



Service Learning Lesson 2: Guiding your Learners into Action!

Essential Questions:

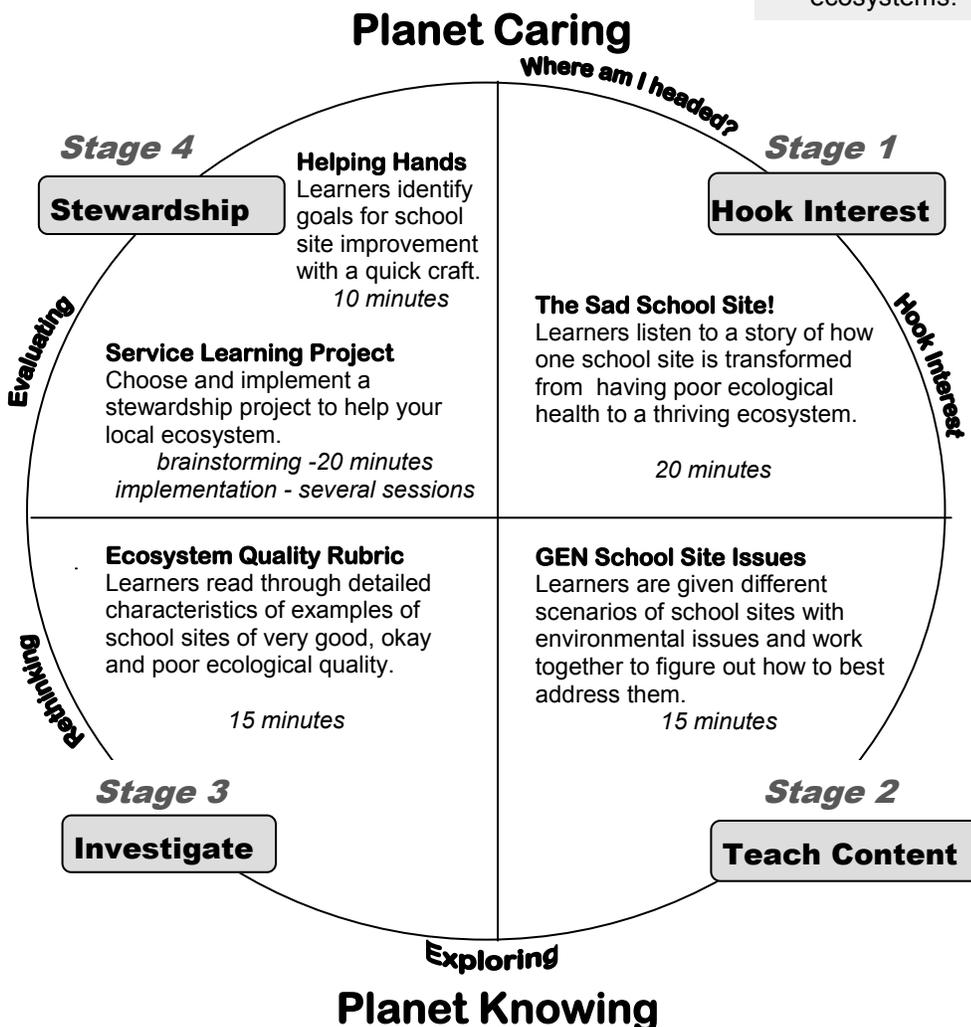
*How do we determine the ecological quality of our school site?
What are some ways our school site can be improved?
How do we envision our improved school site ecosystem?
How will we go about making this vision a reality?*

At a Glance:

Learners are guided through the development of a service learning project for their school site by listening to a written description of how one school site was improved and by experiencing different written examples of sites of different ecological qualities. Through these activities learners gain an understanding of what a healthy school site ecosystem looks like and the steps required in improving the ecological quality of their school site. This understanding translates into care for their school site and a sense of stewardship that carries over to other ecosystems.

Concepts:

- Humans are an integral part of ecosystems.
- Human actions can degrade and improve ecosystem health.
- The ecological quality of an ecosystem can be measured through observation and data collection within Garden Earth departments.
- Improving the quality of one department can have a beneficial effect on the quality of other departments because they are connected.
- Developing a sense of stewardship for their school site can carry over to learners caring for other ecosystems.



Objectives

Learners ...

- 1) work together to design a plan for school site ecosystem improvement.
- 2) act on their ideas by implementing a service learning project.
- 3) Become active stewards of their school site ecosystem and other ecosystems.

PROCEDURES IN BRIEF: Service Learning: Guiding Your Learners to Action!

Stage 1. The Sad School Site!

Procedure:

1. Read the guided imagery story 'The Sad School Site' to students. You may want to adapt the story so it describes your school site.
2. Ask students to close their eyes and imagine what the story is describing as you read.
3. When finished, discuss the story with learners, how it made them feel, and if they are able to envision a similar story occurring on their school site. If so, how would this story go? What would be the outcome? How do they envision the ending?

Supplies

- story script: *The Sad School Site*
- pencils and cardboard clipboards

Stage 2. GEN School Site Issues

Procedure:

1. Divide learners into up to six teams of three to six learners depending on the total number of learners.
2. Have each team choose a School Site Issues card.
3. Give each team a piece of scrap paper.
4. Team members will read the issue on the card and work together to problem solve the issue at hand.
5. Learners should record their answers on the scrap paper provided.
6. Team members will work together to diagram the effects that the issue has on other ecosystem departments.
(See example in the GEN manual.)
7. Teams will present their issue, answers and diagram to the other teams.
8. Discuss as a group the connections among the different ecosystem components and issues on their own school site.

Supplies

- School Site Issues cards
- scrap paper to reuse

Stage 3. School Site Ecosystem Standards of Quality Rubric

Procedure:

1. Decide ahead of time if learners will be working individually or in small groups.
2. Print and cut rubric cards.
3. Draw or use tape to mark the outline of the rubric on the wall, chalkboard or floor.
4. Place the department name cards vertically along the left side of the rubric outline and the quality cards horizontally along the top of the outline.
5. Evenly distribute the remaining 30 cards.
6. Ask each learner or group to read the description on their card and place it under the correct column heading and in the correct row in the rubric.
7. After all the cards are in place, review their placement.
8. Use the rubric in the manual as a guide to discuss with learners the quality of their own school site.
9. Discuss ideas for improving the school site and ways in which these ideas may be implemented.

Supplies

- rubric cards
- space on wall, chalkboard or floor to arrange cards
- tape to hold cards in place (on wall)
- masking tape or chalk to mark the outline of the rubric

Stage 4. Garden Earth's Helping Hand

Procedure:

1. Discuss with learners how even small actions can help improve Garden Earth. Help learners set goals for the service learning project.
2. Have students trace their hand on a piece of paper and decorate it.
3. Write the service learning goal on the palm of the hand.
4. Write five 'tools' you will need to achieve the goal on the fingers.
5. Cut the 'helping hand' out and tape it or hang it up as a reminder of the commitment to help Garden Earth.
6. Revisit as needed.

Supplies

- paper
- markers, crayons, or colored pencils
- scissors
- tape or string

GEN Service Learning Project

Procedure:

1. Discuss with learners ideas for a service learning project.
2. Record ideas on paper or white board.
3. Decide as a group which idea(s) best address the issues in need of improvement on their school site. Take into account available time and resources.
4. Map out a plan for obtaining resources and implementing your plan.

Supplies

- scrap paper/white board
- thinking caps
- parent/community involvement (always welcome)
- resources