

Service Learning Project

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Students will work toward identifying and implementing a service learning project that will benefit migratory species along the Pacific Rim Flyway.

When implemented well, service learning can provide multi-faceted benefits to both the learners and the focus of the project. In this case, students will work together to enhance their knowledge while simultaneously enhancing or advocating for the health of wetlands and migratory species along the Pacific Rim Flyway.

According to the National Commission on Service Learning, service-learning:

- Links to academic content and standards
- Involves young people in helping to determine and meet real, defined community needs
- Is reciprocal in nature, benefiting both the community and the service providers by combining a service experience with a learning experience
- Can be used in any subject area so long as it is appropriate to learning goals
- Works at all ages, even among young children

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GRADE LEVEL: middle school

DURATION: at least two 30-40 minute class periods

OBJECTIVES

After this activity, students will be able to:

- List some of the key elements that compose a successful service learning project
- Describe an example service learning project that benefits migratory species

MATERIALS

- List of threats (see Procedures, step 3)
- Paper and pencils

PROCEDURE

1. **Lesson 3.4:** Begin by a brief introduction to service projects, defining what it is and what the outcomes might be. Explain that the students will be participating in a resulting service project, so also provide an idea of how much the students can expect to commit in time and resources to the project.
2. Explain to students that they will work in small groups to brainstorm how they might address a particular threat to wetlands and/or migratory species that use the wetlands. Assign a 'threat' to each small group and allow time for the students to discuss and develop a list of best ideas for solutions. Students can be encouraged to think locally or on the broader scale of the Pacific Rim. A list of threats might include:
 - Invasive species
 - Litter
 - Pollution via runoff from roadways, etc.
 - Community developments encroaching on wetlands
 - Drought or flooding in habitats
 - Interrupted flyways (towers, electrical poles, light pollution, etc.)
 - Uninformed public
3. Ask students to report back to the larger group. The instructor should lead a discussion that identifies some of the

common themes of the student's ideas and help lead the students to decide what might be a realistic service project.

4. **Lesson 3.5:** Preparations for the service project will continue, following the instructor's leadership and guidance. The instructor is encouraged to:
 - Guide the students toward a meaningful service project
 - Provide support for obstacles the students face
 - Provide students with an opportunity to share their project with the public
 - Provide students an opportunity to reflect upon the outcome of the service learning project.

EXTENSION

1. Provide the students with a fact sheet for each threat they will discuss and/or ask students to research their threat in the library or on the internet.
2. Ask students to create their own list of local threats to wetlands by interviewing local residents and professionals. Students should be encouraged to use a variety media to record and/or report their findings.
3. Have students document observations from this lesson and share with another classroom via social media.