



WATER PLANET CHALLENGE

CleanUP

A Service-Learning Guide

Written by Cathryn Berger Kaye, M.A.

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Page 2 Service + Learning = Service-Learning and page 11 Stage 5 adapted from *A Kids' Guide to Climate Change & Global Warming: How to Take Action!* by Cathryn Berger Kaye, M.A., © 2009. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN: 800-735-7323; www.freespirit.com. All rights reserved.

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ARE YOU UP TO THE CHALLENGE?

A message from Philippe Cousteau

Co-Founder of Earth Echo International

Every day our actions add up. A plastic bag left behind at a picnic, a cigarette butt tossed out a car window, a candy wrapper that falls out of a backpack, a plastic bottle left at the beach. Trash and litter, and often our daily garbage, accumulates in places that cause big problems for us, all of us, by affecting our waters. Something that accidentally falls into a street drain can wind its way into streams and rivers and move from a coastal area in Miami to the shores of Australia.

You probably hear people tell you all the time that you can make a difference. But the truth is this: You already make a difference. Everything you do makes a difference. Every single one of your actions has consequences. What do you want the results of the actions you take every single day to be? Look at the world around you—this time with “super-vision”—to see deeper into the impact of each choice. What can you be doing to make a positive difference?

I am sure you have heard, “If you make a mess, clean it up.” The Water Planet Challenge: CleanUP is asking you to do just that. Help clean up this mess that ultimately affects our oceans and waterways. Why? Because your help is needed. And because caring for this planet is important now and in the future. And the biggest reason is this: you have the ability to make a world of difference. You already have the energy and enthusiasm. This guide will give you the tools and steps to follow that help you to turn your ideas into action. The process is called service-learning. All over the world youth like you are following the five stages of service-learning to make changes in their community.

There's another big reason for this Water Planet Challenge. We want to collect all the information about what you found. So we have designed an online collection resource at www.earthecho.org/wpc/cleanup. Altogether this will help us gather needed information. Why report back? Have you noticed that some of the most recent reports on marine debris and plastic bottle and bag usage date back one to three years? These reporting agencies take a long time to compile data and get it to the public in a timely fashion. This is another way your actions can be helpful in real time. We want to know what you collect and how much of each item to get a clear picture of what is happening in the present. Every item you collect tells a bigger story that we want everyone to know. You have an opportunity to be a part of the positive stories out there. You will be making a difference for the health of our planet and we thank you!

And we want you to think BIG. As you do the CleanUP, think of ways you can help the trash stay gone, permanently. Perhaps analyzing what you find in the CleanUP will give you clues on how to influence the public to stop leaving trash behind. Maybe you can help arrange for trash bins to be placed where they are missing. You might even cut down on how much stuff you use in the first place. Once you have gotten involved in the Water Planet Challenge, stay involved. Being part of making our world a better, safer, healthier planet for everyone is the ultimate challenge.

Service + Learning = Service-Learning

Service: Service means contributing or helping to benefit others and the common good.

Learning: Learning means gaining understanding of a subject or skill through study, experience, or an exchange of ideas.

Service-Learning: The ideas of service and learning combine to create service-learning. Investigation, preparation, action, reflection, and demonstration are the five stages of service-learning. By understanding how each stage works, you can be more effective in making plans to help in our community.

The Five Stages of Service-Learning

Stage 1: Find Out → Investigate: Begin the service-learning process by asking, "What resources do we have in our group? What are our skills and talents?" Then do some investigating about your community needs to find out a local problem that you can help solve, and in this case, to clean up.

Stage 2: Dive In → Prepare: What do you need to know to be well informed about the topic? Finding out can involve other people and organizations, reading newspapers or watching a video, and brainstorming ideas. Get yourself into "action teams" that set the ideas into motion. All this planning leads to . . .

Stage 3: Get Going → Act: Set your plan in motion! Remember that action is the total of many small parts of a well-designed plan. The action can be direct (picking up trash at the beach), indirect (setting up trash containers so others will dispose of their trash properly), advocacy (making radio ads to promote recycling), or research (gathering data about trash accumulation for your city council).

Stage 4: Think Back → Reflect: During ALL the stages it's important to pause and consider: How is this going? What am I learning? Anything need to be changed? Checking in through reflection keeps us on track as we connect our thoughts, feelings, and actions.

Stage 5: Tell it → Demonstrate: Tell the story of what happened! Report the data! Show the photos! Be bold and loud and let others know what youth can do to clean up! Remember to document every stage of service-learning beginning with Investigate so you will have all you need to tell your story completely!

Stage 1: Find Out → INVESTIGATE

What body of water is near you that would benefit from a coastal cleanup? This might be a coastal beach area or simply a stretch of land along a river, lake, or creek. Or you could decide to clean up a deserted lot, park, or schoolyard. Remember trash left anywhere often ends up in our waterways. How can you find out what is needed?

Media: What websites have local information about your waterways? What newspapers cover local environmental issues?

Interview: What organization is responsible for these areas, such as a local park service? What group in your area organizes regular clean up events? Who could you interview to learn more? Any clean-ups scheduled that you could join?

Survey: A community survey can help you find out quickly what concerns your community and how they may be willing to help. A few basic questions and you are ready to go!

Observation: Field trip! Where can you go, or send a few delegates, to capture the information you need? Perhaps a visit to a local stream will show you the area has trash left from local use or a beach walk can help you notice the quantity of trash that is there and how many people are needed to clean up.

We already know the oceans and waterways need our help. Investigating the issue reveals the exact action needed in your area and guides you in creating your plan. You will find a planning tool that helps you investigate by *Gathering Information About a Community Need* in the CleanUP Resources section on page 14.

A Pause for Reflection – Discuss in pairs or small groups:

- Your favorite part of investigation.
- A new fact or idea that you think is important.
- A skill or ability you have that will be helpful as you move forward in preparing and taking action.

READ THIS! Maybe what needs cleaning up is a local park or even the school athletic field after a sports event. Adapt these ideas to a place that you can clean up, tabulate the stuff collected, report the data to www.earthecho.org/wpc/cleanup, and come up with next steps to keep this area clean, permanently.

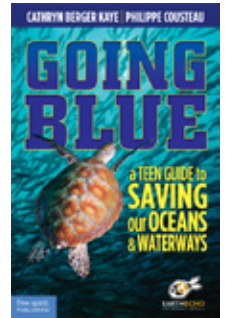
Investigating your Skills and Talents!

As you begin to learn more about the community issue, also find out the skills and talents of all the members of your group. Take a *Personal Inventory* by interviewing each other about your interests, skills, and talents. Make a list. Refer to this list as you organize into action teams and plan your cleanup. Does someone like to write? Great for putting together a press release. Any photographers? Needed for documentation. Any shoppers? Excellent for getting the best prices on materials. Find a *Personal Inventory* document in the CleanUP Resources section on page 16.

Stage 2: Dive In → Prepare: More to learn and plans to be made!

Why Clean Up? Why Now?

Reading these two excerpts from the book *Going Blue: A Teen Guide to Saving Our Oceans and Waterways* by Cathryn Berger Kaye with Philippe Cousteau, published by Free Spirit Publishing, provide information that opens our eyes to the importance of taking care of trash and reducing our garbage footprint, and why this is urgent right now.



The Great Pacific Garbage Patch

Yuck! The Great Pacific Garbage Patch, Trash Island, Plastic Soup—whatever you call it, there's one heck of a garbage dump floating out in our ocean. Located between Hawaii and California, it's twice the size of Texas. The mass has been growing since the 1950s, and unless people intervene this hunk of junk will continue to collect more and more waste—including discarded electronics, children's toys, and most of all: tons of non-biodegradable plastic. Of this giant heap, 40 percent is plastic—evidence that humans are doing a lousy job of properly disposing of the 260 million tons of plastic we create every year. We only recycle 5 percent of that amount. With the garbage patch sprawling in international waters, no country is willing to take responsibility for the massive cleanup necessary.

FACT:

Americans use 4 million plastic bottles every hour.

Does plastic biodegrade? The vast majority of plastic does not biodegrade, or break down into natural elements, like organic materials do. Rather than biodegrade, plastic photodegrades—it breaks into tiny toxic bits. These fragmented particles called “nurdles” cause further problems by being ingested as food by jellyfish and other marine life and thus moving up the food chain.

Bottled Water

People in the United States buy an estimated 34.6 billion single-serving bottles of water a year—up from 3.3 billion in 1997. Worldwide, 2.7 million tons of plastic are used each year to make water bottles, and in the United States, less than 20 percent of these plastic bottles are recycled. Does using all this plastic and drinking the water inside make a difference? Yes, in most cases, tap water actually follows higher purity standards than bottled water. About 40 percent of bottled water originated as tap water. While some are recycled, a whopping 9 out of 10 water bottles end up as garbage or litter, which equals 30 million per day. U.S. cities pay around 70 million dollars every year in costs related to trash cleanup and landfills. Even soda, sports drinks, and juices are also bottled “water.” What can you do? Instead of using a disposable plastic bottle, invest in a reusable one. If you do buy a plastic bottle, always recycle it.

Learn more about plastic pollution, nurdles, threatened marine life, and ideas for action at www.SaveMyOceans.com. Meet ocean heroes, download tools you can use, and discover how your everyday choices have big results.

Getting some ideas?

What in this information makes the idea of the CleanUP important? Can providing information to others be a part of your plan or part of an ongoing campaign?

Brainstorm ideas to continue the preparation. Consider:

- **Community Partners:** During investigation did a community organization inform you of an upcoming cleanup event? Did you find a partner that would be willing to help you with planning and action? A group with experience can be a great guide for learning how to organize and implement a cleanup. Check out the following organizations' websites to see if any of these groups are near you: Ocean Conservancy, Surfrider, Keep American Beautiful, and Waterkeeper.
- **Where and When:** What place in or near your community needs a cleanup? Be sure to find out who is responsible for this area to start arranging for permission. Begin to think about best dates and times.
- **Budget and Supplies:** A community partner with a scheduled cleanup on the calendar may have all the supplies you need. If you are the organizers, consider what you must have to get the job done well and keep everyone safe. Often a manager at a beach or park can provide supplies and arrange for trash removal after the cleanup is done.
- **Documentation:** Include in your plans ways to record the entire service-learning process, including how you investigate, plan, act, reflect, and demonstrate. Think of different ways you want to keep track. Refer back to the *Personal Inventory* to see what skills and talents your group has. Use any available technology—cameras, video, audio recorders.
- **Gathering and Reporting Data:** Documents are available to help you record what you find at the beach, park, neighborhood, or school campus. This is extremely important. Be sure to take with you the CleanUP Debris Collection Data Card, found on page 22. Using this card during the cleanup will help you keep track of your findings so that you may input the information to the website after the event. Visit www.earthecho.org/wpc/cleanup to share your findings.

Roles and Responsibilities

Knowing who does what by when makes planning run more smoothly and gets the jobs done. Working in small groups allows for distribution of tasks and a supportive approach to ensure success for everyone. Each group or Action Team can have specific assignments before the event, the day of the Event, and after the event. Keep in mind that often, very often, an important question will emerge that sounds like, "How do we do this?" Bingo! Finding out what skills you need and learning these skills is a big part of the service-learning process. So if you aren't sure how to get something done, ask!

As you review these Action Teams suggestions you will see how they intersect and rely on each other. With this outline, you can adjust the team names, alter the tasks as you like, and still make sure everyone is working together toward a common purpose. And remember, always be supportive! Sometimes a person doesn't get the job done. Find out what skills and assistance are needed so each person moves toward success for all.

A NOTE ABOUT WORKING IN TEAMS: Teams have a job to do, however they can delegate to others. They just must make sure the job gets done. For example, any student can take photos even if they are not on the Documentation Team. All students help count up and add up what is cleaned up. The Documentation Team may also take photos and count—they make certain the tasks get done.

LOGISTICS ACTION TEAM:

Responsible for general coordination and oversight to make sure the place and date are established, all transportation and permissions are set, and partner communication happens.

Before the Event: Get the details worked out. Have oversight of any budget and work with the other teams to make sure the supplies they request are in place where and when they are needed. Communicate with adults at your school or youth organization to make sure all permissions and arrangements like bus transportation if needed are arranged. Be in contact with the partner organization like Save the Bay or the Park Service so date, times, and any permission forms for this group are in place as well. Onsite review may be needed, unless you are part of a larger event. Keep a master list of all the other Action Teams and who is responsible for what part of the experience. Prepare a timeline for the activities for the day of the event.

Day of the Event: Arrive with timeline in hand. Pay attention to getting the overall resources and supplies and people at the designated place at the designated time. Make sure that all participants arrive with appropriate permissions and that any work with the partners is on time and on task. And then join the CleanUP!

After the Event: Be sure to write thank you notes to all partners and send them along with photos.

FOR YOUR SAFETY:

- Do not go near any large barrels or drums.
- Be careful with sharp objects and syringes.
- Wear gloves and closed-toe shoes.
- Be aware of your surroundings and only go where you receive permission.
- Stay out of the dunes and natural areas.
- Watch out for wildlife.
- Don't lift anything too heavy.

Sample Safety Tips from Ocean Conservancy's *Who's Trashing the Ocean and Waterways? Be a Data Detective!* in the CleanUP Resources on page 19.

CLEANUP TEAM:

Responsible for organizing the work groups and ensuring all needed supplies and resources are obtained. And remember: Safety First!

Before the Event: Prepare an informational page about what is expected and how to be safe at the event. Determine how to best take the number of people, the space being cleaned up, the time allotted, and make a plan for getting the job done (this is real math!). Think of the supplies needed—will they be donated or do they have to be purchased (this may involve fundraising)? Will this involve your Promotion Team? Key supplies include gloves, trash bags to separate recyclable and non-recycled items, and bins (for sharp items that will break bags). What else do you think is needed?

Day of the Event: You may need to arrive early or be first off the bus to set up the stations so everyone knows where to pick up supplies and where to go. Also, you get to CleanUP!

After the Event: Make certain any cleanup after the CleanUP is fully staffed so you leave only footprints and take only pictures.

PROMOTION TEAM:

Responsible for getting the word out for more participants, bringing in any partners for donations, and meeting the press.

Before the Event: Check with all the other teams to find out what is needed that must be obtained through donations. Involve everyone in ideas for making community contacts. Write any letters for requests, make phone calls to follow up, do community outreach to create interest (think attending a Chamber of Commerce meeting dressed as a turtle covered in plastic bags), design or gets posters from partner organizations and make sure they are where they need to be, and prepare and follow up with press releases—find a sample Press Release in the CleanUP Resources section on page 18. Also make sure any press kits or information are ready on the day of the event to hand out.

Day of the Event: Hang signage—that's the banner or some visual that says who you are and what you are doing. Have press materials organized to hand out (using as little paper as possible to be kind to Mother Earth).

After the Event: Thank everyone who donated what was helpful to the group. Write letters to any news folks who showed up.

DOCUMENTATION TEAM:

Responsible for making sure video and cameras are in place when needed from the very beginning or as early in the process as possible, capturing the investigating, preparing, action, and demonstration (and reflection also). The team also makes sure the data about what debris is collected is tabulated and uploaded to www.earthecho.org/wpc/cleanup.

Before the Event: Determine what media will be used to capture the information and create a sign-up for participation. Maintain a scrapbook for all documentation. Make copies of the CleanUP Debris Collection Data Card on page 22 and make sure everyone knows how to use this during the CleanUP.

Day of the Event: Have all copies of the CleanUP Data Card ready for use—remember the pencils. Have media gear to take photos—make sure to get hands-on cleanup experience. Capture reflective comments from participants as they are cleaning up.

After the Event: Gather all the data. Work with the Learning Team to make sure any additional research and information gathering takes place. Sort the data and, once approved by all, upload to www.earthecho.org/wpc/cleanup.

How to Collect Data:

- Collect data as a team, with one person recording items on the data cards, while others collect and bag trash.
- Bag all the debris you find on the beach and shoreline (above and below the waterline), but record information only on the items specifically listed on the data card.
- Use tick marks to keep count of your items and enter the total in the box to the left of each debris item.
- Use only numbers to record quantities. Do not write words such as "lots" or "many."
- Leave natural items like driftwood or seaweed on the beach. Avoid stepping on dune plants and grass.

Sample data collection info from Ocean Conservancy's *Who's Trashing the Ocean and Waterways? Be a Data Detective!* in the CleanUP Resources on page 20.

LEARNING TEAM:

Responsible for making sure the knowledge needed is always available about what is being done and making sure others know as well. Can design and lead reflection activities along with the Fun Team.

Before the Event: Gather facts to make sure everyone keeps an eye on why the CleanUP is taking place. Provide needed information to all the other teams, especially those writing compelling press releases or dressing like turtles. Determine a way that information and idea sharing will be part of the big CleanUP event as well; for example, do you write facts on t-shirts?

Day of the Event: Have a bullhorn to tell an occasional fact!

After the Event: Review the data found during the CleanUP and lead an activity for everyone to think about and determine what caused all of this trash and what you can do to reduce or reuse materials to cut down on trash in the first place. (This can lead to possible follow-up activities. See "Consider Your Findings" in the Demonstration stage on page 12.)

THE FUN TEAM:

Responsible for thinking about what will make this a fun, memorable, everyone-wants-to-be-there splash! Can design and lead reflection activities along with the Learning Team.

Before the Event: Generate ideas that make youth want to participate, know they are valued, and also enjoy what's going on. This might include getting donations of t-shirts, food, and water (avoiding single-use water bottles whenever possible). This team may help review the work of others, such as the Promotion Team, to make sure the materials are lively, fresh, and have authentic "youth-did-this" appearance and presentation. Be ready to receive assignments from other groups as well. The Fun Team may take facts from the Learning Team and create games or word searches for kids to become more involved in the ongoing challenge of caring for our Water Planet.

Day of the Event: Keep the fun alive! Have a cheer! Lead a song! Add the bounce in the day! (The Fun Team looks great in photos!)

After the Event: Come up with a fun way to recognize the hard work and contribution of all the participants. Job well done!

ONE MORE PART OF BEING PREPARED: CONTINGENCY PLANS!

What is that? Imagine if you planned a school dance and the band didn't show up. What's always great to have just in case? Music you can blast from a sound system. Part of being ready is getting ready for any surprises. Every team needs to be doubly prepared for anything that may occur. Imagine the unexpected and be prepared!

A Pause for Reflection – Occasionally as you Prepare, generate different ways to reflect. A few ideas:

- Everyone find a favorite quote, like:

"you must be the change you wish to see in the world"

—Mahatma Gandhi.

- Spend a few minutes talking about how the quote relates to the CleanUP.
- Altogether, make a list of all the progress being made. Look at the list compiled during the Personal Inventory. What skills and abilities are developing that could be added?
- Make a visual tableau with your bodies that show how you feel about the work so far.



STAGE 3: GET GOING →ACT

This will be the day you have been working and waiting for! When all the investigating, preparing, and ongoing reflection come together for the Water Planet Challenge: CleanUP. What needs to happen on the day of the big event? Here's a recap from the different teams.

Logistics Action Team: Arrive with timeline in hand. Pay attention to getting the overall resources and supplies and people at the designated place at the designated time. Make sure that all participants arrive with appropriate permissions and that any work with the partners is on time and on task. And then join the CleanUP!

CleanUP Team: You may need to arrive early or be first off the bus to set up the stations so everyone knows where to pick up supplies and where to go. Also, you get to CleanUP!

Promotion Team: Hang signage—that's the banner or some visual that says who you are and what you are doing. Have press materials organized to hand out (using as little paper as possible to be kind to Mother Earth).

Documentation Team: Have copies of the CleanUP Debris Collection Data Card ready for use. Remember to bring pencils. Have media gear to take photos and make sure to get hands-on cleanup experience.

Learning Team: Have a bullhorn to tell an occasional fact.

Fun Team: Keep the fun alive! Have a cheer! Lead a song! Add the bounce in the day! (The Fun Team looks great in photos!)

Even with this overview, you will come up with other parts of your day that ensure that your collective action comes to life, is memorable, and makes a difference in your community. Be sure to complete the CleanUP Debris Collection Data Card. Have that information when you turn the page.

A Pause for Reflection—Did you see how reflection is a part of the day?

Read the last sentence under Documentation. Yes, during the actual event, Team Documentation will be capturing what's happening and your thoughts, reactions, feelings, and impressions. They may adapt or use the questions below or come up with their own spontaneously as things happen in the moment that we can't anticipate. And at the end of the day, or when you next get together, be sure to consider:

- What was your favorite part of the day?
- What was most surprising?
- What will you remember about what you have done in five years? How did you contribute?
- Imagine our Water Planet feeling better. What images and words describe this?

STAGE 4: THINK BACK → REFLECT

Yes, you have been reflecting all along. However now make the time to bring together all your thoughts, ideas, feelings, and questions and put them all together using the *Four Square Reflection Tool* in the CleanUP Resources Section on page 18 at the end of this guide.

STAGE 5: TELL IT → DEMONSTRATE

What a story! Think of all you have done and all you have learned! You have put your plan into action and seen the results. Now it's time for demonstration—the stage when you show others what you've learned about trash, debris, litter, and what we can do about this through your well-planned contribution to the community. This demonstration of your service-learning can take any form you like: letters, articles, pamphlets, artistic displays, performances, or media presentations.

To help you make the most of your demonstration, answer these questions:

- Who is your audience?
- What do you most want to tell them about what you learned and how you learned it?
- What do you most want to tell them about how you provided service?
- Are there any community partners who you might like to participate in the demonstration?
- What form of demonstration would you like to use?

Consider all the skills and talents of your group and use as many as possible as you come up with ways to demonstrate. Be sure to incorporate information and the processes you used during all the different stages. Include images—a picture is worth a thousand words. And do include the people dressed as turtles or other lively expressions of what you did.

Sharing what you have learned and accomplished is a way to inform and inspire others. Sometimes students have done school or community presentations or returned to the Chamber of Commerce to tell what happened. They have written newspaper articles or press releases, or created websites. Be sure to look at the *Telling Your Story: Message Guidelines in the CleanUP Resources* section on page 21.

Report Your Findings

Logon to www.earthecho.org/wpc/cleanup and enter your findings. The WPC wants details and data.

- How many people were involved?
- What area did you clean up?
- What items were found and in what quantities?

The information you contribute will be used to help understand the specific debris problems your community and others are facing, and to develop solutions for pollution problems associated with water-borne debris. Your CleanUP data will also be used to help tell a BIG story about the BIG impact of many small CleanUP efforts nationwide.

Your CleanUP crew might be only three people large, still, you are part of a much larger effort that we can all celebrate. There are plenty of big, impressive (sometimes scary or overwhelming) numbers about the collective impact of many small actions. Things like 2 million plastic bottles every five minutes or 1,000,000 trees cut down every year. Let's work together to tell a different kind of story, one about how much we can accomplish by working together by each doing a small part.

Consider Your Findings

You've just picked up a lot of trash. (Thank you!) Look back over the information you recorded using your CleanUP Debris Collection Data Card. What does this information tell you about your local trash? Put on your detective caps and see how the numbers give clues. Consider **what** you found and **how much** of it. **Where** might it have come from? **Who** might have been responsible for its ending up at your CleanUP site? **How** might you prevent this from happening in the future? This critical analysis can generate more questions, new investigation, and a continued cycle of learning and service. Your insights will also inform the next two stages of *Reflection* and *Demonstration*.

What if you found a ridiculous amount of straws on a beach? This might track back to the nearby kiosk that sells sodas. Eliminating straws can reduce expenses for the vendor and save sea turtles from ingesting toxic plastics.

On one September day every year, thousands of people worldwide participate in Ocean Conservancy's International Coastal Cleanup. This effort results in the removal and proper disposal of countless tons of debris from coastlines around the globe, while also providing critical information helpful in developing solutions for pollution problems associated with coastal and water-borne debris. How? Every volunteer group participating in the International Coastal Cleanup fills out a data card that documents their findings. Ocean Conservancy analyzes this data to determine what activities are likely to be causing the debris in specific locations, and to help citizens, community groups and schools, municipalities, business and industry, and government agencies come up with solutions. In this way, the data continues to help "clean-up" by preventing future pollution long after the event is over.

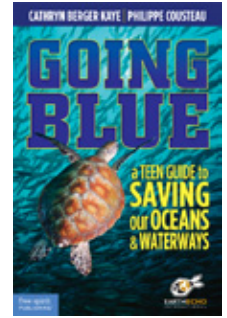
Too many cigarette butts by a local playground? Perhaps this is grounds for a city council initiative banning smoking in public parks.

Finding wrappers from one fast food establishment? Meet with the management about a few well-placed clever and attractive signs describing proper disposal of trash.

After you do the math, the numbers may point you in the next direction. The CleanUP is just the beginning. Now the ongoing advocacy on behalf of this water planet continues.

WHAT'S NEXT?

Congratulations! You have completed the Water Planet Challenge: CleanUP. However, this is only the beginning. You may want to find ways to stay actively involved with helping in your community and continue to apply your talents, skills, and knowledge to creating a healthier planet. What are other kids doing? Here's a few excerpts of Kids in Action from *Going Blue: A Teen Guide to Saving Our Oceans and Waterways* (Free Spirit Publishing, 2010).



Location: Minneapolis, Minnesota, United States **Hazardous Chemicals? Not in My Water!**

How can families and communities learn about how the products they purchase affect their health and environment? Students in grades 6-8 at The Blake School in Minneapolis decided to teach them. They made an inventory of products in their home, researched how hazardous the products were depending on their chemical content and their environmental effects if disposed of improperly, and then learned proper disposal methods. Students labeled these products in their homes and presented their research to families and other students in the community. Parents expressed amazement to learn they were using potentially toxic chemicals in their household, even in common cleaning products, and what their effects are on humans and other organisms in the surrounding environment. The results of the Blake students' efforts? A community of smarter shoppers who know how to make informed decisions when purchasing household items and also when disposing of them. In the long run, these actions will increase the health of local waterways and send a message to manufacturers that consumers want environmentally friendly products.

Location: Chagrin Falls, Ohio, United States **Go Green—Drink Tap**

In Chagrin Falls, Ohio, the youth board of Community Partnerships for Youth created an awareness campaign about the destructive nature of disposable water bottles culminating in a Go Green Water Tasting. Stationed in a shopping center, the kids invited passersby to taste two water samples, choose the one they liked best, and then guess which sample was bottled water and which came from the tap. The tasters overall preferred tap water and guessed incorrectly that it was bottled water. Students gave out Go Green—Drink Tap T-shirts, bumper stickers, and reusable water bottles. Sharing facts in the community and in school raised awareness that not only is tap water better for the environment, it also tastes better than bottled water.

Location: Alameda, California, United States **Save the Bay**

The San Francisco Bay is the largest estuary on the west coast of the Americas and serves many important natural functions. The bay also faces numerous challenges—from pollution to overdevelopment. Area students are involved in a wide range of projects investigating the bay and local creeks, while examining the human practices that can harm or help the bay. What's being done? In honor of Earth Day, science students at Wood Middle School in Alameda, California, took their concerns to the beach. They learned about the process of bioaccumulation, in which small sea creatures mistake microscopic bits of plastic for food and are poisoned when they ingest it. The students cleaned up a quarter-mile long segment of beach next to their school, removing and cataloguing all types of trash.

Location: Honolulu, Hawaii, United States

Preserving Ka'ena Point

Jutting out from the westernmost tip of O'ahu, Ka'ena Point is a sacred site. Early Hawai'ians revered the rugged and remote area as a place where departing spirits leapt into the ancestral realm. Today, Ka'ena Point is a 59-acre state-owned nature reserve and remains one of Hawai'i's last coastal ecosystems, harboring nesting seabirds, monk seals, and native plants. However, after decades of overuse by visitors and rutting by four-wheel-drive vehicles, the sand dunes of Ka'ena Point are rapidly eroding into the sea. Eighth-graders at Punahou School in Honolulu have become part of a community effort to preserve and restore this endangered coastline. Teams started off by planting seedlings of native plants along a scarred section of the dunes. They hope the plants will halt the erosion and restore the pristine natural habitat.

Have any ideas!

Your group may want to consider any of these examples, expand your CleanUp, or start a media campaign to raise community awareness for ongoing litter reduction. Most important of all: teach by example. What YOU do will spread the word. Make good choices. Use less. Reuse. Reduce. Watch what you purchase. Recycle. Spread the word.

CleanUP Resources

Here are the documents that have been mentioned while reading this guide. These next pages provide tools that will help you during the different stages as you investigate, prepare, carry out the day through action, reflect on what you did, and tell your story during demonstration. And remember, additional resources can be found at www.WaterPlanetChallenge.org.



Personal Inventory

Interests, skills, and talents—we all have them. What are they?

Interests are what you think about and what you would like to know more about—for example, outer space, popular music, or a historical event like a world war. Are you interested in animals, movies, mysteries, or visiting faraway places? Do you collect anything?

Skills and talents have to do with things you like to do or that you do easily or well. Do you have an activity you especially like? Do you have a favorite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

Work with a partner and take turns interviewing each other to identify your interests, skills, and talents and to find out how you have helped and been helped by others. Then, compile a class chart of your findings. This will come in handy on your service learning journey.

Interests: I like to learn and think about . . .

Skills and talents: I can . . .

Being helpful: Describe a time when you helped someone.

Receiving help: Describe a time when someone helped you.



Gathering Information About a Community Need

What does your community need? Use the questions in the following four categories as guides for finding out. As a class, you might agree to explore one topic, for example, how kids get along at school, hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at school or in the surrounding area.

Form small groups, with each group focusing on one category and gathering information in a different way.

Finding out about _____

Media

What media (newspapers—including school newspapers, TV stations, radio) in your community might have helpful information? List ways you can work with different media to learn about needs in your community.

Interviews

Think of a person who is knowledgeable about this topic in your area—perhaps someone at school or in a local organization or government office. Write four questions you would ask this person in an interview.

An interview with _____

Questions:

- 1.
- 2.
- 3.
- 4.



Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—students, family members, neighbors? How many surveys would you want completed? Write three survey questions.

Who to survey:

How many surveys:

Questions for the survey:

- 1.
- 2.
- 3.

Observation and Experience

How can you gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?

Next Step: Share your ideas. Make a plan for gathering information using the four categories. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results. Compile the information you learn into a list of community needs.

Sample Press Release

FOR IMMEDIATE RELEASE:

Kids CleanUP! → *catchy title*

May 1—Washington, DC—We see this everyday on the way to school—trash accumulated in the streets, entering the storm drains, and heading for the open waters.

→ *compelling information*

With permission and participation from City Council member _____, over 50 dedicated members of Youth In Action and the City Council → *member's name* who will clean the Meridian Hill Park in Washington, DC. They will be cleaning trash, and documenting what and how much debris is being cleaned. → *what*

Date: Tuesday, June 1 → *when*

Time: 9 a.m. – 3 p.m.

Location: Meridian Hill Park, 1550 W Street NW, Washington, DC

→ *where*

For details, contact: Zoe Starfish at 202-000-0000 or zoestarfish@bluemail.com

→ *contact information*

The cleanup is being conducted as part of EarthEcho International's Water Planet Challenge. "Whether we live near a coast or hundreds of miles inland, we are all connected to the ocean. It helps provide much of the food, water, and oxygen we need to survive," said Philippe Cousteau, co-founder and CEO of EarthEcho International. Marine debris is more than just an eyesore—it is one of the most pervasive issues currently facing our rivers, lakes, beaches, and the ocean from the quality of our drinking water to the health of our communities to the hazards imposed on our wildlife and even our economy. Most of the items found littering the ocean—cigarette butts, beverage containers, bags, car parts, and household appliances—come as a result of activities that take place on land. "Although marine debris is one of the most challenging of problems, it is also one of the most preventable." → *compelling quote*



Four Square Reflection Tool

<p>What happened?</p>	<p>How do I feel?</p>
<p>Ideas?</p>	<p>Questions?</p>

Who's Trashing the Ocean and Waterways? *Be a Data Detective!*

OCEAN CONSERVANCY'S
International
**Coastal
Cleanup**

Thank You for being part of Ocean Conservancy's International Coastal Cleanup today! Please take a moment to review the information below to make sure your cleanup experience is safe and productive! Ocean Conservancy will analyze the data you collect today to determine what activities are likely to be causing the debris in your area. For instance, a potato chip bag may indicate picnickers, while a 1-quart oil bottle probably came from a boat, and a strapping band likely from a cargo ship.

The information on your data cards will be used to help citizens, community groups and schools, municipalities, business and industry, and government agencies develop solutions for pollution problems associated with coastal and water-borne debris. Filling out your data card as accurately as possible will lead to better debris solutions for your community!

SHORELINE AND RECREATIONAL ACTIVITIES



Debris from fast food, beachgoers, picnics, sports and games, festivals, as well as litter washed from streets, parking lots, and storm drains.

SMOKING-RELATED ACTIVITIES



Littering of cigarette filters, cigar tips, and tobacco products packaging is common on land and sea.

MEDICAL/PERSONAL HYGIENE



The debris can be left by beachgoers as well as disposed of improperly into toilets and city streets. Because medical and hygiene debris often enters the waste stream through sewer systems, its presence on the beach can indicate the presence of other, unseen pollutants.

ITEMS COLLECTED Please pick up ALL debris that you find. Only record information for the items listed below. Keep a count of your items using tick marks and enter the item totals in the box.

Example: Beverage Cans IIII

SHORELINE AND RECREATIONAL ACTIVITIES
Debris from fast food, beachgoers, sports/games, festivals, litter from streets/storm drains, etc.

<input type="checkbox"/> Bags (Paper)	<input type="checkbox"/> Caps, Plates, Forks, Knives, Spoons
<input type="checkbox"/> Bags (Plastic)	<input type="checkbox"/> Food Wrappers/Containers
<input type="checkbox"/> Balloons	<input type="checkbox"/> Pull Tabs
<input type="checkbox"/> Beverage Bottles (Plastic) 2 liters or less	<input type="checkbox"/> 6-Pack Holders
<input type="checkbox"/> Glass Beverage Bottles	<input type="checkbox"/> Shotgun Shells/Wadding
<input type="checkbox"/> Beverage Cans	<input type="checkbox"/> Straws, Stirrers
<input type="checkbox"/> Caps, Lids	<input type="checkbox"/> Toys
<input type="checkbox"/> Clothing, Shoes	

OCEAN/WATERWAY ACTIVITIES
Debris from recreational/commercial fishing and boating operations

<input type="checkbox"/> Fuel Containers/Packaging	<input type="checkbox"/> Fishing Nets
<input type="checkbox"/> Bleach/Cleaner Bottles	<input type="checkbox"/> Light Bulbs/Tubes
<input type="checkbox"/> Buoy/Floats	<input type="checkbox"/> Oil/Lube Bottles
<input type="checkbox"/> Crab/Lobster/Fish Traps	<input type="checkbox"/> Pallets
<input type="checkbox"/> Grates	<input type="checkbox"/> Plastic Sheeting/Tarps
<input type="checkbox"/> Fishing Line	<input type="checkbox"/> Rope
<input type="checkbox"/> Fishing Lures/Light Sticks	<input type="checkbox"/> Strapping Bands

SMOKING-RELATED ACTIVITIES

<input type="checkbox"/> Cigarettes/Cigarette Filters	
<input type="checkbox"/> Cigarette Lighters	
<input type="checkbox"/> Cigar Tips	
<input type="checkbox"/> Tobacco Packaging/Wrappers	

DUMPING ACTIVITIES

<input type="checkbox"/> Appliances (refrigerators, washers, etc.)
<input type="checkbox"/> Batteries
<input type="checkbox"/> Building Materials
<input type="checkbox"/> Cars/Car Parts
<input type="checkbox"/> Oil-Gal. Drums

MEDICAL/PERSONAL HYGIENE

<input type="checkbox"/> Condoms
<input type="checkbox"/> Diapers
<input type="checkbox"/> Syringes
<input type="checkbox"/> Tampons/Tampon Applicators

DEBRIS OF LOCAL CONCERN

Identify and list other items found that concern you

Printed on recycled paper. 100% PCW.

FOR YOUR SAFETY CLEANUP TIPS

- Do not go near any large barrels or drums.
- Be careful with sharp objects and syringes.
- Wear gloves and closed-toe shoes.
- Stay out of the dunes and natural areas.
- Watch out for wildlife.
- Don't lift anything too heavy.
- Collect data as a team, with one person recording items on the data cards, while others collect and bag trash.
- Bag all the debris you find on the beach and shoreline (above and below the waterline), but record information only on the items specifically listed on the data card.
- Use ticks marks to keep count of your items and enter the total in the box to the left of each debris item.
- Use only numbers to record quantities. Do not write words such as "Lots" or "Many."
- Leave natural items like driftwood or seaweed on the beach. Avoid stepping on dune plants and grass.

HUMAN-MADE DEBRIS, TRASH AND LITTER

- Harms the environment and wildlife
- Threatens human health and safety
- Causes communities to lose money
- Looks bad!

Think about where all the debris comes from and how we can prevent it!

OCEAN/WATERWAY ACTIVITIES



Debris from recreational fishing and boating; commercial fishing; cargo, military, and cruise ships; and offshore industries such as oil drilling.

DUMPING ACTIVITIES



Debris from legal and illegal dumping of building materials or large household items.

DEBRIS ITEMS OF LOCAL CONCERN

Debris not listed on the Data Card but which may be prevalent at your location. List and count up to 3 additional items of debris that you are finding and that are of particular concern to you. This site-specific information can be used by your local cleanup organizers to help create solutions for your community's unique debris problems.



Telling Your Story: Message Guidelines

If you want people to listen to what you have to say and remember the important points, tell a story. Think of your CleanUP as a great story waiting to be told.

Here is a quick guide to telling memorable stories:

- **Opening:** Paint a picture with words: *Early on a misty Saturday morning, 125 students poured off buses eager to get to work.* Always remember to show the images you want them to remember.
- **Background:** Provide the basic overview and context of the story you want to tell; be sure to mention what you have done is part of the Water Planet Challenge.
- **Create Interest:** This is part of your story that holds your audience's attention. Compelling facts, human interest anecdotes, including comments, and surprising statistics capture the reader. They make your story compelling and make a lasting impression.
- **Resolution:** Every story has a strong ending. Let people know what they can do and how they can become involved. Create relevance by moving the reader toward taking action.

Communicating important messages:

- Keep your story simple.
- Be authentic.
- Make the information relevant.
- Vary the length of your sentences.

Read your story aloud. Make sure this is your voice, your story, your message.



CleanUP

DEBRIS COLLECTION DATA CARD

Thank you for joining the Water Planet Challenge: CleanUP! Your efforts today will have a lasting impact for everyone who shares this beautiful water planet. Use this data card to track the trash and debris you find during your CleanUP, then report your findings, including sharing photos, at:

www.earthecho.org/wpc/cleanup

By reporting on of all the junk you find during your cleanup, you are helping to demonstrate the powerful positive difference we can make together!

1. CLEANUP SITE INFORMATION

Category of Cleanup (choose one): Coastal Inland Waterway (River/Stream/Tributary/Lake/Pond)
 Land Locked Underwater

Cleanup State: _____ Zip Code: _____ GPS Coordinates: _____

2. CLEANUP SPECIFICS

Cleanup Date: ____/____/____ Number of people working on this card: _____

Distance Cleaned: _____ ft/yd/mi Number of trash bags filled: _____

Total estimated weight collected: _____ pounds

3. CONTACT INFO

School or Organization: _____

Contact Name: _____ Contact Email: _____



CleanUP DEBRIS COLLECTION DATA CARD

ITEMS COLLECTED Please pick up everything you find, but only keep track of info for the items listed below, plus three additional items that are of particular interest or concern to you. Use tick marks to keep track of individual items then write the totals in the boxes.

Example: PLASTIC BAGS |||||

Cigarettes/Cigarette Filters _____

Plastic Bags _____

Food Wrappers/Containers _____

Caps/Lids _____

Plastic Beverage Bottles _____

OTHER

WHAT IS THE MOST BIZARRE OBJECT YOU FOUND? _____

Top Three Items Collected

1. _____
Qty: _____

2. _____
Qty: _____

3. _____
Qty: _____

For More Information

On the Internet

The Algalita Marine Research Foundation is a California-based organization studying the impact of plastic marine pollution. Their easy-to-use classroom handouts address the affects of plastics in our environment. Their Sea Lab processes trash samplings picked up on their ocean excursions, and students attending their Environmental Charter High School research beach sand to determine the amount of plastic particles in it, called the "plastic load." www.algalita.org

NOAA Marine Debris Program is part of the National Oceanic and Atmospheric Administration (NOAA), a division of the U.S. government. The program has funded and supported over 140 projects working with partners addressing marine debris. www.marinedebris.noaa.gov

Ocean Conservancy, sponsors of the International Coastal Cleanup, was founded in 1972 to promote healthy and diverse ocean ecosystems and oppose practices that threaten oceanic and human life. They strive for sound, practical policies that protect our ocean and improve our lives through cooperation between governments, businesses, scientists, policymakers, conservation organizations, and citizen advocates. www.oceanconservancy.org

SaveMyOceans.com was created by Participant Media in conjunction with Disneynature and Pathé and the feature film *Oceans* to move people to action. This hub of information is designed to inform, inspire, and compel change. Here you can learn about the threats to our oceans, what you can do to protect them, and how to enlist friends and family. www.SaveMyOceans.com

Surfrider Foundation, founded by Malibu, California surfers, is a nonprofit organization dedicated to the protection and enjoyment of our oceans, waves, and beaches. Visit their website for more on clean water, healthy beaches, beach access, and special places. www.surfrider.org

The Bookshelf

50 Things You Can Do to Save the Ocean by David Helvarg (New World Library, 2006). This well-researched book explores simple, everyday actions that protect and restore the ocean, from recycling plastic to buying locally-grown produce. It also addresses issues of runoff pollution, wetland destruction, coral reef damage, and overfishing. Foreword by Philippe Cousteau. Nonfiction, 208pp., all grades.

Flush by Carl Hiaasen (Knopf, 2007). Noah's father was convinced that the floating casino was dumping sewage into the open water. So he sank the boat and landed in jail. Now, if Noah and his younger sister can prove this dumping is still going on, his dad will be vindicated and the casino ship will be out of business. Hazardous waste, a mystery man, and food coloring all add up to a raucous adventure. Fiction, 272pp., grades 5–8.

For Adult Coordinators

Welcome! Whether this is your first venture into service-learning or you are a seasoned veteran, many thanks for all you are doing for the students and the Water Planet Challenge: CleanUP. Participating in service-learning is an ideal way for students to increase both knowledge and skills transferable to many learning situations. This research-based teaching method affords the integration of many academic standards as well as opportunities for social and emotional development. Through teamwork and community collaborations, students can increase their understanding of reciprocal partnerships and the important role they have in improving society for everyone right now.

Many resources are available for adult coordinators, especially if you are embarking on a coastal cleanup. We highly recommend the Coordinators Handbook for the International Coastal Cleanup created by the Ocean Conservancy. Feel free to visit www.oceanconservancy.org for more information. For any kind of cleanup experience, Ocean Conservancy provides valuable information and suggestions.

Interested in more information and resources about service-learning? Several books that have been referenced throughout this publication can be helpful. All have been written by Cathryn Berger Kaye and are available through Free Spirit Publishing (www.freespirit.com) including:

- ***The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum & Social Action***, Second Edition (Free Spirit Publishing, March 2010)
- ***A Kids Guide to Climate Change and Global Warming: How to Take Action*** (Free Spirit Publishing, March 2009)
- ***Going Blue: A Teen Guide to Saving Our Oceans & Waterways*** written with Philippe Cousteau and EarthEcho International (Free Spirit Publishing, July 2010)

ABOUT THE PARTNERS

Participant Media is a Los Angeles-based entertainment company that focuses on socially relevant, commercially viable feature films, documentaries, and television, as well as publishing and digital media. Participant Media, founded in 2004, exists to tell compelling, entertaining stories that bring to the forefront real issues that shape our lives. For each of its projects, Participant creates extensive social action and advocacy programs that provide ideas and tools to transform the impact of the media experience into individual and community action. Participant's films include *The Kite Runner*, *Charlie Wilson's War*, *Darfur Now*, *An Inconvenient Truth*, *Good Night and Good Luck*, *Syriana*, *Standard Operating Procedure*, *The Visitor*, *The Soloist*, *Food, Inc.*, *The Informant!* and *The Crazies*. For additional information visit www.participantmedia.com.

Ocean Conservancy

Ocean Conservancy, founded in 1972, promotes healthy and diverse ocean ecosystems, and opposes practices that threaten oceanic and human life. Ocean Conservancy is setting the agenda in the halls of power by translating threats into sound, practical policies. They advocate real leadership with real cooperation between governments, businesses, scientists, policymakers, conservation organizations, and citizen advocates. Together they aim to create concrete solutions that lead to lasting change so the ocean can be experienced for generations to come.

EarthEcho International

EarthEcho International is a nonprofit 501c3 organization founded by siblings Philippe and Alexandra Cousteau in honor of their father Philippe Cousteau Sr., famous son of the legendary explorer Jacques Yves Cousteau. EarthEcho International's mission is to empower youth to take action that protects and restores our water planet. The Water Planet Challenge is their initiative to educate and engage youth as activists and proponents of our ecosystems and our world, and to provide collective evidence of the power of change.

ABOUT THE AUTHOR

Cathryn Berger Kaye, M.A., a former classroom teacher, is president of CBK Associates, International Education Consultants. She is the author of *The Complete Guide to Service Learning* and an interactive workbook series with Free Spirit Publishing, *Service Learning for Kids: How to Take Action*. Her book *Going Blue: A Teen Guide to Saving Our Oceans & Waterways* written with Philippe Cousteau and EarthEcho International is a further commitment of her dedication to caring for our planet. Known for highly engaging workshops and keynote addresses, Cathryn promotes educational experiences which inspire student engagement, social and emotional development, and academic success through service-learning. She works within K-12 settings, and with university faculty and youth service organizations in the United States and abroad.