The How-To Guide to Starting an...

EARTH SAVERS CLUB

GREENING FORWARD
establish - engage - empower

CREATED: August 2009
about the author

12-year-old Charles Orgbon III was troubled after noticing litter around his school’s campus. After three years of founding and leading school-based beautification projects, Charles wanted to show more students how they could create similar campaigns. Therefore, he created an organization called Greening Forward. Greening Forward has raised over $120,000 to support young people, ages 5–25, with grants, mentorship, and youth leadership summits so that they can lead their own environmental campaigns. Greening Forward’s 2,000 student leaders are recycling waste, planting trees, and protecting wildlife in over 15 communities around the globe. Charles’s work led him to help convene Atlanta’s Chapter of Environmental Professionals of Color to promote inclusivity within local mainstream environmental organizations. Charles believes that adding substantive youth voice to the environmental movement will help the movement move away from being seen as elitist and exclusive. Now 18-years-old, Charles’s groundbreaking work in helping young people drive environmental change earned him the Gloria Barron Prize and McDonald’s 365Black Award, and also media features in Essence and on BET.

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Dear Earth Savers Club Participants,

As an entirely youth-driven initiative, the Earth Savers Club was launched on International Youth Day, August 9, 2010 with the goal: to empower youth across the United States to become environmental civic leaders. Within our short history, the Earth Savers Club has become increasingly innovative to respond to the needs of our network of 2,000 changemakers throughout the United States and even the world.

Today the program offers:

- **GRANTS AND AWARDS**
  - Get started with the Earth Savers Club, determine a solid plan of action, and apply for an Earth Savers Club Grant for $100-1500.
  - Our Earth Saver Award acknowledges the young environmental heroes that represent the Earth Savers Club movement.

- **CIVIC ENGAGEMENT & ENVIRONMENTAL EDUCATION CURRICULUM**
  - Developed with our partners, our civic and environmental education engagement curriculum allows youth to not only address local environmental issues but also grow into civic leaders.

- **MENTORSHIPS**
  - Joining the Earth Savers Club is like joining a family. We are here to help in any way possible as your Earth Savers Club matures. Program participant, Dylan Estes, 15, describes the program as “Large, but small.” He admits the network is large enough to provide some amazing idea-sharing and engaging conversations, but just the right size so that everyone’s voice is heard.

- **ACTION GUIDES**
  - A database of over 55 downloadable resource guides for students, teachers, and parents help provide additional support.

- **SOCIAL ACTIVISM TRAININGS**
  - Conference calls, webinars, and face-to-face meetings prepare Earth Savers Club members to tackle today’s most pressing environmental issues.

- **NATIONAL NETWORK**
  - Connect with other young leaders and learn from the mistakes and successes of other youth.

Our authentic youth empowerment program uses the environment as an avenue to also address youth development issues. Through the Earth Savers Club, youth decide what issues to tackle and are ultimately responsible for the success of the club.

The program is open to all students and even existing environmental clubs. Another special trait about the Earth Savers Club is that if your school already has an environmental program, many of the resources we offer can still be implemented. In fact, the Earth Savers Club can supplement the work of any existing youth group such as a faith-based youth ministry, a community’s Boy Scouts troop, or your school’s student government. However, all partners using the Earth Savers Club must have at least one youth-led environmental-themed project each school year.

You can choose from your own unique project or adapt a project from Chapter 3 of the How-To Guide. Greening Forward’s volunteers are here to help each chapter along the way. We can be contacted at any time at esc@greeningforward.org. More information and support tools will be continuously added to our program website at http://greeningforward.org/the-earth-savers-club/.

Finally yet importantly, remember to not let anything deter you from your main goal and good luck!

Sincerely,

Charles Orgbon III
President/CEO, Greening Forward
CHAPTER ONE

FIRST STEPS
Overview

Chapter One will take you through the process of forming your Earth Savers Club and building your circle of support.

The purpose is for Chapter One and Chapter Two to be used together.

As you are working on the administrative parts that Chapter One focuses on, you can still look to Chapter Two for project planning and implementation.

Additional Resources

Remember that http://greeningforward.org/the-earth-savers-club/ offers some neat resource guides. Only a few of them are highlighted throughout this chapter. There are over 30 additional support tools online and if you search for a particular topic and cannot find anything, we will create one just for you.
Step 1
Basic Beginnings

- Firstly, this program requires at least one teacher or adult sponsor. This person must be willing to donate some of their time to your Earth Savers Club. They will supervise school meetings and advise the club in all projects.

Tips & Warnings on Teacher Sponsors
- Sometimes being a club sponsor can be time-demanding to already busy schedules. Make sure you work with your club sponsor so that you all understand what meeting times will be best for them.
- Find a teacher that has a passion for environmental issues. This person should be there to advice the club in all that the club does.
- To make finding a sponsor easier, take out a list of all faculty members and then narrow it down by elimination.
- Need more help? Call us at (855) ECO-TEEN or email at esc@greeningforward.org

Step 2
Get Administrative Approval

- Before you continue and have your first meeting, you should make sure that an appropriate school official will allow you to have this program in your school.
- Talk with your teacher sponsor about who should you talk to next. Then, schedule a meeting with this individual and share with him or her about the Earth Savers Club program.
- Your teacher sponsor and the How-To Guide will be able to help you with your presentation.
- The school-sign up form can be located at http://greeningforward.org/the-earth-savers-club/

ONLINE RESOURCES
How to Deliver Memorable Presentations Keyword: Presentations
How to Persuade Keyword: Persuade

http://greeningforward.org/the-earth-savers-club/
Step 3

Schedule your First Meeting

- After you get approval from a school administrator, everyone can begin to work on scheduling a time and date that works best for the club’s teacher sponsor and the club leaders to have the club’s first meeting. The more projects the club would like to work on, the more often the club will have to meet.
- Recruit people to come to the club meeting by creating a flyer or the club’s teacher sponsor may be able to send an e-mail to teachers asking that teachers to share the club meeting date with their students. Remember to be environmentally conscious in all that you do and try not making posters that you will only use once. For example, you could create videos, your school’s intercom, or laminate your posters.
- Before you do anything, you must remember to always consult your teacher sponsor regarding school policies.

Tips & Warnings on Recruiting

- The power of networking- Reach out to people personally! Despite the size of your club right now, if everyone talks to as few as 5 other people and gets them to join, you’ll increase the size of your club dramatically! Talk to people in person. Let them know what your club is about—your passion and energy can really show through and inspire them!
- Give people opportunities for different levels of involvement. Some people might want to be leaders, and some might be really busy and can’t be involved in all the planning. You can also set up different committees (for different projects or for publicity, etc.). That way, they can take on more or only get involved in the stuff they’re interested in.
- Set up a table at lunch or a highly trafficked place where you can hand out flyers and talk to people. Find someone who has artistic skills and make a banner for the table. People love free stuff, so consider offering stuff, like snacks, to attract people to your table.

Step 4

Have your First Meeting

- During your first meeting, consider explaining the program to the audience. Now, you can look to Chapter 2 of this guide and begin the project process.
- Each meeting should be recorded with minutes and roll. These will be helpful when submitting Progress Reports to Greening Forward via our online form at http://greeningforward.org/the-earth-savers-club/

Tips & Warnings on Recordkeeping

- At the beginning of the meeting, be prepared to take notes. Trust me, it will be annoying if you run out of paper and can’t find any in the midst of the meeting.
- Remember to write neatly—others will have to read it eventually.
- Pay attention to the presenter’s cues. More than likely, a speaker will make it obvious what are the important parts of the speech.
- It is a good practice to limit highlighting to 10% of any piece of literature, when trying to capture the importance information.
- Consider getting video footage and even taking pictures. These will be helpful when applying for grants or showing others what exactly your club does.
- Most importantly, actually use your notes and make them available for others!
Step 5

Have a Second Meeting

- If people who are passionate about the club come to the second club meeting, the success rate for the club is looking positive.
- At this meeting your club should continue where the club left off on the project process.

How can we expect our children to know and experience the joy of giving unless we teach them that the greater pleasure in life lies in the art of giving rather than receiving?

- James Cash Penny

Step 6

Have a Third Meeting

- If those same passionate people come a third time, the success rate for the club is once again looking positive. However, even just, “A small group of thoughtful people can change the world. Indeed, it is the only that ever has.” This quote by Margaret Mead is very true.
- The club might be ready to discuss and adopt a club profile and constitution. A draft profile and constitution can be found online at http://greeningforward.org/the-earth-savers-club/.
- There may be a school official that your club has to file this paperwork with after the club has voted on both documents. Once completed, feel free to share your final product with Greening Forward.
- If the club has not yet decided on a president, treasurer, and secretary, this may be a good time to do so.
- At this time, encourage members to visit http://greeningforward.org/the-earth-savers-club/ and join our social networking platform. Also, “like” Greening Forward on Facebook and follow us on Twitter @GreeningForward.

ONLINE RESOURCES
How to Start a Community Action Group Keyword: Community Action
How to Run a Meeting Keyword: Meeting
Teambuilding Keyword: Teambuilding
Team Roles Keyword: Team
Sample Club Profile and Constitution Keywords: Profile, Constitution

http://greeningforward.org/the-earth-savers-club/
Step 7
Get to work!

- Continue having meetings, while following the project process from Chapter 2 of the How-To Guide.

Tips & Warnings on Meetings

- Introduce members and guests.
- Start and end on predetermined times, unless the club agrees to negotiate another time.
- People work best when in comfortable environments. Try to accommodate needs by ensuring there is good seating, air conditioning, lighting, and air circulation.
- Food, music, and outdoor meetings will make sure your club members are not going to sleep.
- Perhaps you have talent in the club. If so, they should have an opportunity to show the club.
- Invite community experts to club meetings to see how things operate and to learn some of the knowledge they hold.
- Have fun team-building activities!
- Before closing, leave time for open discussion and ideas for the next meeting.
- Need more help? Call us at (855) ECO-TEEN or email at esc@greeningforward.org

Tips & Warnings on Member Retention

- Follow up regularly with people after meetings and projects to see how they’re feeling.
- Some people might not come anymore because they feel like they don’t have a say in the club or want to do different projects. Make sure that people’s opinions are heard and respected.
- Wouldn’t it be horrible if you were a part of a club and didn’t know anyone? Schedule social time outside of meetings and projects to help strengthen connections in your club. People who don’t have as many friends in the club might feel shy, so help build friendships by going out for ice cream after an event, for example. Giving yourselves outside time to goof around can also help make the meetings more efficient.
- Keep the trust within the club by disclosing any hidden agendas, remaining honest, and important information.
- Offer incentives like free food at the meetings or recognize a volunteer of the month.
- Value each club member’s time. For example, if there are a lot of people in your club and only some of them are involved in most of the planning, you can have separate meetings for the planners. That way, other people don’t have to spend time talking about details they don’t know anything about.
- Need more help? Call us at (855) ECO-TEEN or email at esc@greeningforward.org.

Step 8
Remember Us

- Reminders
  - Send monthly progress reports. We want to keep in touch with you.
  - We encourage you to submit a grant application from The Earth Savers Club website.
  - The http://greeningforward.org/the-earth-savers-club/ is a great resource with plenty of resources.
  - We are easily accessible.
    Email: esc@greeningforward.org
    Phone: (855) ECO-TEEN.
- As you begin your Earth Savers Club journey, capture the memories by taking plenty of notes, pictures, and videos.
- Be on the lookout for who might represent your Earth Savers Club on the Youth Council or be honored with the Earth Saver Award.
CHAPTER TWO

PROJECT PROCESS

The goal of their work in Kenya is to regenerate an entire ecosystem by turning an old cement factory site and an industrial logging site back into a mangrove forest. If they master this process, their work could be replicated around the world. It's a tall order: where trees have been removed, seedlings struggle to grow because there is no shade, the land itself is sandy, and the water is salty and toxic. Despite some early setbacks—70 percent of one species planted died in the first year—the researchers, with help from Earthwatch in international mangrove research volunteers, began to achieve impressive results in 2007, the third year of the research.
Step 1

Community/Environmental Inventory
“Checking It Out”

Students begin a project by conducting an inventory of the conditions in their community. But first they must define the boundaries of their “community,” which can range from a school’s grounds to an entire region. Then students begin to take stock of the community’s environmental conditions. The environment is defined as the world around them and can include traditional environmental issues, social issues or school-based issues. They identify environmental assets and problems through activities such as walking around and making observations, looking at maps, reading news articles, talking with resource people, surveying community members, visiting the cafeteria, and researching websites. Students can also visit http://canada.zerochallenge.org/ to sign up to track their school’s carbon footprint. If needed, students can get ideas from Chapter 3 of the How-To Guide.

Step 1 Involves:
• Defining the community in which students will work
• Listing community assets and environmental problems
• Investigating and evaluating numerous sources

It is good when students:
• Hear diverse views
• Develop and use criteria to judge sources’ reliability
• Identify a large number of assets and problems

Curriculum Connections

Math
• Introduce and remind students of the term “subset” and indentify the subsets in a Venn diagram.
• Calculate the quantitative information regarding each issue (e.g. how much trash does your school produce a day? Each year? Per student?)

Science
• Why might scientists want to collect data from more than one source? What types of scientists study the issues found in your community?

Social Studies
• Analyze maps to see where things are in your community. Where is the local energy plant?

Language Arts
• Ask students to select something that they did not expect to find and write a summary explaining their ideas.
• Have studies indentify words that might clue that the author is biased.

Students are ready to move to Step 2 when:
• They have defined their community
• They have created a list of assets and problems that their community has
Step 2

Issue Selection
“Deciding What To Do”

From the list of potential projects in Step 1, students choose an issue using democratic procedures along with criteria they help develop. Teachers supply some of the criteria, such as relevance to the curriculum. Other criteria should include the size and scope of the problem, the intensity of the feeling about the problem among community members, and the extent to which students care and can do anything about the problem. Given that groups may not easily agree on a problem, the materials include democratic activities such as voting and working through disagreements in detail in small groups.

Step 2 Involves:
• Using democratic principles to make group decisions
• Developing and using criteria to select an issue to address
• Clarifying the definition of problems

It is good when students:
• Choose an issue without racing ahead to solutions
• Give fair consideration to each other’s diverse views
• Develop and use criteria to judge sources’ reliability
• Choose a problem that is realistic for them to address

Curriculum Connections
Math
• Discuss the number of people affected by a problem.

Science
• Discuss how this project process is similar to the scientific method.

Social Studies
• Research recent bills that have passed in the House and Senate. What are the cause and effects of these decisions?
• Discuss how environmental issues in your community might be connected to a bigger global problem.
• Discuss how other countries vote on issues.

Language Arts
• Ask students to share cause and affect examples from current literature.

Art
• Have students draw what their community problems look like.

Students are ready to move to Step 3 when:
• They have selected a community environmental problem to address

Guard your light and protect it. Move it forward into the world and be fully confident that if we connect light to light to light, and join the lights together of the one billion young people in our world today, we will be enough to set our whole planet aglow.

-- Hafsat Abiola

Step 3

Policy and Practice Research

Once they have identified a problem, some groups may be in a rush to brainstorm solutions. The third step of the project process framework calls on students to slow down and look at their problem more thoroughly. Completing a timeline about their problem will help students identify its underlying cause: is it an existing public or private policy, poor enforcement of a well-intentioned policy, economic changes or the habits and everyday behaviors of people in the community? Who makes the relevant policies and at which levels of government, who lobbies for which policies, who enforces the policies, and how effective is this enforcement? How do economic conditions affect policies, practices and problems?

By looking at diverse perspectives on these questions, students often sharpen the definition of their problem. For example, a group’s problem might evolve from “the park is full of garbage” to “there are not enough trash cans in the park, and the few in place are always overflowing.”

To reframe problems in this way, students research “policies” and “players.” Focusing on problematic policies and practices helps students avoid developing “quick fix” projects with limited lasting impact on the community. Rather, balanced policy research helps students develop projects that can effect lasting improvements.

Step 3 Involves:
• Examining the historical roots of policy questions and put their issue into a historical context
• Creating a community history timeline
• Analyzing policies related to the problem
• Identifying centers of power related to the policies
• Determining the underlying causes of the problem and explaining how to improve a policy or practice

It is good when students:
• Recognize the “gray areas” involved in evaluating policy
• Make key decisions shaping the timeline, instead of adults
• Give fair consideration to a wide array of diverse views
• Develop and use criteria to judge policies
• Describe what improved policies & practices what look like

Curriculum Connections
Math
• Research how issues have an economic impact on society? What about if nothing is done about the issue?

Science
• Have students discuss examples when scientists might use policy in their work- government regulations on research, money available for a particular study, ect.

Social Studies
• Ask students to “take a stand.” Give them a policy to examine, and ask students (individually or in small groups) to defend their position on a policy.
• Have students review the functions of local government and/or state government.

Language
• Have students define legal or difficult language.

Students are ready to move to Step 4 when:
• They have written a simple sentence describing the improved policy or practice.
Step 4

**Strategy Selection**

“How To Do It”

Now that students have a clear sense of the policy or practice change they want to see, they need to develop a strategy to make it happen. This step involves looking at past efforts to address the problem, researching how other communities have tried to solve similar problems, identifying and talking to supporters and (possible) opponents, generating an extensive list of strategies, and using democratic procedures to choose a strategy.

The menu of strategies may include writing letters to the editor, conducting community forums or other public education efforts, circulating petitions, and surveying community members. Once again, students develop and use criteria to make a choice among these and other strategies. Although the choice of a strategy belongs to the students, teachers often ask rigorous questions about scale, feasibility, and resources. This step is complete only when students have selected a strategy to bring about the change they want to see in policy or practice.

**Step 4 Involves:**
- Using democratic principles to make group decisions
- Developing and using criteria to select a strategy to make change
- Predicting how a strategy would affect various community members
- Examining how others have promoted change in the past and in other places

**It is good when students:**
- Choose a feasible strategy
- Can explain how their strategy will effect long-term improvements
- Feel a sense of accomplishment regardless of whether or not a policy is changed
- Have built a strategy with broad community input
- Have understood the potential financial needs of the project

**Curriculum Connections**

**Math**
- Student can create a budget (if necessary) and determine prospective costs of line items.

**Social Studies**
- Have students review the functions of local government and/or state government.

**Science**
- Have students generate predictions (hypotheses) about what they think they’ll find.

**Language Arts**
- Consider having students write a letter from the other person’s point of view as to why their strategy might not be best. How can this activity improve your strategy?

**Students are ready to move to Step 5 when:**
- They have selected a strategy to achieve their goal that shows that they have seen an issue in a historical, practical, and futuristic standpoint.

Step 5

**Taking Action**

Process materials help students create a detailed action plan to carry out their strategy. At a minimum, this usually requires them to identify audiences, customize messages, build alliances, and engage other citizens. Students create a project calendar, identify every task that needs to be done, assign students to complete tasks by certain dates, and set standards that define quality for any products they will create (e.g., what does an effective town meeting look like?). Also, students will need to identify what resources will they need (e.g. financials, supplies). Teachers have perhaps their most important yet least predictable role during the action phase. Student frustration can reach its zenith here if the youth are trying unsuccessfully to contact officials and others. It is crucial to use various reflection activities to handle such frustration (refer to two guides to reflection at www.uvm.edu/~dewey/reflection_manual. The time needed for Step Five may vary depending upon the scope, intensity, and complexity of the students' strategy. A mix of in-class and out-of-class will be needed for students to carry out their plans. Groups and teachers who need to contact community members or public figures may rely on Greening Forward for any assistance.

**Step 5 Involves:**
- Using planning templates to define and assign tasks
- Building coalitions and partnerships in the community
- Developing a persuasive message
- Educating the public and policy makers

**It is good when students:**
- Define and develop high quality communications tools
- Make fair use of the talents of everyone
- Propose reasonable course corrections as needed
- Adapt maturely to setbacks
- Get support or attention from businesses, media, or community leaders

**Curriculum Connections**

**Social Studies**
- Have students review the functions of local government and/or state government.

**Science**
- Have students generate predictions (hypotheses) about what they think they’ll find.

**Language Arts**
- Help students identify figurative speech in relevant writing samples.

**Students are ready to move to Step 6 when:**
- They have planned and conducted their civic action project.

**Students Experience Success When:**
- Students develop skills to create an action plan.
- All students in the class are involved and engaged in the process.
- Students make corrections to the plan as needed and are prepared to adapt and adjust along the way.
- Students collaborate with community partners.
- Students react maturely to setbacks.
Step 6

Looking Back & Ahead
“Celebration and Recognition”

Reflection occurs throughout this project process. Students are continuously challenged to think and talk about what they are learning and feeling, how their actions related to course goals, and whether they are on the right track. This post-project reflection involves a broader look at the original problem students identified and how their project affected both the community and them as individuals. They also reflect on their successes and challenges and determine how citizen involvement can continue to affect their problem. Finally, students complete a second timeline at this point, which prompts them to speculate about the impact of their project into the future.

Step 6 Involves:
• Reflecting on the content students learned and the process they used
• Predicting where the local environment is heading next
• Assessing the impact of the project
• Examining the role of citizens in addressing environmental issues
• Recognizing all that contributed to the campaign (i.e. volunteers, partners, funders)

It is good when students:
• Can describe how they learned from setbacks
• Identify how citizens can affect problems beyond their own
• Express an unwillingness to accept “things as they are”
• Can describe what they would do next if they had more time

Curriculum Connections

Social Studies
• Have students put together a resume.

Science
• Talk about the idea of an “abstract” in writing up scientific reports.

Language Arts
• Write a letter to the next club members about things they should be aware of for future endeavors.
• Attempt to incorporate quotes about the project into a thank you letter using correct punctuation.
• Have students deliver a presentation on what they have learned because of this experience. Allow students to evaluate each student.

Math
• Discuss representative samples and how this information can be applied to evaluating your program’s success.
• Practice converting measurements of your program’s results (i.e. ton to grams)

Students have completed the project process when:
• They have completed their project stories and have turned in their post-program evaluation survey in Chapter 5 of the How-To Guide.

I shall pass through this world but once. Any good therefore that I can do or any kindness that I can show to any human being, let me do it now. Let me not defer or neglect it, for I shall not pass this way again.

- Mahatma Gandhi

Without community service, we would not have a strong quality of life. It’s important to the person who serves as well as the recipient. It’s the way in which we ourselves grow and develop.

- Dr. Dorothy I. Height, president and CEO of the NCNW
Chapter Three

Project Ideas
What makes a good youth-led project?

Here are some guidelines to assess how well a youth-driven project was completed:

1. The impetus and driving force for the project must be the student or students, not the club sponsor.
2. A need for the project and appropriateness.
3. Positive ways in which other groups or individuals were involved to provide funds, resources, or publicity.
4. Use innovative approaches to achieve positive results.
5. A huge positive impact on the local community and society, and long-term benefits derived from the project.

We have included some award winning projects. All of these projects have met the five areas of criteria for a good project. These are all things that you should remember before and while tackling a project. Also remember to take many pictures and keep a well-recorded history of all that you do. You will find that it is better to have too much information, than not enough.

Looking for downloadable lesson plans?

Visit [http://greeningforward.org/the-earth-savers-club/](http://greeningforward.org/the-earth-savers-club/). Then, log in as a member and visit the "Additional Resources" webpage under "Members."

These resources are great for use in the classroom to help make connections between environmental service and the classroom.
Recycling & Waste Reduction

- **Recycle through Greening Forward’s Mail-In Initiative**
  In a cooperation with TerraCycle and Greening Forward, collect drink pouches, Stonyfield Yogurt® cups, candy wrappers, cookie wrappers, chip bags, energy bar wrappers, toasted chips bags, Bear Naked® cereal packages, Kashi® packaging, cell phones, Scott® brand tissue packaging, Huggies® brand packaging, Aveeno packaging, Scotch Tape® packaging, cork, small empty milk bottles, Malt-O-Meal® cereal bags, gum packages, writing instruments, Elmer’s Glue® bottles and sticks, Neosporin® Tube, Starbucks Coffee® packaging, Lunchables® packaging, Cologate® packaging, Sprout® packaging, butter tubs and spreads plastic packaging, and plastic storage bags. Once you have reached your goal, contact us and Greening Forward will mail you a prepaid postage. You then use this postage to mail off your recyclables to TerraCycle.
  Lesson Plan: The Three Rs (Grades 3-5), Recycling Investigation (Grades 9-12), Plant It, Dig It (Grades K-4), Healthy Waste-Free Lunches Resource Guide

- **Recycle Ink Cartridges and Cellphones through your local CartridgeWorld®.**
  CartridgeWorld® has over 650 stores across the U.S. Visit their website to find a CartridgeWorld® near you. Most will supply your school with flyers, collection bins, and pay your club for recycling ink and laser cartridges and cell phones with their company.
  Before your club receives any money, make sure that your school treasurer has created an account for your club.
  Lesson Plan: The Three Rs (Grades 3-5), Recycling Investigation (Grades 9-12), Plant It, Dig It (Grades K-4)

- **Work with your local recycling bank to hold a recycling drive after school.**
  Lesson Plan: The Three Rs (Grades 3-5), Recycling Investigation (Grades 9-12), Plant It, Dig It (Grades K-4)

- **Improve existing recycling campaigns by making your recycling campaign into a contest.**
  Lesson Plan: Recycling Investigation (Grades 9-12), Plant It, Dig It (Grades K-4)

- **Reusing Old Books  ***Award Winning Project*****
  While visiting his grandfather in a nursing home, Raphael Spior noticed that good reading materials for the residents were in short supply. Returning home to his neighborhood, Raphael noticed bundles of books and magazines at the curb on recycling day. He realized that people were throwing away what appeared to him to be perfectly good books. He started collecting and donating books to schools, nursing homes, homeless shelters, and wounded soldiers to reduce the volume of books and magazines in garbage dumps and landfills in New York City. Raphael’s effort led to the beginning of Bedsidebooks.

  Over time, Raphael expanded his local project by creating a Web site to encourage other students to conduct similar programs in their own communities. To date, more than 200 students in 16 states have collected and distributed 44,000 books. Reusing these books has spared 350 trees (a small forest) from being cut down, saved more than 60,000 gallons of water that would be used to produce paper, and prevented more than 5,000 pounds of air pollution.

  Moreover, he develops and sends informational flyers to youth groups, schools, and libraries to emphasize the impact individuals have on the environment. Raphael makes book donors aware of their important environmental contributions. Devoted to raising awareness about how to reduce the tons of trash created by the average person each year, Raphael encourages colleges to provide electronic copies of their catalogs, and he recommends that phone directories be made available online.

  Bedsidebooks has enriched the lives of thousands of people who have received donated books, many of whom do not have access to libraries or may not be able to purchase new books. And, because paper and paperboard make up a large portion of the total amount of solid waste produced, Raphael has improved the environment by reducing the number of books discarded and built awareness of the ease and environmental benefits of reusing books.

- **Work with your local garbage pick-up service to see if they will invest in curbside recycling.**
  Lesson Plan: Recycling Investigation (Grades 9-12), Plant It, Dig It (Grades K-4)

- **Create recycled arts and crafts.**
  Lesson Plan: The Three Rs (Grades 3-5), Grocery Bag Message (Grades K-4), Plant It, Dig It (Grades K-4)

- **Feed Some Pigs: A Step Closer to a Zero-Waste Lunch**
  There’s a terrific program in Minnesota where all those scraps from school lunches get shipped to a pig farm where they wind up as food for the local pigs rather than piling up at the landfill. If it’s logistically possible to team up with a pig farmer in your area, you should try this as well.
  Lesson Plans: The Three Rs (Grades 3-5), Defining a Zero Waste Lunch (Grades K-6), Plant It, Dig It (Grades K-4), Healthy Waste-Free Lunches Resource Guide

- **Trashy Contest – Which Class Can Reduce their Waste the Most?**
  A cool activity is to have students carry their trash around for one day in a bag attached to their belts. They get a more intimate understanding of just how much trash they produce each day.
  Lesson Plan: The Three Rs (Grades 3-5), Plant It, Dig It (Grades K-4)
Energy & Water Conservation

**See if your district administrators would be willing to return a percentage of the dollars saved from your school’s no-cost energy efficiency changes.**

- A student patrol group can check that lights and monitors are off in vacant rooms.
  
  If your school has hall monitors, this could be an added responsibility to hall monitors.
  
  Lesson Plan: Energy Audit (Grades 6-8)

- Create “Flip the switch when leaving!” stickers/signs as a reminder to turn off lights.
  
  These signs or stickers will help remind your classmates to turn off the lights and could potentially save your school lots of money in energy costs. Some other ideas include: “How would you feel if someone turned you on and walked away?” Also, if you printed a picture of a celebrity you didn’t like, you could cut out their nose and write, “Flip ’em off.” If you are looking for a more age-appropriate option, some may find humor in the same idea if the picture had the message, “Cut it off.” There is a lot of fun that can be had here.
  
  Lesson Plan: Energy Audit (Grades 6-8)

- Request that Energy Star equipment be purchased
  
  Compu...

- Convince your school to invest in a programmable thermostat
  
  Request that air vents are kept clear, the thermostats are turned to 78 degrees for cooling and 68 for heating, to close classroom doors to trap heat in, and work with custodians to fix drafty rooms; check that furnace filters are cleaned often. These simple fixes can save your school a lot of money.
  
  Lesson Plan: Energy Audit (Grades 6-8)

- Create “insulation snakes” for the bottom of windows and doors
  
  Lesson Plan: Energy Audit (Grades 6-8)

- Request zero flush urinals.
  
  Installing zero flush urinals in the boy’s bathrooms can mean savings for the school.
  
  Lesson Plan: Energy Audit (Grades 6-8)

- Celebrate World Water Day on March 22
  
  The decision to celebrate this day has been taken recently as drinking water sources are fast depleting. The world must wake up to the problem and begin conserving it.
  
  Lesson Plan: Hazardous Chemicals? Not in my Water! (Grades 6-8)

- Get the entire school involved.
  
  Schools with effective conservation programs have reported reductions of as much as 25% in utility bills.
  
  Lesson Plan: Every Drop Counts (Grades K-3)

- Switch to CFL ***Award Winning Project***
  
  Ryan Morgan’s “Project Greenlight” came together as a result of two experiences during his sophomore year of high school. First, he observed the work of grassroots activists at a Farm Aid concert and, second, he viewed former Vice President Al Gore’s film, An Inconvenient Truth. As a result, Ryan was inspired to do his part to help end global warming. “I realized that one common person, even a teenager, really can have an impact on the environment,” he said.

  After he conducted research, Ryan’s plan was set. He decided to take a proactive approach by persuading people to switch to more energy-efficient compact fluorescent lamp (CFL) bulbs. Ryan wrote more than 100 letters to celebrities and businesses requesting donations for a raffle to raise money to buy the bulbs he would then give away. Bruce Springsteen, Robert F. Kennedy, Jr., John Mellencamp, Philips Lighting, and Harper Collins were among his contributors. Ryan sold raffle tickets at the mall, supermarket, and church and ultimately raised $1,300, with another $500 in corporate gift cards and a grant. He obtained more than 800 CFL bulbs from manufacturers and stores and, in the end, acquired 2,000 bulbs for distribution.

  Ryan also created a display on how to dispose of CFL bulbs at his community center, visited an elementary school classroom to teach energy-saving tips to the students, and gave presentations to community groups, including the Lions Club and his church congregation. Ryan distributed 1,000 CFLs for free at community events and another 500 in a door-to-door event with the help of the high school environmental club he founded. By giving away the bulbs for free, Ryan has persuaded many who would not otherwise try the energy-saving CFLs to make the switch.

  Lesson Plan: Energy Audit (Grades 6-8)
• **Celebrate Earth Hour.**
  Earth Hour is a global event organized by WWF (World Wide Fund for Nature, also known as World Wildlife Fund) and is held on the last Saturday of March annually, asking households and businesses to turn off their non-essential lights and other electrical appliances for one hour to raise awareness towards the need to take action on climate change. Ask your school principal if this is fine to do during school hours one day close to the official Earth Hour.

• **“Energy Stars” *** Award Winning Project***
  The Wiser Misers Energy Team consists of 11 3rd grade students from Huntingdon Primary School, a small Title I school of 400 students in rural West Tennessee. The team worked together to lead the student body and community in environmental education activities and projects. The team's mission includes promoting environmental awareness and supporting environmental goals of making the nation's air, water, and land cleaner. Their effort intends to increase environmental stewardship and personal responsibility through education and volunteer opportunities.

  The Wiser Misers Energy Team posted an energy saving tip promoting “Change a Light, Change the World Day” on 16,000 Carroll County, Tennessee, electric bills. In return, the team received pledges from 245 community members to change one light from an incandescent bulb to a compact fluorescent lamp (CFL). In addition, the team reached more than 12,000 people with an energy saving display at the Carroll County fair.

  The team’s first annual “Walk to School Day” attracted 500 participants and generated interest by the Town of Huntington to apply for a $250,000 Safe Routes to School grant. The grant was received and will fund 11,000 linear feet of sidewalks, crossings, and ramps for the disabled. Students and parents will be able to save energy and stay healthy by using a safe route to walk or bike to school.

  Students earned money by picking up cans after baseball games and recruited people to save paper, cans, and printer cartridges for recycling. With a portion of the funds received from the recycling efforts, the team bought an energy-efficient water heater and CFL lighting for their school.

  The team partnered with a variety of businesses, organizations, and local officials to help achieve their goals. The Carroll County Chamber of Commerce presented the team with the Jessica Andrews Youth Achievement Award for 2007.

  **Lesson Plan: Energy Audit (Grades 6-8)**

• **“Dark Days” ***Award Winning Project***
  7th grade students at Holland Middle School did excellent research on geothermal heating, energy conservation of small appliances and energy conservation of the HVAC system at their school. The students’ primary goal was to cut down Holland’s energy consumption; they found a number of creative ways to do that. They made recommendations to school administrators for retrofits and policy changes, including changing the lease on school computers for more efficient ones. The students and teachers planned an Energy Awareness Week and hosted a “dark school” day where they used lighting and air conditioning resources at a minimum. Holland Middle School saw a 27% reduction in kilowatt hours that day which translated to a $206 savings. Students estimate that the district could save up to $600,000 annually if more schools participated in “dark days” more often. That is one big chunk of change!

• **Ban Teachers’ Personal Electronics**
  Gwinnett County, Georgia is cutting back big time on teacher’s personal appliances in the classroom to save money. The county estimates it can save $698,000 a year by eliminating the personal fridges and removing personal desk/floor lamps. Though this was not student-led, it could be an idea implemented in other school districts.

  **Lesson Plan: Energy Audit (Grades 6-8)**

• **Write a letter to a nearby polluting industry**
  Be respectful, polite, and considerate of their time to read your letter. Present your information in a way that highlights the company’s benefits (i.e. save money over the long-term, higher standard of living for the community). You may have to allow a school administrator to read the letter before sending to the appropriate administrator.
Wildlife

- **Place hummingbird and bird feeders around your school.**
  Get donated hummingbird and bird feeders to place around your school. You can even try making your own hummingbird food. The recipe is quite simple: 1 part sugar/4 parts water. Boil the water first, then measure and add sugar. Let cool and store excess in refrigerator until ready to use. Do not add anything else. Before refilling your feeder, according to the National Audubon Society, clean it by rinsing with one part white vinegar to four parts water. If the feeder is dirty, try adding a few grains of dry rice to the vinegar solution to help scrub it clean. Follow the vinegar wash by rinsing three times with warm water.

- **Place bird baths around your school.**
  Contact businesses with a formal request of donation letter written by the club and approved by a school administrator to receive a donated bird bath or money to purchase a donated bird bath. Your teacher sponsor should take an active role in this process.

- **Celebrate October 1st - 7th as World Wildlife Week.**
  Celebrate this week by building awareness on the importance of preservation of our wildlife.
  **Lesson Plan: Wetland Watchers (Grades 7-8)**

- **Start a Nature Center ***Award Winning Project***
  The Illick’s Mill Partnership for Environmental Education is an innovative consortium that has transformed Illick’s Mill in Bethlehem, Pennsylvania into a thriving community environmental center. Illick’s Mill was a grist mill built in 1856 that was later abandoned. Junior and high school students and one dedicated teacher from Liberty High School launched the Illick’s Mill Project (IMP) to finish the restoration of Illick’s Mill into an environmental education center. With funding raised by IMP, the mill reopened in 2009 as a Stream Science and Environmental Education Center due to the hard work and dedication of many students. The mission of the center is to serve as a home for environmental action to preserve and protect the Monocacy Creek watershed and its abundant wildlife, and to provide a model of environmental sustainability and technology.

  IMP students participate in a non-traditional classroom course at the local high school that emphasizes inquiry-based learning, with learning objectives based on community needs. During the yearlong course, the students organize events and membership drives, write grants, create presentations, engage in environmental work, and learn how to run a nonprofit organization and an environmental education center. This year’s students have been recognized as the “new pioneers” of the center. In recent months, they have designed, built, and planted four native gardens, wrote a mission statement for the center, and are currently developing curriculum for courses taught at the center. Under their inspiring leadership and enthusiasm, the Illick’s Mill Partnership for Environmental Education has evolved from a restoration effort to a site now focused on full-time environmental education and action.

  Under the supervision of IMP students, along with members of the supporting consortium, the education center is now open to the public and hosts habitat preservation, bird watching, fly fishing, water quality monitoring, green technology efforts, and stream bank restoration. Through the committed efforts of students and others, Illick’s Mill serves environmental groups across the Lehigh Valley, and in turn, has become an exciting center for environmental learning throughout the community.
  **Lesson Plan: Wetland Watchers (Grades 7-8)**

- **“The Wetlands Education Team” ***Award Winning Project***
  The Wetlands Education Team (WET) was founded by the students of West Geauga Middle School. When a few students in rural Chesterland, Ohio, discovered that 90 percent of the state’s wetlands had been destroyed in the last 200 years, they decided to take action. Ohio’s wetlands reduce flooding, control erosion, and purify runoff water, and they are also sources of food, shelter, and habitat for wildlife. Students Shawn Cooper, Zak Kucera, Clay McMullen, Isabella Todaro, and Kelli Wright also learned that half of the bird species in North America use wetlands during some part of their life cycle. To focus their efforts, they decided to work on preserving the remaining wetlands and one bird that relies on wetlands for its survival: the osprey. Decades ago, as Ohio farmers were filling in wetlands, the use of Dichloro-Diphenyl-Trichloroethane (DDT) was also causing osprey to lay eggs with thin, fragile shells. The resulting decline in the osprey population directly threatened the state’s biodiversity. Therefore, WET is working to increase nesting sites by constructing platforms that can take the place of trees lost to development.

  To be effective, however, the students knew they had to educate their peers about wetlands, and they needed the help of their peers to preserve the remaining wetlands. WET surveyed fellow students and discovered that only 10% were aware that the woods adjacent to the school harbored a wetland. By creating an outdoor classroom at their school, WET began to teach other students about wetlands using hands-on education. The outdoor classroom includes native plants, signs, birdhouses and feeders, a trail to a seating area, a directional signpost, and a weather station. WET also travels to nearby schools and communities to educate others and to help area schools create their own outdoor classrooms. In addition, WET has created educational kits to aid science teachers when they take their students outdoors. WET also has collaborated with several community environmental organizations to map wetlands and teach other students how to use global positioning system (GPS) technology. Finally, they’ve also worked to request that the state legislature to designate the spotted salamander as Ohio’s state amphibian through a bill that was enacted in the Ohio State Senate. To achieve this goal, they coordinated a letter-writing campaign and testified at a hearing.

  This motivated group of teens has raised more than $63,000 in grants, awards, prizes, and donations to support their efforts.
  **Lesson Plan: Wetland Watchers (Grades 7-8)**

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• **Conserving Habitats  ***Award Winning Project*****

Students from West Ashley High in Charleston, South Carolina tackled the issue of over-development, specifically looking at preventing development from overtaking the green space around their school. Through research and presentations from various community partners, the students came up with the idea of having the area around their school designated as a greenway to keep the development away from their school. To accomplish this, the students contacted the landowner, the city planning department, as well as the Mayor’s office via letters and phone calls. The students also presented their ideas at several meetings, including city council and planning commission meetings. Through their diligent efforts the students convinced the city to change the zoning on this property. The area around the school is now designated as a green space, which will prevent further development.

**Alternative Energy**

• **Alternative Energy Video and Writing Contest**

Engage the imagination of others in a writing contest about the future of alternative energy sources quite aptly titled *Imagining Tomorrow: Alternate Energy Futures*. It’s a program of the Foresight Project, and could be a great way for someone like a creative writing teacher to incorporate the environment into their existing curriculum. Last year there was an initial prize money pot of $10,000 nationwide, so there’s really a significant financial incentive for students with a sharp mind and a way with words to step up to the plate and produce a potentially award-winning entry.

Lesson Plan: Biodiesel Lesson Plan (Grades 4-12), Energy Jeopardy Lesson Plan (Grades 5-12), Ethanol Lesson Plan (Grades 4-12), Marine Energy (Grades 5-12), Wind Energy Basics PowerPoint (Grades 6-12), Windmill Blade Designs PowerPoint (Grades 6-12), Where is it Windy? Lesson Plan (Grades 6-12), Pretzel Power (Grades 1-4)

• **Get Solar Panels for Your School.**

Contact the Booneville Environmental Foundation to be a part of their Solar4R School program. Your school can receive free solar panels from the foundation. In return your school has to agree to maintain the solar panels. Maintenance for solar panels is usually not that much.

**Beautification & Sustainable Agriculture**

• **Organize a graffiti paint-over.**

Before painting on someone’s property, you must have a signed right of entry form from the property owner. A sample right of entry form can be obtained by contacting Greening Forward.

Lesson Plan: The Great School Clean-Up (K-2)

• **Organize a litter pick-up event.**

Pick up litter in your community or around your school before or after school. You can even organize an event to pick up litter around waterways.

Lesson Plan: The Great School Clean-Up (K-2)

• **Plant a nature or vegetable garden with trees.**

Get donated supplies from a local business or ask students and teachers at your school to bring in supplies to plant a nature garden.

Lesson Plan: Growing in the Garden (Grade 6)

• **Adopt-A-Road**

Work with your local Keep America Beautiful chapter to Adopt-A-Road.

Lesson Plan: The Great School Clean-Up (K-2)

• **Celebrate World Forestry Day**

Activities such as the planting of trees and highlighting the urgency to increase the green cover.

• **Support Local Farmers**

On average, our food travels 1,500 miles to reach the farm to our table. This uses literally tons of gas. Additionally, fruits and vegetables begin losing their nutrition from the moment they are harvested. Local farmers not only support the local economy, but also the environment and your health.

Lesson Plan: Climate Change Challenge (9-12), Cause Effects, and Solutions (Grades 3-5), Civic Environmentalists – Rachel Carson (Grades 9-12)
Air Quality

- Promote non-idling, carpooling, mass transportation, and walking or biking to school.

Many schools have erected signs that say, “No Idling, Children Breathe Here.” Investigate the reasons that inhibit students from carpooling, riding the bus, walking, and biking, and then come up with a sustainable solution.

Lesson Plan: Climate Change Challenge (9-12), Cause Effects, and Solutions (Grades 3-5)

- Smoke-Free Parks  ***Award Winning Project***

OUTRAGE is an anti-tobacco youth group made up of middle school and high school students from Utah County. The students are not only involved in but also formed the group with the help of just one adult. Some of the OUTRAGE members come from households where their parents smoke. As a result, these OUTRAGE members have experienced first-hand the harmful effects of second-hand smoke, such as asthma.

OUTRAGE members recognized that many other young people in Utah County were being exposed to second-hand smoke in public parks, where hundreds of families gather to play team sports, use playground equipment, have picnics, hike, bike, and fish, or just enjoy the outdoors. Of the 219 parks in Utah County, not one was smoke-free, leaving the youth in Utah County few places to enjoy outdoor activities free of tobacco smoke.

OUTRAGE recognizes that second-hand smoke contributes to bad air quality, which in turn contributes to many health issues. The group decided to take action and teach others in the community about the harmful effects of second-hand smoke. Working closely with their youth advisor from the Utah County Health Department, OUTRAGE got involved in many community activities to educate residents about second-hand smoke. Its members collected cigarette butts from playgrounds and were surprised to learn the majority of cigarette butts were found near the playground equipment. OUTRAGE also surveyed Utah County residents at various community events to find out their feelings on exposure to second-hand smoke in parks. These surveys revealed that Utah County residents favored mitigating tobacco smoke in parks. In response, OUTRAGE started a grassroots effort to make all parks and outdoor recreational areas in Utah County smoke free to protect children from second-hand smoke and to help reduce litter from cigarettes.

After all was said and done, OUTRAGE held more than 40 planning and training meetings, where the group planned events and trained other youth on the harmful effects of tobacco. From 2007 to 2008, OUTRAGE planned and implemented 21 major events, with some taking place over multiple days. In total, 33 days of volunteer service were spent within the community finding out the opinions of Utah County residents. Examples included multiple health fairs, concerts, a Relay for Life, the Utah County Fair, and multiple rodeos. At each event, OUTRAGE members spoke with members of the community and educated them on smoke-free parks and the effects of second-hand smoke. They ran the booths and incorporated creative ideas to involve the public. After all the hard work, OUTRAGE gathered 5,112 opinion surveys on smoking in parks and 13,474 signature cards in support of smoke-free parks.

With this information, they presented their work to elected officials at two city council meetings, one meeting with all the mayors in the county, and five meetings with the Board of Health over the course of several months. The Board of Health was the deciding body that would vote to make parks smoke free. OUTRAGE met with the board on several occasions to talk about the need for smoke-free parks. In response to OUTRAGE’s actions, Utah County cities joined together in passing a regulation that banned smoking in all city parks, outdoor recreational areas, and outdoor mass gatherings throughout Utah County.

The work of OUTRAGE has just begun. Now, the group is planning a campaign to educate Utah County about the new regulation and to spread the message about second-hand smoke and tobacco.

These Exploris Middle School Students contacted their Raleigh, NC transportation department and got these anti-smoking ads placed on city buses.
Awareness & Education

• **Create flyers and posters**
  Sometimes creating flyers can create a lot of waste. Just remember the planet and use the three Rs whenever you can.

• **Have green tips read on your school’s morning announcements, added to school newsletter**
  Help share the green message with your school.

• **Ask that all students wear green on Earth Day.**
  This project will get students thinking about what it means to be green.

• **Celebrate Earth Day with an eco-friendly pep-rally.**
  Hold a pep-rally to celebrate Earth Day or any environmental day. This would be the perfect time to invite a guest speaker, acknowledge student success in environmental protection services, and get kids involved by having students act out a skit during this time or show a video made by students about going green.

• **Sell eco-friendly shirts, pencils, stickers, and badges and ask students to wear them.**
  You can make your own shirts, pencils, stickers, and badges or you can buy some and resell them.

• **Make presentations to classes.**
  You can create a PowerPoint presentation, perform a skit, share an educational video, and answer questions.
  **Lesson Plan: Civic Environmentalists – Rachel Carson (Grades 9-12)**

• **Organize a nature art, poem, research, photography and/or video contest.**
  Your school may be able to pay for prizes for winning participants.

• **Create an attractive bulletin board.**
  You may want to include green tips, your club’s accomplishments, and information about your club, and things of that sort on this bulletin board.

• **Publicize energy costs and savings.**
  When people know how much it costs to power their school, they can see why it’s worth some extra effort to avoid waste.

• **Invite a guest speaker to the school.**
  Invite someone who is experienced and will interest your audience to talk about whatever he or she will be presenting to your audience. The Alliance for Climate Education has free interactive presentations.

• **Celebrate National Science Day on February 28th each year.**
  It is necessary to highlight the role of science in the protection of the environment. This day should be taken as a platform to put forward the message.

• **Celebrate World Environment Day and Earth Day.**
  On this day, in 1972, the Stockholm Conference on Human Environment was held in Sweden. There was a large gathering from all over the world and people expressed their concerns for the increasing environmental problems.

• **Ask that environmental-related books and magazines be added to the school’s library.**

• **Watch some movies.**
  Reach out and pick up a couple of the latest and greatest videos about the environment to use in the classroom. Discovery Channel’s *Planet Earth* series is incredible, beautiful, and inspiring while the Oscar-winning *An Inconvenient Truth* has been shown in schools around the world. As a great alternative (or compliment) to that film, you could pick up a copy of the HBO Documentary *Too Hot Not to Handle*. It’s briefer, though highly effective at conveying the negative consequences of global warming for humanity, and therefore may be a better fit for the classroom. Have students make their own skit or video instead.
  **Lesson Plan: Plastics Free Schools: Educator Resource Guide**
Awareness & Education (continued)

- **Create an informative website.**
  Allow space for viewers to comment and add content. Webs is a great company to host your site for free. Greening Forward will help promote your site on our site and in e-Newsletters.
  
  Lesson Plan: Climate Change Challenge (9-12), Cause Effects, and Solutions (Grades 3-5)

Environmental Activism

- **Contact your legislators.**
  Be prepared with your facts and figures along with reliable sources. Although sending an email is easier, phoning your representatives may be best. It is important to make sure you follow-up. Consider sending your legislators thank you cards when they vote in favor of pro-conservation legislation.
  
  Lesson Plans: Climate Change Challenge (9-12), Civic Environmentalists – Rachel Carson (Grades 9-12)

- **Organize a rally with an environmental cause.**
  
  Lesson Plans: Climate Change Challenge (9-12), Civic Environmentalists – Rachel Carson (Grades 9-12)

- **Create a petition.**
  Be prepared to answer questions from potential signers. Develop a plan that would allow you to reach the most number of people who would be interested in signing the petition.
  
  Lesson Plans: Climate Change Challenge (9-12), Civic Environmentalists – Rachel Carson (Grades 9-12)

- **Boycott Styrofoam at your school.**
  When enough individuals take part, your school administration can’t ignore your voices.
  
  Lesson Plans: Climate Change Challenge (9-12), Civic Environmentalists – Rachel Carson (Grades 9-12)
Chapter Four

Project Completion
Congratulations!

You have completed your projects!

There is a special feeling one gets after completing a project, especially when a lot of time has been dedicated to the completion of that project. You have worked hard this school year to help your school and community go green. We are confident that this guide was very helpful to your club.

Please complete and return your post program evaluation survey. This can be found at http://greeningforward.org/the-earth-savers-club/. Completing this survey will secure your Club’s place in the next school year’s round of grants.
Zoos are becoming facsimiles - or perhaps caricatures - of how animals once were in their natural habitat. If the right policies toward nature were pursued, we would need no zoos at all.
~Michael Fox, Sierra, November-December 1990

We have to shift our emphasis from economic efficiency and materialism towards a sustainable quality of life and to healing of our society, of our people and our ecological systems.
~Janet Holmes à Court

When a man wantonly destroys one of the works of man we call him a vandal. When he destroys one of the works of god we call him a sportsman.
~Joseph Wood Krutch

We shall require a substantially new manner of thinking if mankind is to survive.
~Albert Einstein

The activist is not the man who says the river is dirty. The activist is the man who cleans up the river.
~Ross Perot

When one tugs at a single thing in nature, he finds it attached to the rest of the world.
~John Muir