

 <p>Presented By: Nicole Pokorney Extension Educator 4-H Youth Development</p> 	<h2>Environmental Service-Learning</h2> 
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Defining Environmental Ed.

Environmental Education is aimed at producing a citizenry that is

- **knowledgeable** concerning the biophysical environment and its associated problems,
- **aware** of how to help solve these problems, and
- **motivated** to work toward their solution.



(Stapp et al., 1969)

Defining Environmental Ed.

Environmental education, properly understood, should constitute a

- comprehensive **lifelong** education,
- **responsive** to changes
- **understanding** of the major problems
- provision of **skills and attributes** with due regard given to ethical values.



(UNESCO-UNEP 1977 Tbilisi Declaration in Hungerford et al, 1998)

Service-Learning

Service-learning is a form of **experiential** learning whereby students **apply** content knowledge, critical thinking and good judgment to address **genuine community needs**.



(MN Department of Education)

Environmental Service-Learning

Deliberate community service actions, or projects, designed to maintain, protect and/or restore the health of the environment.



(Beery, 1993)

Environmental Service-Learning

Includes academic and service objectives.

Academic Objective

Students will create a step-by-step scientific experiment to explore and describe differences between acidic and basic solutions.

Service Objective

Students will contribute to accomplishment of team goals by working cooperatively with others.

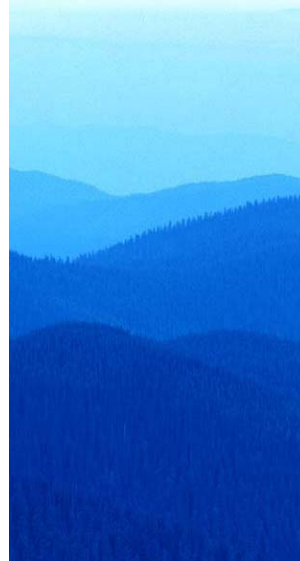
Environmental Service

Working toward development of a nursery to plant and grow trees for their community, students will cooperate to 1) use soil in a nursery to test pH differences and see if growth and survival rates change with different soil types, and 2) make recommendations for their nursery.

(Adapted from Jones, 1998; MN Dept of Ed, 1992)

Service-Learning Benefits

- Increased youth civic engagement
- Improved academics
- Improved character/behavior
- Stronger ties to schools, community, and society
- Increased cultural and diversity awareness
- Provide a service to community
- Teach youth about social advocacy
- Youth experience more life satisfaction
- Equip youth with skills needed for youth to adult transition



Service-Learning Components

1. Youth Voice
2. Duration and Intensity
3. Process Monitoring
4. Link to Curriculum
5. Partnerships
6. Reflection
7. Meaningful Service
8. Diversity
9. Celebration



Pre-Service

- ❑ Assess needs of community or globally and think direct activities with the people you are serving.
- ❑ Use partnerships to assist with resources and information.
- ❑ Set specific and deliberate educational goals – what do you want the youth to learn? Tie that to a curriculum you can use throughout the project and after.
- ❑ Learn about the social needs and problems surrounding the population you are working with.
- ❑ Select a project and begin planning.
- ❑ Plan in detail.
- ❑ Acquire any funding or resources/supplies that you need.

During Service

- ❑ Make sure the SL project is a meaningful experience.
- ❑ Implement the project selected.
- ❑ Analysis
 - Don't be the main one working – your job is to lead the group through this project.
 - Allow yourself to step back at times and observe – watch for happenings or surroundings that maybe others won't see.
 - Take notes to use for reflection.
 - Be able to stop during the project and do reflection, also.

After Service

- Tying the SL project to a curriculum will allow participants to continue work after the project.
- Make sure to continue reflection.
- Have youth present the project to others, sharing what they did and how they did it.
- Celebrate as a group! This event could be with partners and the presentation of the work, etc. Be creative!

Service-Learning Reflection

- Must challenge youth to make a change through self-discovery and acquiring values.
- Use *Questions for Guiding Experiential Learning* field guide.
- Supply a notebook to allow youth to journal for reflections.
- Come up with your own questions as the event is happening.
- Use all senses – allow youth to reflect in a variety of ways.



For More Information:

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