

A Leader's Guide to



Make a Splash!

by Cathryn Berger Kaye, M.A.

Use this *Leader's Guide* with *Make a Splash! A Kid's Guide to Protecting Our Oceans, Lakes, Rivers, & Wetlands* by Cathryn Berger Kaye, M.A., and Phillippe Cousteau with EarthEcho International

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A Note to Teachers, Youth Leaders, Parents, & Other Adults

Use *Make a Splash!* to Inspire Young Activists

Kids have ideas, energy, and enthusiasm that can benefit our communities once they get involved. Where to start? *Make a Splash: A Kid's Guide to Protecting Our Oceans, Lakes, Rivers, & Wetlands* helps young students, a youth group, or your own children participate successfully in service learning on behalf of water. The following sections explain in more detail how these groups can get the most out of this guide. At the end, you'll find six helpful forms to use with students for information gathering, planning, promotion, progress monitoring, reflection, and demonstration.

In a School Setting

Make a Splash! can easily be used in various ways within a school:

Academic Class: As part of a unit of study about the planet's water system—whether local, national, or international—this book provides an interdisciplinary approach to examining this important issue.

After-School Program or School Club: These varied activities suit an out-of-school time setting. They are easily implemented and include many creative opportunities for expression that vary the teaching and learning methods. Students of different ages also can collaborate successfully.

Student Council: If you are looking for a way to transform a typical student council community service project into a service learning experience, this book can be your guide. As students are exploring the issues, they can develop a service plan that extends into the student body. Part of the plan could be an awareness campaign in which student leaders share with fellow students what they consider to be the most important information in the book, augmented by what they discover through research.

In Youth Groups

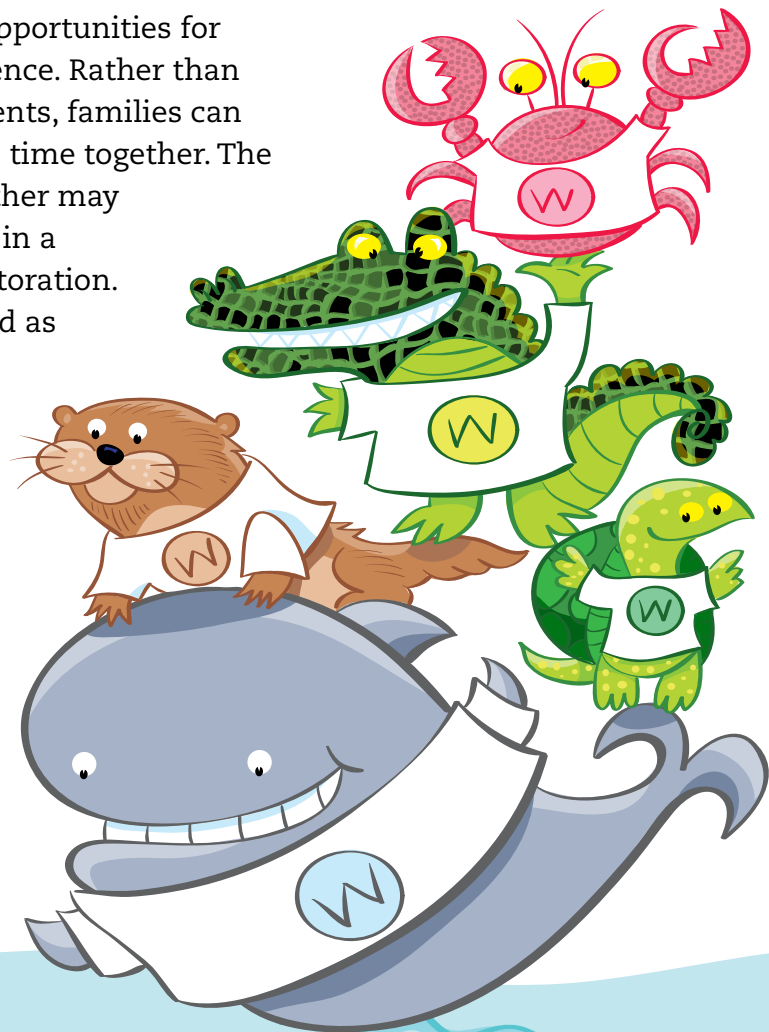
As service learning grows in popularity with youth groups, program staff often look for activities that encourage academic skills in a nontraditional manner. This book offers opportunities for lively discussion, firsthand community experiences, creative expression (such as writing, drama, and art), and integrated reflection.

As a Family

Family service projects provide opportunities for common exploration and experience. Rather than emphasizing the academic elements, families can have meaningful and memorable time together. The information a family learns together may generate excitement to take part in a community cleanup or beach restoration. Find out ways you can be involved as a family and join in to make a splash!

For every participant, *Make a Splash!* is designed to open minds, create possibilities, and encourage the lasting benefits that occur when making a contribution of one's personal talents and skills. Each person has value in the service learning process.

Cathryn Berger Kaye, M.A.





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 related to water. Or you might decide to learn about water needs at school or in your 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 knows about water in your area. This might be 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.

continued →

GATHERING INFORMATION ABOUT A COMMUNITY NEED (CONTINUED)

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.



OUR SERVICE PLAN

Students or Class: _____

Teacher: _____

School: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Project name: _____

Our idea: _____

This helps others by: _____

Student names and jobs: _____

My name _____ My job _____

My name _____ My job _____

My name _____ My job _____

Others who will help: _____

Students: _____

Teachers: _____

Other adults: _____

Organizations: _____

Supplies needed: _____

Our expectations: _____

Signatures:



PROMOTION—TURNING IDEAS INTO ACTION

What We Already Know

Service idea:

The community issue:

Community partners:

New Ideas and Possibilities

New community partnerships:
Think creatively!

Donations: What is needed (examples: flyers, T-shirts, balloons)? Who might donate items?

Fund-raising ideas:

Evidence: Keeping track of our activities and accomplishments

Media madness: Press releases, radio and TV spots, news stories, blogs

Presentation opportunities: School and community events, organizations

Follow-Up

Roles and responsibilities: Who will do what?



PROGRESS MONITORING

How will you keep track of your progress?

- Observation
- Data Collection
- Interviews
- Surveys
- Other Methods: _____
- _____
- _____

Date _____

Step One: What is the need?

Date _____

Step Two: What noticeable changes have been made?

Date _____

Step Three: What other changes have taken place?

Date _____

Step Four: Describe evidence of your progress.

Date _____

Step Five: Provide a summary of your findings.



FOUR SQUARE REFLECTION TOOL

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

**ONCE YOU KNOW IT, SHOW IT!**

You've put your plan into action and seen the results. Now it's time for demonstration—the stage where you show others what you've learned about the topic, how you learned it, and what you've contributed to the community. This demonstration of your service learning can take any form you like: letter, article, video, pamphlet, artistic display, performance, or PowerPoint presentation.

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

Who is your audience?

What do you most want to tell about what you've learned?

What do you most want to tell 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?

On a separate sheet of paper, write your plan for demonstration.

If you are part of a class or youth group, share your ideas for demonstration with the others you're working with. How can you best use each person's talents and skills as part of your demonstration?

About the Author

Cathryn Berger Kaye, M.A., is an international service learning and education consultant and former classroom teacher. She presents at conferences around the world and works with students, teachers, schools, and state departments. While Cathy has lived in many places and enjoys traveling, she is glad to feel the ocean breezes at her home in Los Angeles. Most of all, she adores her family—husband Barry and two daughters, Ariel and Devora—who inspire her daily. Cathy's books include *Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands* (with Philippe Cousteau), *The Complete Guide to Service Learning*, and the *How to Take Action!* series of student workbooks.

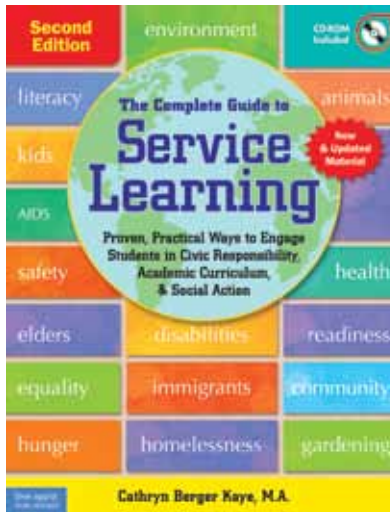


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A Kid's Guide to Protecting Our Oceans, Lakes, Rivers, & Wetlands

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128 pp., full-color, illust. & photos, S/C, 8" x 8".
Ages 8-12.



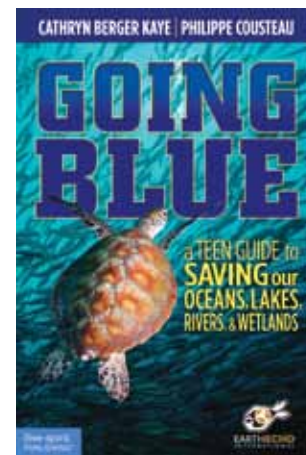
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(Revised & Updated 2nd Edition)

by Cathryn Berger Kaye, M.A.

288 pp., S/C, 8½" x 11". Teachers grades K-12.



Going Blue

A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands

by Cathryn Berger Kaye, M.A., and Philippe Cousteau with EarthEcho International

160 pp., full-color, illust. & photos, S/C, 6" x 9".
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