



Service Learning Lesson Plan

Project Title: Great Costume Cleanup

Grade Level: 2

Duration: 1 week

Main Subject Area: Social Studies

Theme: Environment

prior to Halloween

Objective/Description

Students learn about conserving the earth's resources. They study the 3R's (Reduce, Reuse, Recycle) and become aware of different recyclable items and materials. Students also brainstorm how they can demonstrate good citizenship, deciding to organize and oversee a "Great Costume Clean-up" to make cleaning up litter in the community a fun and attractive activity for other students.

Common Core Content Standards

- **SS-EP-3.1.4** Identify consumer actions (reusing, reducing, recycling) that impact environment.
- **SS-EP-1.3.2** Identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies)
- **MA-EP-2.1.1** Apply standard units to measure weights.

Driving Question

How can I help beautify my community? How can I encourage others to do the same?

Investigation

Research, class instruction, interviewing civic leaders and/or professionals, surveying neighbors or peers

- Bring in a representative from a local environmental group to talk to students about recycling and to show students various things that are made from recycled materials.
- Have students survey their families about their knowledge of recycling and their recycling habits.
- As a class, discuss good citizenship and how it can be practiced by keeping the earth clean of litter.
- Introduce the idea of service learning.

Preparation

Collaborative problem solving, planning, and task assignment by & with the students

- See "Planning Tools" at http://servicelearning.childreninc.org/?page_id=527.
- As a class, brainstorm ideas for service learning involving cleaning the earth; guide students to the idea of hosting a community cleanup where people dress up in costume and participate in a contest to see who picked up the most litter.
- Have students create posters about the clean up and take a walking field trip to post them around the community; also have them write "cleanup" flyers that will be sent home with each student in the school.



- Brainstorm what refreshments (e.g. pizza and pop/water) to have at the celebration/contest after the cleanup and what to give families and individuals who collect the most litter; have students plan for and create/buy the needed supplies (if possible).
- If the “Demonstration” step will include a display board, take pictures throughout the process.

Action

Service activities or methods used to address a social issue or community need

Students host “The Great Costume Cleanup,” including a contest to see who can collect the most litter

Reflection

Frequent assessment of students’ growing knowledge and developing skills; refer to driving question

- See “Reflection/Evaluation” at http://servicelearning.childreninc.org/?page_id=483.
- After they listen to the environmental speaker, have students draw a picture about how they can help keep the earth clean.
- While they are creating the posters and letters home, ask students how they will determine who collects the most litter.
- During the celebration/contest to see who can collect the most litter, have students weigh the bags to determine who brought in the biggest amount; also have students ask people who participated to rate the impact this service learning activity has on their future plans to recycle.
- After the “cleanup,” have students talk about their experience and how much litter they found.

Demonstration of Knowledge

Assessment of students’ knowledge/skills and project outcomes

Have students chart the results of cleanup (e.g. graph the amount of litter collected in different areas or the results of the survey about future habits; or, they can make a display board about the progress of the project.)

Community Partners

Includes anyone who offers expertise to the project or who benefits from the project

Local environmental agencies; PTO; local waste management company

Outcome

Funds or goods generated, direct or indirect service provided, advocacy or education done

Advocacy for recycling in school and at home



Secondary Subject Areas (All that apply are in bold)

- English, Reading, Language Arts
- World Languages
- Arts
- **Mathematics**
- **Science**
- Economics
- Geography
- History
- Government and Civics
- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

21st Century Skills (All that apply are in bold)

- **Career Readiness**
- Creativity and Innovation
- **Communication and Collaboration**
- **Critical Thinking and Problem Solving**
- Physical Education
- Initiative and Self-direction
- Flexibility and Adaptability
- **Consumerism**
- Information Literacy
- Media Literacy
- Technology Literacy
- Productivity and Accountability
- **Leadership and Responsibility**
- Social and Cross-cultural Skills