



*Maryland State Department of Education*

## Service-Learning Fellow Project

### Cleanup Our Park – Chambers Park Project

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**Primary Subject:** Environmental Science

**Grade Level:** 6<sup>th</sup> – 8<sup>th</sup>

**Project Title:** Cleanup Our Park – Chambers Park Project

**Type(s) of Service:** Indirect

**Project Description:** This project enables students to address environmental needs by keeping the local parks and marina clean and environmentally sound. Students participate in an ongoing project in cooperation with the Town of Federalsburg to help cleanup, beautify, and maintain the park and surrounding nature trails/walkways at Chambers Park and the marina. The students perform tasks which include: raking, mulching leaves, planting shrubbery, planting flowers, weeding, picking up trash, placing outdoor trash receptacles, painting and maintaining picnic tables, keeping picnic areas clean, and performing water quality testing.

#### **Potential Service-Learning Action Experiences:**

- Initiate a community-wide cleanup campaign to include the other schools serving the community to participate in the park/marina project.

#### **Maryland State Curriculum Indicators**

##### Environmental Science:

6.3.5 explain that using the environment to meet one's wants and needs has consequences (i.e. pollution, extinction)

6.5.5. explain that decisions influencing the environment may have benefits, drawbacks, and unexpected consequences no matter how carefully the decisions are made

6.8.5 analyze how human activities can accelerate or magnify many naturally occurring changes (i.e., erosion, air and water quality, populations). (MLO 6.2)

6.8.6 compare different ways of obtaining, transforming, and distributing energy from various sources (e.g., fossil fuels, sun, water, radioisotopes) and their impact on the environment

6.12.5 investigate and analyze environmental issues from local to global perspectives (e.g., world population, food production and distribution, pollution and epidemics, biodiversity) to develop an action project that protects, sustains, or enhances the natural environment. The student will apply the conclusions to develop and implement an action project (CLG 6.4.4)

The student will analyze the effectiveness of the action project in terms of achieving the desired outcomes. (CLD 6.4.5)

- Create a new pattern of behaviors of individuals, groups and society as a whole towards preserving the environment as responsible citizens.
- Research the background of Chambers Park and collaborate with then newly formed Federalsburg Historical Society to design an informational brochure/booklet about Chambers Park and the Federalsburg Marina for distribution in the local community.

# Alignment with Maryland's Best Practices of Service-Learning: Cleanup Our Park – Chambers Park Project

1. **Meet a recognized community need** (*e.g. What health, education, environment or public safety need was met? How did you determine there was a real need in this area? Who was helped by your project?*)

Our local park that services the students in the Federalsburg community was a shambles – lots of trash, broken bottles, debris, fallen down tree limbs/branches, the white picnic tables were dirty, filthy and full of mildew and moss. The playground equipment and area was a mess with broken glass, trash, etc. One of the students was concerned and got a committee together to ask if they could get a community cleanup organized to get Chambers Park looking decent and create a safe place for kids and families to play and hang out.

2. **Achieve curricular objectives through service-learning** (*How did the project reinforce or enhance student academic learning?*)

Environmental Science classes took a lead with the project and met the following objectives:

6.6.2 Identify and explain the interdependency of organisms within the environment in a given ecosystem (i.e. producer/consumer, predator, host/parasite).

3.6.12 Analyze evidence that within an ecosystem organisms have different functions (niches) that enable the ecosystem to survive.

6.65 Analyze how human activities can accelerate or magnify many naturally occurring changes (i.e. erosion, air and water quality, population).

1.6.20 Apply concepts and processes of science to explain a position relative to an issue.

3. **Reflect throughout the service-learning experience** (*What types of activities did students engage in to reflect on their project?*)

Since the students were assigned to groups, they participated in small group reflections (orally) and then continued the group reflections during lunch (large group-orally). At the end of the day, the students were assigned a written journal reflection about their thoughts throughout the project. These written reflections were shared as part of the “Celebration” and shared during the slide show and posted on the “AFTER” bulletin board.



- 4. Develop student responsibility** *(How did students have opportunities to make decisions about the service-learning project and take on leadership?)*  
This was a student-initiated project. The student recognized the need to become actively involved in her own community as a citizen and organized a clean-up campaign. The groups were assigned but students chose their own group leaders and worked with that leader throughout the day. Some students were lunch leaders and students helped lead the discussion during reflection times.
- 5. Establish community partnerships** *(With what community partners did you collaborate? Non-profits, civic organizations, businesses that provided donations, etc.)*  
Partnerships were established with: the Town of Federalsburg which provided workers and trucks and equipment to use throughout the day; Collins Greenhouse which donated shrubbery, flowers, and plants and also gave us a discount on some items; Caroline County Recreation and Parks which assisted with providing adults to help chaperone, equipment, supplies, paint, transportation; and the CCTC Horticulture class which donated equipment, rakes, shovels, etc. Parent volunteers also donated their time and efforts by serving as chaperones and assisting with the Chambers Park Project. Teachers also came out and volunteered their time and efforts on this project.
- 6. Plan ahead for service-learning** *(How did you prepare and plan for the project?)*  
We met with student(s) who had the idea for the project, went out and took pictures around the park, did a “before” bulletin board so that all the students could actually see what needed to be done, and worked with teacher teams from each grade. Then we met with members from the Federalsburg Town Office and Caroline County Recreation and Park representatives to discuss our idea for the beautification/cleanup. We shared the idea with parents, met with teacher teams and students, had committee meetings, and advertised and sent letters and information out to parents and community members.
- 7. Equip students with knowledge and skills needed for service** *(What did students learn through the experience?)*  
Students gained knowledge and skills about teamwork, cooperation, responsibility and citizenship. They learned what it means to be a responsible citizen and take an interest in their community and how each person can make a difference in a community. They also had a chance to put some of the information/skills that they learned in environmental science class into practice.

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