

Service Project Outline

Talking Trash and Taking Action

- 1. Meet a recognized need in the community**
 - a. Scholars will be able to study the effects of pollution in their community by documenting examples/quantity of trash and using those examples as a starting point for their trash-based challenge and art projects.
 - b. Scholars will be able to identify the areas in their community where they can lessen their impact by making a personal commitment to take action e.g. I will bring water bottle to school every day rather than using single-use cups.
- 2. Achieve Curriculum objective through service Learning**
 - a. Scholars will be able to be incentivized daily for their on-going commitment to reduce trash in their community. I.e. Scholars will earn scholar dollars for bringing water bottle to center.
 - b. Scholars will participate in a Trash cleanup day. Scholars will also identify the storm drains in their neighborhood and properly mark them to improve visibility.
- 3. Reflect Throughout the Service Learning Experience**
 - a. Scholars will be able to reflect on their learning experience and their actions step by step by having a community meeting centered on Trash and its effects on the environment.
 - b. Scholars will be able to choose from different research or art based project options in which to express their deepened understanding of pollution and its effect on their community.
- 4. Develop Student Responsibilities**
 - a. Scholars will be able to lead activities and center base conversations surrounding the effects of pollution in their community.
 - b. Scholars will be able to establish an objective-oriented timeline in which to develop their research or art based project based on the Center Director and Manager of Instruction determined due date.
 - c. Students will be able to peer review one another's research or art based projects and determine a winner in each category for their grades respectively.
- 5. Establish Community Partnerships:**
 - a. Scholars will be able to meet with persons that lead efforts in minimizing pollution in Baltimore City via "Workforce Wednesdays" occurring during specified Community Meetings.
- 6. Plan Ahead for Service-Learning:**
 - a. Scholars will be able to work with their Summer Academy science instructor and Manager of Instruction to create individual time-lines to complete their research or art based project.
 - b. Scholars will be able to view all upcoming assignments, track completed assignments, and review the final due date for their project by utilizing a calendar / time-line created by the Manager of Instruction in collaboration with the science instructor and that will be updated regularly and kept in a visible space.
- 7. Equip Students with Knowledge & Skills Needed for Service:**
 - a. Scholars will be able to fully understand the ramifications of pollution in their community and how they can play a role in minimizing pollution by participating and co-leading a

number of trainings and conversations held during Community Meetings and their science instruction time.

- b. Scholars will be shown through staff-based models how to properly research, organize, and create a project so as to be fully capable of completing a research project independently.