



**2009 Annual Convening
of Service-Learning Leaders
Maryland State Department of Education**
Service-Learning Unit
Shopping with Earth Awareness

Primary Subject: Science

Grade Level: 6

Additional Subject Area Connections:

English, Social Studies

Unit Title: Shopping with Earth Awareness

Type(s) of Service: *Chose Direct, Indirect or Advocacy*

Unit Description:

The 6th grade students at Northern Middle School learned about the 3 Rs: Reduce, Reuse, and Recycle as part of the 6th grade science curriculum, ecology unit. During that unit students investigated the waste generated at their school by assessing the contents of the paper recycling bins and comparing the packing content of many items. As a culminating unit each student designed and painted their own reusable shopping bag that were transformed into works of art reflecting the creative images of how the young people are getting excited about environmental issues. A competition was held for the best bag design. This activity equipped the students to practice the first and most important “R” – Reduce by not accepting plastic bags. The students were now able to educate their parents about environmental responsibility, one bag at a time.

Potential Service-Learning Action Experiences:

Presentations by the county recycling Coordinator; Visit to the landfill

Maryland State Curriculum Indicators Met

Science:

6.0 Environmental Science

A. Natural Resources & Human Needs

1. Recognize and compare how different parts of the world have varying amounts & types of natural resources and how the use of those resources impacts environmental quality.

a. Identify & describe natural resources as

- Land
- Fossil fuels
- Forests
- Water
- Wind
- Minerals
- Wildlife

B. Environmental Issues

1. Recognize and explain that human-caused changes have consequences for Maryland’s environment as well as for other places and future times.

Goal 1: Skills and Processes (gr. 6-8)

The student will apply the skills, processes, and concepts of biology, chemistry, physics, and earth science to societal issues.

English

2A4J Connect the text to prior knowledge or experience to clarify, extend, or challenge the ideas in the text or a portion in the text

Social Studies

Student will use geographic concepts & processes to examine the role of culture, technology, & the environment in the location and distribution of human activities and special connections throughout time.

D. Modifying & adapting to the Environment

Local School System: Washington County Public Schools
LSS Coordinator: Sharon R. Chirgott, 301-766-2956
LSS Contact Information: 820 Commonwealth Avenue, Hagerstown, MD 21740

Alignment with Maryland's Best Practices of Service-Learning: **Shopping with Earth Awareness**

1. Meet a recognized community need

- Maryland state law mandating 15-20% recycling
- Addresses the school and community culture not yet committed to recycling as the school system implements a recycling initiative

2. Achieve curricular objectives through service-learning

Addresses environmental goals of the Voluntary State Curriculum which are embedded in the county science curriculum

3. Reflect throughout the service-learning experience

After a period of time following the project, students could write a summary that describes their

- Use of the bag
- Whether they were able to encourage family to purchase additional reusable bags
- Assess whether the waste being generated by the household had been reduced as a result of the project



4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)

Students develop their own slogan and design.

5. Establish community partnerships

Links to the services provided by the county's Solid Waste Dept. and the recycling coordinator

6. Plan ahead for service-learning

- Teacher: developed a grant proposal to submit to the school system's mini-grant program
- Students: design developed on paper in advance of the actual work on the bag

7. Equip students with knowledge and skills needed for service

This activity provided students with the opportunity to conduct research as they assessed the waste flow in their school and home, brainstorming as they identified ways to reduce their contribution to the waste stream, consumer product analysis as they examined packing, and serviced as a model of a service project for when they move on to high school and must perform independent service to meet the graduation requirement.