subjects. Also skim the Environmental Health Report, which will show direct conditions of the trends in air, land, and water quality. Under the "Publications/Forms" link, you will find there are various ways to search for documents on a certain topic. Under the "Other Links" page, there are other web sources and also links to related agencies in Washington that affect the environment. This governmental web site gives the public access to a variety of topics that the government is working on. <http://www.ecy.wa.gov>

WASHINGTON ENVIRONMENTAL COUNCIL (WEC)

When working on an environmental project, this web page will give you a better idea on what local actions exist and the big issues that affect the state of Washington. On the sidebar, various issues can make it easy to navigate a broad subject. If you are interested in local cases, click on the "Legal Victories" link to find out more on what environmental issues have made it to court and the outcome. This can be informative if looking into environmental law. Under the "Law and resources regarding the WA legal system" get linked to other resources to get a better understanding of how the law can bring justice to the environment. In the "WEC in the news" link, find out more on local cases pertaining to the environment. Under the "Our Priorities" sidebar, click on any one of the projects of the WEC is working on. Here you will be taken to another page that explains why the issue is important and you will receive further resources for additional information. For instance, on the Sustainable Forests page, there is information on how to take action (such as buying FSC-certified wood), and other contacts on how to get involved. To get more information, there are also other links, such as the one on the Sustainable Forests page that links to a radio station link where the Sustainable State Forests Campaign Director Becky Kelley of WEC discussed the issue. On the bottom of the page are links to learn in depth on the issue or to look at other partner sites that support the project. Under the "State Legislature" link on the homepage, click on the "Hot List" to discover what environmental initiatives are being promoted by environmentalists statewide. Also find information on how to become a lobbyist and help the cause. If you're interested in protecting the laws of our local forests, wildlife habitat, waters, or energy conservation, this is a very useful beginner's tool for understanding environmental laws and the system that governs and enforces them. <http://www.wecprotects.org>

WASHINGTON CONSERVATION VOTERS

If you're about to turn 18, it is crucial to the environment that you begin getting involved in local matters that could affect your way of life in the future. You probably want to keep pristine those evergreens growing that give Washington its trademark look, its mountains you use for snowboarding and other winter sports, and lakes for summer fun. After all, who would want to live in a place you can't enjoy for its beauty? Therefore, the Washington State Conservation Voters organization has an informative web page that will help any adult or soon-to-be voter learn about how to contribute to the environment in the most important way any citizen can impact change: by voting. First, you'll probably need to find out more on your local leaders. Click on the "Legislative" link to find your representative in your region. Also, another feature located on the homepage is the "Scorecard." Here representatives of the state are evaluated each year on how they have changed or improved environmental policies. Under the "Links" page you will find valuable resources on how to navigate the web and find other sites to government web pages, including the Governor's Office and State Legislature, and most importantly, you can register to vote. Another useful link where you can actually look up the major donors of candidates and how that money is spent. It will also give you access to Washington state newspapers and the stories found while skimming the local news sections. This is a good resource if you want to add to your bibliography using information outside of the web. Under the "Get Involved" link, find out how to volunteer and read more on potential service work that you can do to directly impact how Washington state government is protecting its environment. <http://www.wcvoters.org>

AUDUBON SOCIETY

If your environmental research is about birds, the Audubon Society's web page is a good resource. Go straight to the "Birds & Science" link and under the "About Birds" category; search the "Bird and Wildlife Info" link for tips on creating a safe backyard for wildlife. To learn more about a specific bird, check out the "Bird Resources" link to be brought to a page full of resources on the web. Under the "Issues and Action" link, click on the "Issues and Action Home" to find out about Audubon's projects and issues of concern, such as Population and Habitat. Under the "Audubon At Home" link located at the homepage, find the "Education" category, and go to the "Birds and Other Wildlife-Frequently Asked Questions and Answers" to begin learning more about various types of birds, youth projects, and much more. The Audubon Society, formed in the late 1800s, is named after James Audubon, a successful wildlife artist with an interesting history that is worth reading about. He is said to "represent the spirit of young America." To find out exactly how he lived and to learn more details on his life, find the "About Audubon" link at the top of the homepage, and click on the "John James Audubon" link.

Print Sources

These sources have been recommended by many environmental scholars and educators. With a good variety of facts, these books also may contain different perspectives and entertaining, yet informative, research on a wide range of topics.

Defending Mother Earth: Native American Perspectives on Environmental Justice

JACE WEAVER

If you want a unique point of view into the environmental crises of today, this book definitely falls under that category. A collection of essays from not only well-known Native American environmentalists but also lesser known scholars and program administrators give the book a well-rounded view on issues affecting the earth today. Not only are the essays written with passionate concern, but they include scholarly input and insights that bring a fresh voice on earth protection few ecology books have yet to match.

Earth in the Balance: Ecology and the Human Spirit

ALBERT GORE

Al Gore may not be in the Executive Office anymore, but this former Vice President is definitely creating a stir with his environmental arguments. In his latest book he argues instituting environmental policy, a sort of "Global Marshall Plan." If the world doesn't take initiative soon, we will be treading in some very deep (and polluted) waters that will cause irrevocable damage. As a politician, he writes in an interesting fashion, starting off by weaving in the history of environmental devastation, and how the people of the world are responsible for allowing destruction of the earth to happen. After updating younger generations on the path of ruin ancestors have created, his final chapters focus on something that gives hope for future leaders of the world: solutions for change. These solutions range from establishing renewable energy sources, solar panels, and implementing the many Eco-friendly technologies that have been kept under wraps while our natural resources continue to be depleted. If you have heard a politician speak, then this book will seem familiar in this sense, from yesterday's politician in conversation with the promising and hopeful politicians of tomorrow. If you are considering what you can do- as a leader, citizen, or environmentalist-then this book will open your eyes to some ways humanity can conserve before the present neglect of our surroundings creates inevitable impacts.

Empty Oceans

RICHARD ELLIS

This resource has been hailed for its rich layers of information about the history of extinction of marine life from the deep seas and oceans all around the world. Ellis begins his narrative journey in the 15th century, explaining the decline of great sea mammals and fish and to come full-circle into current times, predicting the fate of currently endangered aquatic environments. Illustrations, scientific data, and historical events give this book valid arguments and realistic solutions.

Environment**Edited by JOHN L. ALLEN**

There are articles featured here that give summaries about national issues that affect the environment. "Renewable Energy: A Viable Choice?" highlights the facts of the good and bad in transitioning to renewable energy. This is a college-level course book, so some background reading on the terms and key points on the energy crisis might help when trying to skim this book for the most valuable information for your research paper.

Environmental Justice: Issues, Policies, and Solutions**BUNYAN BRYANT**

Published in 1995, this book includes informative arguments from well-known experts in the environmental justice field on public policy and maps out a course for future action. A multitude of topics in environmental policy are included. Each chapter concludes a summary and references.

Fast Food Nation: The Dark Side of the All-American Meal**ERIC SCHLOSSER**

Curious about why your favorite french fries taste so good? Or maybe you want to know exactly why fast food burgers go for only a buck. Whatever the reason, this book will "sate your appetite," walk you right into the factories, and introduce you to the people behind the entire process of the fast food business — from the farms that raise the cows to the tasting companies that give french fries their signature taste. It is an eye-opening, investigative look into the truth of the business of fast food that has taken this nation by storm. Even the greatest critic will be moved by the details of the agricultural industry, and its role in creating the fast food chain.

Fateful Harvest: The True Story of a Small Town, a Global Industry, and a Toxic Secret**DUFF WILSON**

From the town of Quincy, Washington, Pulitzer Prize-winning author Duff Wilson investigated how this town's unexplainable destruction of the environment and cattle were actually the product of toxic fertilizers. This book explores the unregulated practice of toxic waste from factories and moves from grassroots efforts to stop the spread led by the town of Quincy to the nationwide usage of these toxic fertilizers. These harmful toxins include lead, arsenic, and radioactive chemicals that, when used by farmers, can spread to households across America. This critical research led to new regulations, proving that a small town's environmental problem can make an enormous amount of difference.

Silent Spring**RACHEL CARSON**

Released in 1962, it presented a startling look into how chemicals and pesticides used on farm land were extremely dangerous and could be found in the food humans were eating, and, thereby, infect people over the course of their lifetime. *Silent Spring* shed light on what certain chemicals were doing to the environment and our bodies. The book also created an environmental movement that led to governmental regulations to put an end to destructive chemicals. Carson's book is still known today as an invaluable resource about the effects of toxic chemicals in the environment.

The Coming Storm: Extreme Weather Condition and Our Terrifying Future**BOB REISS**

This interesting book provides the scientific and political schematics behind global warming and climate change. The subtle effects of climate change and weather conditions are actually devastating and greatly impacting the environment. Firsthand accounts of tornadoes, floods, and weather disasters along with detail on the history of global warming bring the reader to face the facts in a powerful and frightening account.

The Skeptical Environmentalist: Measuring the Real State of the World**BJORN LOMBORG**

Former member of Greenpeace, Bjorn Lomborg brings a whole new side to the environmental argument: that the world's situation is not getting worse but actually improving. Including many major issues and thousands of sources, this book criticizes many environmentalists and organizations that argue the opposite position. This book surely will expand your knowledge on any environmental topic, whatever side you are on. It has stirred up controversy worldwide, not only by readers, but also the Danish Committee on Scientific Dishonesty. Read it for yourself to find out what the commotion is all about. Then go to: <http://uk.cambridge.org/economics/lomborg/debate.htm> to shape your own opinion.

The Ultimate Resource 2**JULIAN SIMON**

The late professor Julian Simon challenged popular beliefs of pollution, overpopulation, and lack of natural resources. This version is an update of his economic and ecological theories and research in *The Ultimate Resource 1*. Even after his death in 1988, his ideas are declared to be "right on target." He literally stepped up to the plate against leading environmentalists and has won the argument in the end. Read about his predictions from more than a decade ago. Be prepared to be surprised at how his findings correlate with current issues.

For more books, go to www.earthprint.com

For articles, go to: <http://www.keepmedia.com/>, open a search under "environmental policy" and find a database from an archive that runs 12 years back and that catalogues a number of magazines.

Additional Resources

Earth Education: A New Beginning

STEVE VAN MATRE

This resource explains the importance of educating youth to value the environment. It was written as a proposal to educators about the necessity of environmental education and solutions towards developing better programs. Based more on arguments from an experienced educator's perspective versus simply facts and figures, this is a good source for those wanting to incorporate childhood education into their environmental project. It also includes additional sources for reading.

Earthkeepers

STEVE VAN MATRE AND BRUCE JOHNSON

This is an outline on ways to promote appreciation and awareness of the environment to young children. Earthkeepers is a program founded by The Institute for Earth Education, whose goal is developing environmental education to youth. The book features good ideas and project outlines to model a step-by-step process. It is a good resource for those students interested in teaching younger students (ages 10-11) about the environment.

Sunship III: Perception and Choice for the Journey Ahead

STEVE VAN MATRE AND BRUCE JOHNSON

This resource looks at The Institute for Earth Education organization and the general guidelines used in their programs to teach "earth education" to 13-14 year-old students. It is a good resource for teaching and implementing projects with younger children.



SECTION 3 Project Ideas and Examples

Project Ideas

There are many, many environmental projects that young people have done, ranging from stream monitoring to stream restoration, from school-based paper recycling projects to community-wide curbside recycling programs, from environmental awareness to environmental mentoring, from energy audits to alternative energy sources, from air pollution to alternative transportation strategies. There are few areas in modern life that don't impact our environment. Projects can be large or small. Everything helps. On the following pages you can look at some ideas. These ideas are not meant to be exhaustive, but are intended to stimulate your thinking and your creativity. The project that you ultimately decide on is one that best fits you, your goals, and your environment.

PROJECT IDEA

PROJECT TITLE: Recycling Project

PROJECT GOAL: To establish a school-based recycling program

PROJECT SUMMARY: This project involves creating a school-wide paper and/or aluminum recycling program that includes an awareness campaign as well as the creation and implementation of a regular pick-up and delivery program. The project includes recruiting students to continue the program from year to year.

WHY: According to Treecycle (<http://www.treecycle.com/info.html>)

Protect Natural Resources

The U.S. uses 100 million tons of paper a year and use is increasing. Recycled paper uses 55% less water and helps preserve our forests. Recycling of waste paper creates more jobs.

Cut Waste

Paper accounts for 40% of all municipal waste. Recycled paper means less trash, lower taxes and other disposal costs

Save Energy

Recycled paper provides a 60-70% energy savings over virgin pulp. The paper industry is the third largest user of energy in the U.S.

Reduce Pollution

The paper industry is one of the largest water polluters in the world. Recycled paper reduces water pollution by 35%, reduces air pollution by 74%, and eliminates many toxic pollutants.

Aluminum Recycling

More than one million tons of aluminum containers and packaging (soda cans, TV dinner trays, aluminum foil) are thrown away each year. It is one of the most valuable recyclable materials

Trash

Every person in this country generates nearly four pounds of trash every day, seven days a week, 365 days a year. Recycling is an important way to reduce waste and to reuse materials to help the environment.

HOW: Start by making a case for recycling (or expanding a current program). Get the facts and determine how you are going to share them with students and teachers and administrators. This can be through a pamphlet or, even better, by doing a persuasive presentation. Either design your own program or find another program that you can use as a model. Make sure to connect with other local programs for resources, supplies (including containers) and determine outlets for disseminating your materials. Recruit and organize youth and adult volunteers, including drivers. Recyclables can generate money so look for income opportunities and create a process for handling money (including a treasurer). See tips in Project Resource and Development/Fundraising in the Tools section. Design a "Kick Off" event. Launch your recycling program.

OTHER SOURCES: This can be a good Awareness Campaign to help raise individual environmental consciousness and the impact of recycling on the environment. Recycling programs also can be implemented for businesses and even homes.

PROJECT IDEA

PROJECT TITLE: Computer Reclamation Project

PROJECT GOAL: To reduce the number of computers going to landfills and to provide renovated computers to non-profit organizations serving low-income families and individuals.

PROJECT SUMMARY: This project has several components, most of which will require finding partners or recruiting additional volunteers.

First, a recycling program is created to recycle old computer components, particularly the plastic and metal. This can involve organizing a community-wide computer drop off event and recruiting volunteers to disassemble and sort the recyclable materials.

Second, an educational component, called reclamation, can be added. Parts (processors and ram) that meet certain minimum requirements can be identified, removed, sorted, and stored. Then these components can be used to upgrade certain computers, making them more usable. A software component can be included. There are also local and national organizations that provide this service. Some also include fundraising opportunities.

Third, these upgraded computers can be placed in senior centers, family and youth shelters, and with youth serving organizations to increase access to technology.

WHY: It is estimated that 20-30 million computers become "obsolete" every year in the United States alone. Where do these computers go? Far too many end up in local landfills where they not only take up precious space but can release such toxic chemicals as lead into the surrounding area and nearby water tables.

At the same time there are many households in this country who cannot afford computers. This gap between the technology "haves" and "have-nots" is referred to as the Digital Divide.

Both of these issues can be addressed through a computer recycling/reclamation project.

HOW: Research other existing programs. Determine the need in your community and identify the scope of your project (recycling and/or reclamation).

Locate outlets for recyclables. Find storage space if necessary. Recruit needed volunteers. Organize an event.

OTHER SOURCES:: PC Disposal: <http://www.pcdisposal.com/>

Share the Technology: <http://sharetechnology.org/resources/showmain.asp?orgnum=>

Keep America Beautiful Community Improvement Network: <http://www.kab.org/aboutus.asp?id=35&rid=56>

PROJECT IDEA

PROJECT TITLE: Youth Environment Mentoring Program

PROJECT GOAL: To educate younger students about the environment and its importance.

PROJECT SUMMARY: Make a difference by helping a group of students learn about the environment in creative ways with youth-friendly activities. You will read material to guide you in the proper learning techniques and work with students weekly to help them understand the impact they have on the environment.

WHY: Gandhi has once said: "If we are to teach real peace in this world....we shall have to begin with the children." This saying pertains to caring for the environment as well. If you want the future of our environment to be preserved, then you will have to teach the next generation to take care of it. Younger children look up to you. You can have the power to help kids understand important things about the environment, so they will learn to appreciate it and not destroy or disrespect it.

HOW:

You're going to want to think this part through thoroughly. Young children are sensitive to new ideas and you will want to make sure you do not teach anything that will offend children or hurt their feelings. Here are some steps to follow to prepare yourself for the world of teaching:

1. Create a plan of action. If you want to teach, you'll need to make sure you know what you're talking about. Take time to read books about the environment, skim through the publications found on the "Online Resources" page, and observe and study the world around you. The golden rule is this: if you can teach something to someone else without too much confusion, then you know what you're talking about. You will need to check out several books that have ideas and tips on how to teach children about the environment. Here are a few suggestions:

- *Earthkeepers*-Steve Van Matre and Bruce Johnson (for elementary students)
- *Sunship III: Perception and Choice for the Journey Ahead*-Steve Van Matre and Bruce Johnson (for middle school-aged students)
- *Earth Education: A New Beginning*-Steve Van Matre (to understand the elements of teaching to youth)

These books focus on large programs being implemented into schools, but there are good ideas on training and activities. Look for the youth activities sections of the books to get some ideas on how to teach younger students.

2. Find some youth to teach. If your school has Teacher Aide courses for elementary schools, your best bet is to try to teach through these classes. Not only will you receive credit, but you'll be able to complete your senior project as well! If you don't have this program established, here are a few ideas:

- Go to your science teacher and asking if he or she knows any other fellow elementary or middle school teachers where you could help with their curriculum.
- Look for environmentally-friendly or service organizations that have youth programs you may help out with.
- If your former schools are nearby, try going to your teachers and offer your assistance in teaching about the environment.

You will, at some point, have to consider what age group you would work with best. Teachers are your best advisors on finding out what age group you should teach, since they can tell you the "pros and cons" of teaching a certain age group. Also, your parent or guardian may have some good tips on how to mentor young children.

3. Map out your time. Once you've got a group of youth to teach, you'll want to make sure to organize what you will be doing with them. Consider the amount of time you have to teach the students. How many times a week will you be meeting with them? How long will your learning sessions be? How long do the activities you have planned take? Here's how to organize your ideas:

- Create folders for the following categories: “activity ideas,” “environmental information,” and “student information.” Keep attendance of your group. You also might choose to take notes on how each student interacts. As you continue your project, you may be able to find these helpful when trying new methods on helping students learn.
- Have a calendar where you put all the times and dates you will meet with the students.
- Keep a log of each meeting time. Explain the activities you did, how long they took, and what you could do better. You’ll be able to improve as you progress through your teaching experiences!
- Place agendas for each day in your “activity ideas.” Be sure to write how long each activity you want to do will take. If you’re not sure, rehearse how long it takes you to give directions and guidance to get an estimate of time you will need to talk. As you get better acquainted with students and take notes on their learning habits, you will be able to better approximate the time you will need for activities.

OTHER SOURCES: When meeting a group of youth you don’t know, the best way to ease the tension is through icebreakers. Icebreakers are activities specifically designed to get people out of their comfort zone and talking. Check out some good sites on how to ‘break the ice’ and get your group going the first week. Education World: http://www.education-world.com/a_lesson/lesson131.shtml; Girl Scouts: <http://jfg.girlscouts.org/How/Games/Startinggames.htm>; Teaching Today Postsecondary: <http://www.glencoe.com/ps/teachingtoday/weeklytips.phtml/11>; Union University: <http://www.uu.edu/centers/faculty/resources/index.cfm?CatID=27>

PROJECT IDEA

PROJECT TITLE: Adopt-A-Rainforest

PROJECT GOAL: To create an awareness program regarding the importance of rainforest and to design a fundraising campaign to Adopt a Rainforest

PROJECT SUMMARY: Protect rainforests worldwide by raising funds to purchase land in the tropics and spread the word on the importance of rainforests and their unique environment to others.

WHY: Rainforests are home to some of the most unique and rare species of plants and animals in the world. The Rainforest Alliance has noted that “a single square mile of tropical forest in Rondonia, Brazil, there are 1,200 species of butterflies — twice the total number found in the United States and Canada combined!” Many of the

species in this tropical oasis have yet to be discovered by scientists! Not only are the rainforests important to wild animals but also to indigenous populations who live in the areas and are trying to preserve their culture. Many household medicines and crucial drug prescriptions distributed by hospital clinics are derived from the rainforests. In fact, a high percentage of the world's medication's ingredients come from plants found here. Plants such as the rosy periwinkle help cure leukemia and 70% of the plants in the rainforest are deemed useful by the National Cancer Institute in the treatment and possible cure of cancer, according to The Nature Conservatory's website. They are also home to our coffee supply and the world's fruit supply, such as bananas and papayas, to name a few. As the saying goes, "they paved paradise and put up a parking lot." Human production and urbanization has taken over these precious lands. (To see more about the cause of rainforest destruction, go to www.rainforestconcern.org, click on "Rainforest Facts" and go to the "Why Rainforests Are Being Destroyed" link). Fortunately, there are many concerned volunteers and activists around the globe trying to protect these areas from being demolished completely. In an attempt to preserve these rainforests, many organizations have established "adopt-a-rainforest" programs that are very successful in helping maintain these forests from being devastated.

HOW:

1. Find A Program. There are a variety of organizations that have the program in place. Here is a short list of sites you can go to for adopt-a-rainforest programs:

<http://www.rainforest-alliance.org/programs/allies/neotropics.htm>:

<http://nature.org/joinanddonate/adoptanacre/>

<http://www.rainforestconcern.org/>

<http://www.worldlandtrust.org/supporting/donation.htm>

http://www.funedesin.org/html/buy_rainforest.htm

<http://www.livingrainforest.org/visit/adopt>

After looking around the site, you might find some more information on what kind of program you're looking for. Many of these organizations do not always have the funds for purchasing rainforest land. If no land is available to purchase, some of your money may go to help maintain their forest site and other rainforest programs. However, there are other organizations that provide certificates, photos, and additional information on the rainforest being helped. If you want to know more about the expenditures of these programs, go to:

<http://www.ems.org/earthtalk/000279.html>

A site definitely worth your time is: www.eco-index.org. Here, you can find organizations under categories, which is especially helpful, since you already know you want a rainforest adoption program. Find the link on the sidebar that says "Search for Projects" which will walk you right through as to how to find the organizations you're looking for. This site also is very helpful: <http://www.eco-index.org/links/index.cfm>. The index page of this site leads you more information and resources that can help you compile facts, data, and other specific databases.

2. Raise some attention — and money. Now that you understand your organization, you'll want to raise some money and spread awareness. You may be thinking: How am I supposed to raise money and spread awareness? Do not fear. Go to your local bookstore or library and check out *Take Action! A Guide to Active Citizenship* by Marc Kielburger and Craig Kielburger or *How to Write Successful Fundraising Letters* by Mal Warwick. Also, you may want to ask your local librarian for additional books. Here are some ways to raise money: Organize a car wash with kids from your class and your friends. Do a bake sale. Organize a garage sale, asking students from school to help out. If you know any musicians, or have some talent yourself, put on a music benefit which proceeds go to the organizations.

Remember, with fundraising, lots of time and effort is involved. It is an extraordinary time commitment, but it also can be made easier by asking local business and family for funds. Make sure to check your local library for more tips on how to do this.

3. Send the money to where it is needed. After you send the funds, you may get a confirmation and photos of your newly purchased land. Many adopt-a-rainforest programs even offer visits exclusively for members of the adopt-a-rainforest program that would give you special access to see nature's beauty for yourself. If you and your parents are planning a trip sometime soon, you may suggest visiting a rainforest to really see what you're helping to save.

OTHER SOURCES: Create an Adopt-a-Rainforest card to pass out to contributors.

PROJECT IDEA

PROJECT TITLE: Backyard Forest Stewardship Program

PROJECT GOAL: To create a healthy and safe environment for wildlife in forested areas and to develop the growth and harmony of nature.

PROJECT SUMMARY: If you or someone you know owns a home in the woods or non-industrial forest property, you could very well have a good project at hand. Endorsed on the Washington State Department of Natural Resources' (DNR) website, the Backyard Stewardship Program is designed for those who own forest property or live in forested areas to nurture their land and develop the local habitat. Not only is this project simple, its steps are outlined on the DNR's site. Doing the Backyard Forest Stewardship Program Project will require you to put in some effort into going through the steps in creating a better environment and tracking the progress at your forest. Find out from your local garden or home department store where the employees may be able to discuss some of the steps and provide some useful advice.

WHY: Not only does it help create a better environment for wildlife, it allows you the opportunity to see some amazing, wildlife in their habitat and help increase the population of critically endangered animals right in your own backyard.

HOW: Things to Consider

1. Choosing a program. The DNR endorses two different programs designed to help forest owners, depending on their land size. The Backyard program is for those who have or live on forested "lots" of land not exceeding more than 10 acres. The Forestry Stewardship Program is for private landowners not affiliated with any industry and who would like to maintain their land. The DNR can direct you to both of these sites at the following homepage:
<http://www.dnr.wa.gov/base/education.html>

2. Money and Volunteers Available. Depending on the size of the forested area, you may have to spend a lot of money and find volunteers to lend a hand. There are various ways to go about getting the funds. Here are some ideas: Have a science class or school "adopt" your forest and raise money by having students donate a certain amount (depending on the budget). Have them volunteer as well. *Talk to local logging associations to ask how to get funds. Go to <http://www.loggers.com>. Ask state organizations to donate money. Go to <http://www.dnr.wa.gov/sflo/resources/> and find out how to get financial assistance in creating your backyard project. *Contact a Boy Scout troop and see if they would be willing to assist. Boy Scout troops also might have some expert knowledge in how to manage your forest and may be able to tell you about the wildlife living in the area. Go to: <http://www.scouting.org>, click on the "Starting A Unit" link to be directed to a Local Council Locator where you can find contact information.

3. Observation Time and Effort. To execute this project, you will need to take time to create and then study the changes in the area. First, you'll have to take a look at the DNR Backyard Forest Program's <http://www.dnr.wa.gov/htdocs/rp/stewardship/bfs/> webpage to see the different tasks you will have to do in order to manage the forest. There are steps such as planting trees, pruning, and improving wildlife. There are six steps that you need to complete in order to obtain a Backyard Stewardship Recognition, an award that shows you have successfully finished the program. It can be acquired after your forest has shown improvement. On the Backyard Forest Stewardship Program's website there are links for ways to create a better forest and how to apply for recognition. Also, when clicking on the "Your Land-Before and After" link, you will be taken to sketches of what the end result should look like and tips in achieving success. For more information on how to manage this project on a long term basis (this is not a short project), try to contact the local DNR Center at 800-527-3305 or The National Association of Conservation Districts: <http://www.nacdnet.org/>.

Also check out: <http://plants.usda.gov/> for a Plants Database that may help you recognize some plants in your forest lot or ones you want to plant. And <http://www.thebutterflysite.com> has kits, reading, materials, and tips to attract butterflies at your lot. Remember to begin observation the first day you begin maintaining your forest acreage. Here are some suggestions for observing:

- Your science teacher will have good ideas on how to observe the changes in your habitat.
- Take photographs, draw, paint, even videotape an area that overlooks the forest in its before-, progressive-, and after-stage. You can be as creative as you want, even adding in close-up images of the wildlife, creating a portfolio to share with others.
- You will also need to measure the extent of wildlife or birds you see in the area. Binoculars would help on this part. Go to: <http://www.birdsource.org/gbbc/howTo.html> to find out just how to watch for birds. To find out what kind of birds you are looking at, go to <http://www.audubon.org>, click on "Birds and Science," and go to the "Bird Information" to check out some species. There is also a Watch list section under the "Birds and Science" link that includes information on what birds to look for in your area. This information also could be helpful to local wildlife organizations.

OTHER SOURCES:

There may be factors present in your forest that would require a different approach to maintenance. Go to: <http://www.dnr.wa.gov/sflo/altplans/> to see the examples and for additional information.



SECTION 4 Tools

What Do I Know Worksheet

This worksheet is a starting point to help you organize what you think you know about a topic, to see if you were right, and to help you see what other information you might need to find. For example, you might know "What" about your interest areas but not know "Who" or "When." Begin by listing what you think you know about your topic in term of "Who" is involved, and "What" is the scope of the topic? "When" did this become an issue or concern? Then, "Where" is this a problem (local, regional, national, international)? This exercise is designed to help you see what you already know and to identify what you still need to discover in order to design a High Impact Senior/Culminating Project.

THE TOPIC THAT I AM EXPLORING IS _____

THIS IS WHAT I THINK I KNOW:

<i>Who?</i>	<i>What?</i>	<i>When?</i>	<i>Where?</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

THIS IS WHAT I FOUND OUT:

<i>Who?</i>	<i>What?</i>	<i>When?</i>	<i>Where?</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I WAS RIGHT ABOUT:

<i>Who?</i>	<i>What?</i>	<i>When?</i>	<i>Where?</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Just the Facts Worksheet

One of the first steps in developing a project is to get the facts.

Here are some great resources for checking the facts

Phone Book

The local phone book is a remarkable source of information. There are sections that list all of the social services available locally. Recycling services and energy resources are also listed. City, county, state and federal offices are listed by department, as are all elected officials. Maps and transportation services are also found there. The Yellow Pages also are a good place to find a variety of services available. The phone book is a great resource for fact-finding and should be the first place to begin your search.

Internet

The Internet also is a tremendous resource for gathering information. A simple search on one of the popular search engines such as "Google" will provide an extensive listing of web sites featuring organizations and articles on virtually any topic. However, there are some important considerations regarding Internet research. First, the sheer amount of information can be overwhelming. Second, there is a great deal of misinformation available online. When using the Internet, it is important to find several reliable sources to confirm the facts. There are a number of good, reliable information sources. One of the best is the Librarians' Index to the Internet. These are websites that have all been screened and recommended by librarians. You can begin any fact-finding search at <http://lii.org/>

Library

Your local library is an important source of information. The reference desk can be very helpful. A wide array of magazines can be searched by topic, providing some of the most current information on a particular issue, including statistics, research, developments, trends, and commentary. One of the best ways to get started at the library is one of the easiest: ask the person behind the desk.

Forecasting the Outcome Worksheet

WHAT IS YOUR TOPIC AREA?

BRIEFLY DESCRIBE YOUR IDEA:

WHAT DO YOU HOPE TO ACCOMPLISH THROUGH YOUR PROJECT?

Restate what you hope to accomplish in specific terms. For example, how many individuals will your project help (e. g., 20 elementary students will be tutored, 200 Keys to Recycling pamphlets will be printed and distributed, 10 volunteers will help with a stream clean-up activity on Earth Day). Be as specific as you can. The more specific you can be the easier it will be to design your project. These goals should be something that you can measure to determine if you have met, or even exceeded, your goal.

**NOW, COMBINE BOTH "ACCOMPLISHMENT" STATEMENTS INTO A SINGLE GOAL STATEMENT.
MY GOAL IS**

THIS IS WHAT WILL GUIDE YOU THROUGH YOUR PLANNING AND IMPLEMENTATION OF YOUR PROJECT.

NOW ASK ANOTHER VERY IMPORTANT QUESTION. WHAT DO I NEED TO BE ABLE TO ACCOMPLISH MY GOAL?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now you are ready to forecast or predict the outcome of your project. Your forecast statement is a combination of your goal statement and your statement of need. You can frame it as an "If/Then" statement. If you are able to obtain the resources you need, then you will be able to accomplish your goal. Combine them into a single forecast statement.

IF I CAN GET (e. g., number of volunteers, donations, money, whatever is on your needs list).....

....THEN I THINK THAT I CAN ACHIEVE

Project Ideas Worksheet

PROJECT TITLE:

PROJECT GOAL:

PROJECT SUMMARY:

WHY IS IT NECESSARY TO DO THIS PROJECT?

HOW WILL I GO ABOUT COMPLETING THE PROJECT?

ADDITIONAL INFORMATION

Community Asset Map

A Community Asset Map is a way of identifying and listing the various community resources that are available to make your community a better place. Community assets are also services that are available to meet a variety of community needs. Assets might include social service organizations that provide food and shelter to families in need. Assets can be the local government, the fire department, the library, or any number of other services offered in your community. Assets could be baseball and soccer fields or a skateboard park. Senior centers, churches, scouts, after-school activities and schools are also assets. Even natural resources like rivers and mountains are community assets. But assets might also be people who have particular knowledge or skills. Coaches who volunteer for little league and soccer are assets.

One of the first steps in designing an effective project is for you to determine what assets are available in your community that relate to your chosen area.

HERE ARE SOME QUESTIONS YOUR ASSET MAP CAN ANSWER:

Are you concerned about hunger?

- Are there food banks in your community?
- How many?
- Whom do they serve?
- Are there "soup kitchens"?
- Are there organizations that focus on teen hunger or family hunger?
- How many people do these organizations serve?
- What help do they specifically need?

If you are looking at the environment you might ask:

- Are there environmental organizations in your community?
- What is their focus?
- Are recycling programs available?
- Are there businesses that provide services?

Your asset map should reflect the resources and services available in your community that relate to your topic. The phone book is a great place to begin looking for resources and assets. Most phone books include special sections in the front that list government agencies and social service agencies (often referred to as the Blue Pages). The Yellow Pages in the rear of the phone book provides lists of businesses and commercial resources, many of whom might be willing to partner with you on some part your project, providing expertise and, in some cases, donations.

The following worksheet can help you organize your information into a useful asset map. Sometimes an asset map can be an important part of a project, helping to create an awareness of the resources available in your community.

Community Asset Map

NAME OF RESOURCE: _____
TYPE OF RESOURCE: _____
ADDRESS: _____

PHONE: _____
CONTACT PERSON: _____
SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____
TYPE OF RESOURCE: _____
ADDRESS: _____

PHONE: _____
CONTACT PERSON: _____
SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____
TYPE OF RESOURCE: _____
ADDRESS: _____

PHONE: _____
CONTACT PERSON: _____
SERVICES OR RESOURCES AVAILABLE: _____

NAME OF RESOURCE: _____
TYPE OF RESOURCE: _____
ADDRESS: _____

PHONE: _____
CONTACT PERSON: _____
SERVICES OR RESOURCES AVAILABLE: _____

COMMENTS

Interview Techniques

The two most common formats for conducting interviews are by phone and in-person interviews (others include web based, email, or instant messaging). The two most common are supported here. With both, it is important to create a script and rehearse your interview questions. Below are some aids.

A SPECIAL NOTE REGARDING VOICE MAIL

Before you call any person or agency carefully write out a script of what message you will leave if you are directed to a voice mailbox. Be sure to speak clearly and provide essential information like your name and your phone number slowly and clearly. It is also helpful to repeat it. A good practice when providing phone numbers is to actually write out the number as you speak it. This should give the listening adequate time to write it down without having to repeat the message.

SAMPLE VOICE MAIL

Hello, this message is for _____
(whomever you are calling)

My name is _____
(spell it if that would be helpful)

and I am calling to get some information about _____
(your topic of research)

If you could give me a call back, I would really appreciate it. I can be reached between the hours of
(when are you available?) at _____
(phone number).

Again, this is _____
(repeat your name slowly)

and I can be reached at _____
(phone number).

Allow between 5 days and a week for the person to return your call. If, after this time, you have not received a return call, place a second call and simply begin (without irritation) "Hello, this is a second message for ____ ." Then repeat your original message.

Interview Script

WHEN CONDUCTING AN INTERVIEW WITH AN INDIVIDUAL, AN AGENCY, OR ORGANIZATION, YOU CAN ADAPT THE FOLLOWING SCRIPT.

Make sure you are comfortable with whatever script you use. Using a script demonstrates that you have thought about the interview and, more importantly, it shows respect for the time that the person is providing by consenting to talk with you. In fact, you can begin your interview with a statement like, "I want to be very respectful of your time so I have written out a series of questions that I would like to ask you."

Hello, my name is _____ and I am;

- a) a student at _____
- b) a volunteer with _____

I am doing research on _____ for my high school culminating project and I would like to:

- a) get some information about your agency.
- b) talk about the services you provide.
- c) ask some questions about whom you serve.
- d) schedule an interview.
- e) schedule a tour of your facility.
- f) other (?)

BASED ON WHOM YOU ARE CONTACTING, DEVELOP A LIST OF QUESTIONS. YOU CAN CHOOSE FROM THE EXAMPLES BELOW OR WRITE YOUR OWN.

Questions about the Agency/Organization

- a) How long have you been in operation?
- b) What is your agency's mission and focus?
- c) How many people, organizations, clients, or projects do you serve?
- d) Why do you think this need exists?
- e) How are you funded?
- f) How many people are on your staff (paid or volunteer)?
- g) Are there barriers to overcome to meet your goals?
- h) Do you need anything to accomplish your mission?
- i) Do you utilize volunteers?

Questions about the people involved in the issue addressed

- a) Who takes advantage of your services?
- b) Are you able to meet their needs?
- c) Do they have other needs that you don't/can't address?
- d) How can volunteers help?

Provide an opportunity for the person you are interviewing to add information they would like to provide.

A script is a roadmap that guides your interview. Make sure you have written a good map that will get you the information you need. Practice your script on someone you know to make sure you are comfortable with your questions and that they will get you to your destination.

Interview Questionnaire Record Sheet

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

Name of Agency/Organization: _____

Type of Resource: _____

Address: _____

Phone: _____

Individual: _____

INFORMATION

Power Source Chart

Understanding and Charting Laws, Policies and Influence

Use this chart to identify laws and policies and identify who makes them, who enforces them, and how they can be changed, if necessary. Begin by identifying a law, rule, or policy and place that in the Rules column. Then find out who made the law or policy. A phone call can usually provide the answer. How is this law or policy enforced? Then try to determine how to influence those who make the laws, rules, and policies.

Using this chart will help to focus activities on the proper source. For example, if the local school board sets the school dress code policy, then the local principal and teachers are responsible for enforcing it. Appealing to the principal or teachers (Enforcers) to change a dress code policy will most likely be ineffective unless they are also the Rule Makers. To change a dress code policy would require appealing to the school board members. In order to be effective, the area of influence (Change Agents) must be identified. Then an action or activity can be designed to target that area of influence for maximum change effect.

RULE	RULE MAKER	WHY	ENFORCERS	CHANGE AGENTS
List the rule, law, regulation, or policy <i>Laws, Policies, Rules, Guidelines, Regulations</i>	Who is responsible for setting the rules or regulations. <i>Boards, Agencies, Legislators, Citizens, Federal Government</i>	Why did the rule get made? <i>Lobbyists, Special Interest Groups, Citizens</i>	Who is responsible for ensuring compliance <i>Police, Schools, Government Agencies, Organizations</i>	How are the rule makers influenced? <i>Elections, Advocacy, Boycott/Buycott Campaigns</i>

Reflection and Evaluation Worksheet

What? – So What? – Now What?

It is always important to reflect on your actions and accomplishments. In other words, it is important to Assess Your Impact. There are several components to this reflection and evaluation activity. You can use a simple reflection process known as “What?- So What? - Now What?” to guide you through the process.

WHAT?

What was accomplished? What did you actually do? Did you produce a product? Did you provide a service? How wide was the impact (e.g., meals served, clothes collected, money raised, brochures handed out, etc.)? It is important to measure what you have accomplished.

SO WHAT?

What difference did it make that you did your project? How did it measure up to your Forecasting the Outcome? Did you meet your expectations? What impact do you think it had on others? Why? Have you been changed by the process? How? What will you take away from this project?

NOW WHAT?

Where do you go from here? Have you made personal or lifestyle changes as a result of your research and your project? Did you design it in a way that others will continue it? Did you encourage others to take action? What action? Do you think they will? Why or why not?

Take some time to Reflect and Evaluate your experience and your project. Write down your answers to these reflection questions in the boxes below or on a separate sheet.

WHAT?

SO WHAT?

NOW WHAT?

Additional Service-Learning Web Based Resources

SERVICE-LEARNING RESOURCES AND LINKS

The follow resources are a collection of additional web sites and organizations supporting service-learning activities. Listed in alphabetical order, these websites represent a broad range of issue areas from "Aging" to "Animal Cruelty" to "Environment/Recycling" to "Hunger and Homelessness" to "Youth in Philanthropy." The following resources were compiled by Larry Fletch of Service-Learning Northwest / Educational Service District 112 in Vancouver, Washington and organized by Susie Richards – a Community Engagement Coordinator with the Rural Engagement and Partnership Project and a member of the OSPI - Service-Learning Washington Training Cadre. These resources first appeared as Resource Alerts provided through the Service-Learning Northwest listserv.

AGING/WORKING WITH SENIOR CITIZENS

<http://www.egyptianaaa.org/SrInfo-AgingQuiz.htm>

This site has an interesting quiz on myths about aging that would be an interesting addition to project/program working with the elderly. Some questions geared towards older students.

[http://epicenter.etr.org/site/
findPracSearch.taf?_function=detail&Layout_0_uid1=33272](http://epicenter.etr.org/site/findPracSearch.taf?_function=detail&Layout_0_uid1=33272)

If you are working with, or planning to work with, senior citizens you might be interested in utilizing this project as an activity to prepare your students. Epicenter now has 300 examples of effective practice, like this one, available on their web site.

ANIMAL CRUELTY

<http://www.hsus.org/15035>

Research is shedding light on the relationship between animal abuse and human violence, especially among teens. The Humane Society of the United States (HSUS) has just released a Public Service Announcement (PSA) focused on breaking the connection between animal cruelty and human violence. The PSA, which is done in music video format, can be viewed at the site. There is also a link to another informative eight minute video highlighting the HSUS First Strike program to prevent animal cruelty. Some of the examples are a little graphic and might not be appropriate for some young people. There are also references to the emotional healing that can come through caring for animals. This is not only a good source of information regarding animal cruelty(and possible consequences) but it also demonstrates how creativity and technology can be utilized for awareness-building for virtually any service-learning project.

BIAS/DIVERSITY/RACISM

http://www.tolerance.org/hidden_bias/

“Tolerance.org” is a web site of the Southern Poverty Law Center and has a wide range of project ideas, curriculum and programs to help stop hate/racism/bias in schools and in the world.

BICYCLE RECYLING PROGRAM IDEAS

<http://www.CommunityCyclingCenter.org/>

I know that there are a number service-learning projects that target repairing and recycling bicycles for children who can't afford to purchase one, especially around the holidays. This site has some great programs and services that they are providing that can be modified to meet any number of service-learning situations.

BUILDING COMMUNITY SUPPORT

<http://www.cisnet.org/>

Here is a great resource that I just ran across. Here is the mission statement: Communities In Schools champions the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life. This has some great information for those of you who are looking for ways to strengthen the community ties, especially those who are creating a task force or community advisory board.

BUILDING DISTRICT SUPPORT/POLICY AND INSTITUTIONALIZATION

http://www.ecs.org/ecsmain.asp?page=/html/projectsPartners/nclc/nclc_main.htm

The National Center for Learning and Citizenship/Education Commission of the States has a wide range of resources/research on how to institutionalize and develop district and state policy that support civic engagement and service-learning.

CROSS AGE TUTORING

<http://www.nwrel.org/learns/tutor/win2002/win2002.html>

Excellent resource for all of you who are utilizing (or considering) cross age tutoring as part of your service-learning projects. It should greatly strengthen your students' effectiveness as well as the impact of the overall service-learning experience.

ENVIRONMENTAL EDUCATION PROJECTS:

http://www.nrdc.org/greensquad/intro/intro_2.asp

Interactive website geared at middle school age students with curriculum and projects for environmental action in a school setting – great introduction for students/teachers interested in environmental issues— but wanting to start on a school-based program.

<http://www.communityenvironmentalcouncil.org/artfromscrap/>

If you need any ideas or resources for environmental service-learning projects, this site can be of help. They have a large number of programs that can be used or adapted as well as some innovative ideas (like Art from Scrap stores).

<http://www.tidepool.org/>

Here is a great informational site for environmental news that will be very useful for the investigative step of an environmental issue related service-learning project.

<http://www.nwf.org/action/>

National Wildlife Federation site with a wide range of resources and program ideas.

<http://cgee.hamline.edu/watershed/Resources/index.htm>

Here is great watershed resource. It includes a number of ideas and also some planning ideas.

http://www.familysearch.org/Eng/Home/banner_home.asp?navCurrent=1

Planning a history-related service-learning project? Here is a Family Search site that can help. As a disclaimer, it is a church-based site from the Church of Jesus Christ of the Latter Day Saints - longtime leaders in genealogical research.

GENERAL SERVICE-LEARNING PLANNING SITES

<http://www.servicelearningnw.org/resources.html>

The Service-Learning Northwest Resource Center serves the State of Washington, the Pacific Northwest region, and beyond. The Center provides resources, training, and technical assistance to educators, students, and community-based organizations throughout the service-learning community. Technical support and assistance is expressly provided to help educators connect service activities to classroom curriculum, and especially to target the various Essential Academic Learning Requirements and State Academic Standards. Excellent service-learning curriculum (including the six-step planning model) and tools are available on this site.

<http://www.servicelearning.org/article/archive/46/>

This is a most comprehensive national service-learning web site. Bookmark this one! It will direct you to a wide range of links and resources. This site is also where to sign up for the National Service-Learning ListServe, an invaluable resource for those interested in learning more about and implementing high quality service-learning.

<http://www.goodcharacter.com/SERVICE/primer-10.html>

There are outstanding service-learning examples in this web site. They include project examples for students of all levels, from K -12. Most of the examples do an excellent job of highlighting specifically the community need, the curriculum connections, additional learning objectives, and reflection activities.

<http://www.ysa.org/planit/>

Project Plan it is an interactive planning tool developed by Youth Service America (YSA) to help young people plan and implement service-learning projects. It asks a series of questions and guides young people through a planning process that includes Project Plan -funding proposal - Press Release - Service-learning reflection plan - and other helpful resources. It could be easily adapted to the classroom setting and would fit very well in after school service clubsettings.

<http://www.fiu.edu/%7Etime4chg/Library/ideas.html>

Here are 101 ideas for combining service and learning. Although these are primarily geared for higher education. There are many ideas and most can be easily adapted to lower grade levels.

<http://www.commoncents.org/>

Common Cents® New York was founded in 1991 to create opportunities for young people to develop and express their need to contribute to their communities. They work with teachers at all grade levels to create real-world, student-centered projects that contribute to the well-being of others, promote learning and growth, and enhance the status of youth in society. They have some good ideas on how students can impact their communities.

<http://www.pitt.edu/~psla>

The Pennsylvania Service-Learning Alliance web site – with links to a large number of other service-learning based sites.

<http://www.ysa.org/nysd/>

Millions of youth participate in National Youth Service Day, the largest service event in the world, usually held the second week in April. National Youth Service Day supports youth on a life-long path of service and civic engagement, and educates the public, the media and elected officials about the role of youth as community leaders. The web site provides everything needed to engage in a National Youth Service Day Project.

<http://servicelearning.wsu.edu>

Service-Learning Washington/WSU service-learning site with state based program, project ideas, rubrics and resources.

GENERAL EDUCATIONAL SITE FOR YOUNGER STUDENTS FOR RESEARCH ON POTENTIAL PROJECTS

<http://www.EnchantedLearning.com/Home.html>

Here is an educational web site that, though it is geared toward lower grades, has some wonderful and easily accessible information on a wide variety of academic areas and topics. It could be helpful as a first stop for investigation for students gathering information about a possible service area.

GEOGRAPHY/MAP MAKING PROJECTS

<http://nationalatlas.gov/>

Here is a remarkable research tool. It is a map making tool that layers the specific information that you (or a student) specify, from agriculture and livestock, to biology and environment, to geology, to demographics, water, natural resources and more. Great information and fun, as well.

LOCAL HISTORY PROJECTS

<http://www.ed.gov/free/new.html>

Here is an update with some great free resources available through the U.S. Department of Education. One resource in particular, *Working on the Past in Local Historic Districts* could be very useful for service-learning projects related to preserving local history. Another one, *Campfire Stories with George Catlin: An Encounter of Two Cultures* takes student on a virtual journey with the famed artist and ethnologist to meet Native Americans of the 1830s. Catlin visited more than 140 tribes during 1830s. His 325 portraits, 200 scenes of American Indian life, and writings depict Indian cultures prior to U.S. expansion into tribal territories.

HOMELESSNESS PROGRAMS

<http://www.realchangenews.org/education/index.htm>

Check out this site for some good resource material, including curriculum, on homelessness. It is part of the Real Change web site.

http://www.childrensdefense.org/pdf/houscrisis_OCT02.pdf

This is a link to the Children's Defense Fund and has a wide range of articles on the crisis developing around affordable housing and the impact on homelessness. This would be a great resource for any service-learning project that is looking at homelessness and especially the new wave of families who are now homeless. Good research information and excellent documentation and works cited. It is 11 pages and in a PDF format for easy downloading.

HUNGER ISSUES

<http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Nutrition/NUT0202.html>

Here is a three lesson plan on hunger and nutrition for grades 5-12 that includes a service-learning component. It provides an opportunity to extend beyond traditional food drives, through greater awareness of hunger issues. It has some great ideas and activities to make students aware of hunger problems within their own communities and to encourage the implementation of a service-oriented programs.

<http://www.wfp.org/appeals/africahungeralert/index.html>

There are over 38 million men, women and children in desperate need of food in Africa alone as a result of drought, war and HIV/AIDS. This site, The Africa Hunger

Alert is part of the United Nations World Food Program web site. There are great resources to learn about, and how to help, with hunger world wide.

<http://www.hungercenter.org/hunger/hunger.htm>

The Congressional Hunger Center is a private, bi-partisan, non profit organization committed to combating hunger (and poverty) nationally and globally. There are some excellent resources for these and other social issues available through these links. Links connect to organizations, statistics and opportunities to serve (AmeriCorps heads the opportunities list).

<http://www.thefoodproject.org>

In keeping with the theme of expanding the possibilities available through service-learning food and hunger projects, here is web site that has developed a sustained program which brings together thousands of youth and adults to grow organic vegetables that are donated to homeless shelters and sold at urban farmers' markets and to families in suburban Boston.

IDENTIFYING HEALTH/SOCIAL ISSUES THROUGH RESEARCH

<http://www.span-online.org/index.html>

Here is a research site for service-learning activities exploring a variety of health and social issues. In addition some excellent publications, there are some great connections on their "Links" page. The material is probably best suited for high school and above, and is a great resource for teachers. The site description reads: The Social Policy Action Network (SPAN) develops effective social policy by transforming the findings research and the insights of front-line practitioners into concrete action agendas for policymakers.

INTERNATIONAL/GLOBAL ISSUES

<http://www.unfoundation.org/>

The United Nations Foundation web site offers resources and programs specifically related to Children's Health, Environment, Peace, Security and Human Rights, and Women and Population. This is a great site for service-learning research and exploration of issues on an international level. Remember, discussions can begin on an international scale and be drawn down to the local levels. Or, local issues can be placed in an international framework to help young people connect to the larger picture.

<http://www.takingitglobal.org/home.html?width=800>

Here is site that will likely stretch young people's understanding of what they can accomplish, both locally and globally. Seeing what other young people are involved in can be both inspiring and empowering (the site itself is youth driven). It is offered as a place "where people are exposed to new thinking, a diversity of voices, and new opportunities.' Here is the opening description of the site.

What inspires you? TIG Recognizes and showcases the power of ideas, creations and inspirational stories. Are you informed? TIG is the bridge to events, organizations, and scholarships throughout the world. How are you involved? Through discussions, workshops, updates, and real-world projects, our voices will be heard. TakingITGlobal (TIG) is about encouraging young people to believe in themselves and their ability to make a difference in the world... Probably best suited for high school/college age youth but certainly could be a great resource for more mature middle schoolers with a good facilitator.

<http://www.facingthefuture.org>

Facing the Future: People and the Planet is a non-profit organization (based in Seattle!) providing students, teachers and the public with dynamic and successful global issues education and action opportunities to shape our future. Outstanding site with curriculum materials and opportunities for on site workshops and staff trainings.

<http://www.peacecorps.gov/www/correspond/index.html>

The Peace Corps conducts a correspondence Match Program to connect your students with Peace Corps volunteers around the world. Many service-learning possibilities are presented here.

INTERNET SAFETY PROJECTS

<http://www.NetSmartz.org/>

Here is a site about web safety (sponsored by The National Center for Missing & Exploited Children that could be used by middle school students tutoring younger children (or adults) regarding safety on the Internet). Though the games are pretty basic, they do reinforce safe practice. A teen oriented link is under construction.

PEER TUTORING/PEER READING BUDDY PROGRAMS

<http://www.nea.org/readacross/volunteer/youthleaders.html>

A great site on the National Education Association (NEA) "read across America" project that provides ideas and resources for literacy/reading service-learning based programs.

RECYCLING PROJECT IDEAS

<http://www.eia.doe.gov/kids/recycling/index.html>

Here is a great resource with many additional links for recycling/solid waste/energy service activities.

http://www.imakenews.com/psla/e_article000113894.cfm

In addition to this link providing some great school-based recycling ideas, it is also the newsletter of the Pennsylvania Service-Learning Alliance. It is an outstanding

online publication that is published quarterly. It provides outstanding program ideas as well as access to current issues, research and topics. The link above provides a spot to subscribe to their online newsletter.

<http://www.fundingfactory.com/ETCEP/programs.asp>

Here is a great opportunity to combine service-learning recycling projects with fundraising efforts. One of the fundraising programs involves cell phones which are becoming a major environmental concern. Funds generated can be directed to support any number of programs and

RESEARCH

<http://www.childtrends.org/>

Child Trends offers a series of research brief summaries that highlight what works (and doesn't work) regarding teen development with research summaries focusing on civic engagement, positive mental and emotional health, relationships and education (and more). In addition to strengthening our own knowledge, this information could provide an interesting context for a discussion directly with young people. For example, they could read the research findings (or hear them read) and discuss whether or not the young people agree that these findings are true for them or whether they are not the case. If yes, what are the implications? If not, why not? I would also include, probably even before the open discussion, a private and reflective writing assignment to help to draw out more honest feelings that might not find their way into a group discussion.

<http://www.childtrendsdatbank.org/>

Here is a remarkable site that has compiled a tremendous amount of research data on child and youth development, trends and well-being. Pursue the links to find some good research information. Most of the information is in a very readable and useful format.

SAFETY/BULLYING/VIOLENCE

<http://www.safeyouth.org/home.htm>

Given the current climate, young people might be interested in helping others (and themselves) be prepared in the event they face a crisis - regardless of whether the crisis is global, national, local or personal - through service-learning activities that help individuals and communities feel empowered by being prepared. There are specific links to resources for Teens, Parents and Health Care Professionals.

<http://www.pdkintl.org/ssres/safehome.htm>

Here are some great teacher resources from Safe Schools that would be excellent for service-learning projects that are focusing on violence, bullying and/or safe classrooms and schools.

<http://www.safeyouth.org/home.htm>

If your classes are interested in service-learning projects that target violence, the National Youth Violence Prevention Resource Center web site has some great info.

SENIOR CULMINATING PROJECT IDEA SITE

<http://nationalserviceresources.org>

The **National Service Resource Center's Effective Practices Collection** has reached 575 effective practices! Effective practices come from all streams of national service (AmeriCorps, Senior Corps and Learn and Serve America) and service partners (such as volunteer centers and nonprofit organizations), addressing all service emphasis areas (education, environment, human needs and public safety), as well as program and volunteer management. Recent practices include:

Supporting children of prisoners and their caregivers

http://snipurl.com/NSRC_33556

Holding an eyeglass drive for the medically underserved in developing nations

http://snipurl.com/NSRC_33555

Identifying community needs with an informal opinion poll

http://snipurl.com/NSRC_33554

Protecting police dogs and the communities in which they serve

http://snipurl.com/NSRC_33557

Operating a multi-lingual Foster Grandparent/Senior Companion program

http://snipurl.com/NSRC_33558

SOCIAL JUSTICE

<http://www.oxfamamerica.org/advocacy/art3684.html>

This resource could provide an excellent transition from a study of historic slavery to modern variations. This could lead to an examination of American freedoms and how freedoms are lost or forfeited (as with the loss of civil liberties in an attempt to provide public security). United States history and social studies classes, as well as those dealing with social justice issues, could use this as a springboard for a variety of service-learning activities.

SERVICE-LEARNING PROGRAM PLANNING FOR STUDENTS WITH LEARNING DISABILITIES

<http://www.serviceandinclusion.org/>

Here is a tremendous resource for those who work with, or who are wanting to work with, students and individuals with disabilities, not so much as recipients but as participants. If you follow the *Services and Inclusion* link toward the bottom of the page, you can find a link called "Links and Resources" that has some excellent information for including individuals with disabilities.

SCHOOL AND COMMUNITY PARTNERSHIPS/COLLABORATION

<http://www.ncrel.org/cscd/pubs/lead21/2-1m.htm>

This is a great resource on the “hows” and “whys” of creating school and community partnerships.

SUBSTANCE ABUSE PREVENTION

<http://www.theantidrug.com/>

This is a comprehensive sites with links for parents, teens, educators, lists of drugs commonly abused, and other relevant information.

TEEN PREGNANCY PREVENTION

<http://www.etr.org/recapp/new.htm>

The Resource Center for Adolescent Pregnancy Prevention (ReCAPP), has a number of resources for service-learning programs targeting teen pregnancy, including theories and approaches, peer education resources and sample documents. There is also an email list available for updates.

<http://www.ldonline.org/>

Here is a Learning Disabilities support site that provides resources, information and strategies for educators, parents, professionals and others who work with young people with LD. There is also a useful section on ADD and ADHD with links to more in-depth information. Some of this information could be especially useful for behavior management/disruption strategies.

TOBACCO PREVENTION

<http://www.texaslung.org/programs/tobaccocontrol/tatu.htm#impact>

Against Tobacco Use (TATU) program enlists teens as “peer educators” to educate younger children, ages 9-12, about the tobacco use issues they face growing up. The teens use these issues as a benchmark for helping younger children remain tobacco-free. If you are interested in engaging in a peer-based tobacco prevention project, this one is outstanding. Be sure and contact your county “tobacco prevention office” located in county health departments. Washington state received funding from settlements with the tobacco industry, and each county in the state has funding/educational resources for tobacco prevention in schools.

Big Brother/Big Sister Tobacco Prevention Peer Mentoring Project

srichards@sw.wednet.edu

Susie Richards and her 8th grade Youth in Philanthropy students have created a video/curriculum resource developed as a resource to other schools/educators interested in replicating their “Big Brother/Big Sister Tobacco Prevention Mentoring Project.” In this project, 8th grade YIP students (identified as high risk) met once a week throughout the school year with their “littles” – 5th grade students who would be making the transition to the middle school next year. These students spent time engaging in tobacco prevention activities (such as TATU). At the end of the

year, they designed and implemented a tobacco prevention workshop that the 8th and 5th graders presented to over 200 intermediate school students. Contact SusieRichards (srichards@sw.wednet.edu) to receive a free copy of the video.

VOTING/ELECTION/CIVIC ENGAGEMENT PROGRAMS

<http://action.citizen.org/pc/issues/votes/>

For those taking advantage of election time to increase young people's awareness of civic engagement, here is a resource that has tracked Congressional votes on several key issues. By entering a zip code, young people can also see how their representatives voted on various issues. There is also a great resource page with instructions on the proper form for a letter to your legislator in Washington DC which could be a great English writing exercise and/or social studies lesson. Teaching young people that they have a voice, even with politicians, is an important lesson.

<http://www.kidsandpolitics.org/>

Connect for Kids has a link to a page devoted to Kids and Politics. This could be a great resource to help young people understand that the voting process does, in fact, have impact for them. There is also a strategy for how kids can help get out the vote. The initiatives themselves can generate a new awareness regarding issues for children, which can, in turn, help to focus young people's attention on specific issues of interest which can become a catalyst for service-learning activities. It is also a great tool to track how these votes turn out and what needs will remain unmet.

<http://www.youthvote.org/>

Here is a youth-oriented voter website that has some great information, including the results of the effectiveness of canvassing projects in five cities.

<http://www.freedomanswer.net/home.shtml>

Here is a new citizenship focused program for young people called Youth Voter Corps that is designed to encourage everyone to stand up and be counted, that is to vote, as a declaration that freedom is strong in America. There is broad support for the program throughout schools across the country.

<http://www.indiana.edu/~ythvoice/>

This excellent site is a "one stop shopping" site for service-learning/civic engagement developed for young people.

<http://thomas.loc.gov>

This web site, a service of the Library of Congress, is a great link for civic study and engagement. It includes links to all House and Senate members and tracks current legislation, as well as provides links to a number of other resources, including historical documents. This is a great resource for youth voice and activism.

YOUTH IN PHILANTHROPY

<http://www.learningtogive.org>

Learning to Give offers a set of teacher-tested curriculum units designed to encourage young people to take positive action in their own lives, become involved in community initiatives, embrace ownership of their democratic society and aspire to do good. Grounded in academics and linked to real-life situations, the program's lessons are created with the help of teachers and are field-tested in classrooms across the nation.

<http://www.whatkidscando.org/Search/SearchDisplay.asp?SearchCase=DoAnyOr>

This edition of *What Kids Can Do* has an interesting article on youth philanthropy, a concept that is being increasingly utilized. It is one of the most powerful avenues for genuine youth voice and empowerment. (Susie Richards teaches a Youth in Philanthropy Program at Langley Middle School, and would be more than happy to share additional resources and information. Contact her at srichards@sw.wednet.edu).

YOUTH VOICE/YOUTH ADVOCACY AND ACTIVISM

<http://freechild.org/library.htm>

"Freechild" is a project coordinated by local youth advocate Adam Fletcher. It includes reflection activities, great team builders and an excellent article on *50 Things That Adults Can Do WITH, Not For, Students in Schools* (and much more including an article by Adam Fletcher entitled "Why Play a Game When There Is Work To Do?") If you are looking for resources for youth development and empowerment, or are wanting to strengthen Youth Voice, visit the Freechild Library.

<http://www.youthactivism.com/>

Here is web site that supports Youth Voice. There are a number of resources available, including an intergenerational advocacy tool kit. This could be great site for students to visit for ideas, direction and encouragement.

Developed by:
SERVICE-LEARNING NORTHWEST
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This project was made possible through support from:

