3. Baseball, football, famous people...trading cards are great ways to honor people who have accomplished something. Trading cards have been used to highlight sports figures and cartoon heroes. We will use trading cards to recognize conservation heroes. The activity is to make trading cards about real people doing great things. Trading cards could also be used as a research project, having participants develop trading cards about famous people in Pennsylvania history involved in conservation such as Gifford Pinchot, Rachel Carson, Ned Smith, Myra Dock, etc.

Distribute trading card worksheets to the participants. They can work in pairs or individually. You can use the blank cards or use ones that have already been developed. Facilitators could distribute one of each worksheet of trading cards.

If using blank trading cards, develop a set of conservation trading cards by listing a different conservation action on each card. If using the cards that have an action already printed on them, your goal is to find at least one person that has accomplished the task on the trading card. You will meet that person and find out about their contribution to conservation. Write their name on the front of the card. You might want a set number of blank cards which can be used as bonus cards. This can be done in the classroom or in the community. More than one person can be listed on each card. The object of the "game" is to complete all the cards by finding people who have accomplished that activity. Once completed, discuss the results in a large group. Ask questions such as:

1. *Which activity is the most common? Why?*

2. *Which conservation activity is not common? Why?*

3. *How did the conservation activity improve the environment?*

4. *Which activity has the greatest impact on the environment or community?*

4. Another way to conduct the activity is for each participant or team of participants to distribute a set of conservation trading cards. Read each activity on the back of the trading card or develop new cards with different conservation ideas. The object of this activity is to distribute a card to another person in the room until all your cards are gone. Try to find a person who has not received that specific trading card. This time, it is not important to ask if they have accomplished the action on the card. Give the card to that person so that they must complete the task on the card in less than seven days.

Each person who received a trading card must try to complete the conservation activity during the week. They place their name on the card when they have completed the task. They then return the card to the one who gave them the card. The goal is for the original person to get the most cards returned indicating that those people on the trading cards had conducted their conservation activity.

Activity 3:
Action: Stewardship and Service Learning

Summary: Service to the community is very important. Students learn the value of service by imitating adults involved in their community. There are a multitude of projects that can help improve the community. Motivating people to action is a very important part of PA Land Choices. This activity helps define some of the projects and helps organize initiatives in your community.

Questions: What are the advantages of stewardship projects and service-learning? What is the difference between service-learning and volunteering? What are examples of action projects? How does an individual organize a project to be successful and valuable?

Activity 3

Ready, Set...Action!

Preparation

• Divide participants into groups and discuss group activities.

• Prepare the Community Services Project Worksheet (pp 224) for each group.

• Prepare Stewardship Service and Learning Project Cards (pp 225-228) for distribution one per group.

Procedure

1. Making changes in the world starts in our own homes and communities. In Stephen Covey's book, *The 7 Habits of Highly Effective People* (New York: Simon and Schuster, 1989), he identifies two different areas of problems and problem solving. There are problems that fall within our "Circle of Influence" or within our "Circle of Concern." Problems that fall within our "Circle of Influence" are those things that we can affect or are able to choose our response. Problems that fall outside our "Circle of Concern" are those that we cannot directly influence but remain a subject of our discontent. The key for community action is to focus on situations that we can influence.

What is Service-Learning? (www.servicelearning.org) "Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities."

In the past several years, service-learning has expanded throughout communities, schools and universities. Statistics from 2001 indicate that over 13 million individuals were participating in services to their community that met the criteria for service-learning.

What makes service-learning different from other forms of service is that it must have service objectives plus learning objectives with the intent that the activity change the

learner and the receiver of the service. The activity is connected to self-reflection, self-discovery and the acquisition and comprehension of values, skills and knowledge.

For example, if participants collected trash from a streambed, they are providing a service. To be considered a service-learning project, they will analyze what they found, determine the possible sources, develop possible solutions to improve the situation and act upon those recommendations.

Service-learning is not simply a service project (i.e. food drive). It's not an internship, and it's not necessarily voluntary since in most cases, it is an assigned responsibility just as an exam or a traditional assignment is assigned. Service-learning must be connected to learning objectives and there must be scheduled time for pre-reflection.

Pre-flection is an exercise accomplished at the beginning of the project. Participants examine their expectations by writing down what they think they will learn and what they hope to learn.

2. *Reflection provides a framework for documenting personal growth.* There are different techniques for reflection. It can take different forms such as journals, tape recordings, photography, poetry, music and/or dance. Here are some examples of reflection techniques:

• **Reflection** Reflection involves higher level thinking skills. The following are creative methods that provide a framework for reflection. Participants ask three questions:

  • "What?" (identify topic)

  • "So what?" (importance)

  • "Now what?" (steps you did or will take)

• **Graffiti** Place posters of different issues on tables and allow for individuals to rotate around different posters and place comments and ideas.

Activity 3

Ready, Set...Action!

• **"Get off the fence and take a stand."** Have participants address an issue by standing on a value line or physically indicate the degree of their opinion from "strongly agree to strongly disagree." Participants realize that there are varying degrees of values when addressing issues. They are given opportunities to explain why they place themselves where they are. Participants are encouraged to change their location on the value line as they learn how a rain barrel or rain garden can be used to combat storm water runoff.

• **Head+Heart+Hands**

Head: What did you learn? (i.e. explain what you learned about decline of water quality in a local stream)

Heart: How do you feel?

Hands: Describe what you propose to do. (i.e. plant trees, reduce soil erosion)

• **Integral Approach (The dart board).** Address the issues from different perspectives such as that of the participant, community, region, etc. Draw a bulls eye and label each circle with these elements. Throw a wad of masking tape at the bulls eye and start the discussion from that point of view.

Service-learning strengthens knowledge about civic responsibility. It must be developmentally and age appropriate. Effective programs provide diverse perspectives and represent all stakeholders. The project must meet genuine needs in the school or community, have clear goals and have positive impacts. It is important that there is a significant "youth voice." Youth should take a lead role in defining their project.

• Think of a Project. Divide participants into groups. Assign one of the following topics to each group. Their task is to come up with as many ideas for projects relat-

ing to that topic. Explore websites to gather ideas. Develop an ongoing list for future participants.

- Community Improvement Projects
- Habitat Protection Projects
- Endangered and Threatened Species Projects
- Wildlife Management Projects
- Ecosystem Services Projects
- Trees and Forestry Projects
- Tools for Protecting Land Resources

Once you have decided on a project, complete the Community Project Worksheet or follow the framework developed in Project Citizen. Discuss the importance of an organization framework for a successful project.

We the People is a portfolio-based civic education program for children and adult groups promoting competent and responsible participation in local and state government. The program is a catalyst to involve people in public policy by following a step-by-step plan. Workbooks guide participants through the process.

It outlines the following organized framework for participants to use as a guideline:

- Identify a problem in the community that requires an action or public policy solution.
- Gather and evaluate information on the problem.
- Examine and evaluate alternative solutions.
- Develop an action plan.
- Propose public policy and accomplish the solution.

There are two levels of Project Citizen. Each level includes a process-oriented participant text. Level one is for middle-school participants and level two is for secondary and adults. There is a teacher's guide for each level providing instructions for developing a class portfolio and preparing a simulated public hearing.

Activity 3

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Participants develop support for democratic values and principles, tolerance and confidence that they can and do make a difference. It is funded by the US Department of Education by act of Congress. Project Citizen is administered by the Center for Civic Education and the National Conference of State Legislatures through a network of state and congressional district coordinators throughout the United States.

> **I know of no movement…**_as convincing, as effective, as compassionate as the land trust movement. It is like water, seeping into the most unexpected places; rising, falling, rising, falling, filling the basins of the human heart._
>
> **Terry Tempest Williams**
> **(Writer/Naturalist/Conservation Advocate)**

Ready, Set…Action!

Activity 3