A Leader's Guide to

GOING BLUE

by Cathryn Berger Kaye, M.A.

Use this *Leader's Guide* with *Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands* by Cathryn Berger Kaye, M.A., and Phillipe Cousteau with EarthEcho International

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Contents

Items with bullets are student handouts.

INTRODUCING: GOING BLUE

Purpose

- To develop comprehension skills that lead to environmental literacy
- To analyze content
- To recognize books as a catalyst for action
- To build vocabulary through understanding of scientific words or phrases
- To cite and determine central ideas of text
- To enjoy reading

21st Century Competencies of Learning and Innovation are developed as students:

- listen effectively
- be observant
- express opinions
- think critically
- discern value
- generate and extend ideas
- apply creativity

Materials

Going Blue by Cathryn Berger Kaye with Philippe Cousteau
Student documents:

- Word Discovery: *Going Blue*
- Stage 1: Your Turn

A color image of Earth from space
Questions from page 6 of *Going Blue* copied on chart paper or board

Time

50 minutes

Background

Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands provides a close look at our oceans and waterways and our role in protecting this water planet. Every day water issues top the headlines. With shrinking ice caps, droughts, hurricanes, and water shortages, water is quickly rising to one of the most critical issues of our time.

This book, written in a service learning format, provides information, images, and science-related content about our environment. The book also features numerous examples of teens making choices, plans, and taking action to protect what may well be our most precious natural resource. As students read, the combination of insight and stories of their peers is aimed to lead them to make similar decisions and address water-related issues in their own backyards.

This lesson sequence includes discussion and writing assignments to explore comprehension, vocabulary development, and many forms of content analysis. Lessons easily adapt for variation in student groupings or changing a homework assignment to be done in class, or assigning class work to be done at home. Throughout the book are numerous sections noted as Your Turn; these are ready-made ways to build on to the experience and extend any lesson or supplement comprehension experiences at home. Optional lessons

are also included. For example, after reading the book and A Call to Action from Philippe Cousteau, an additional activity could be writing a letter to the authors. Both authors would be delighted to receive the letters!

To begin, students consider how water plays a significant role in their lives, likely in more ways than they could imagine.

Consider how you will incorporate the "Word Discovery" document (page 8 of this guide) to develop student vocabulary and concepts.

Opening

Note: Two progressive opening experiences are included to introduce the topic of water.

The Water Planet

- Ask students to think about water. How early in the day do they interact with water? **Note:** Even an alarm clock requires water, in that electricity depends on water.
- Create this visual for students: a picture of an apple, hamburger, T-shirt, jeans, and the question:

How much water does it take to make:

A. 18 gallons
B. 630 gallons
C. 500 gallons
D. 700 gallons

- Students make their guesses (often I tell them very few, if any, ever get this correct). Allow students to discuss. Do let students know you are only referring to the burger patty, not all parts.
- Have students present their responses in this sequence:

  18 gallons (apple)
  630 gallons (burger)
  500 gallons (jeans)
  700 gallons (T-shirt)

- What is the water consumption from wearing jeans and a T-shirt while eating an apple and a burger? What do they think causes this kind of water usage?
- To continue this line of inquiry, show a color picture of Earth from outer space. Ask, What is the color of our planet from this perspective? (Clearly blue.) What percentage of Earth is water? (Approximately 72 percent.) What else is made up of this percentage of water? (We are all wet!) So what would be a more appropriate name for this spinning orb we are on? (The Water Planet, a term used by Jacques Cousteau.) Perhaps we are Water People!

Going Blue

- Distribute copies of *Going Blue*.
- Have students respond to the question, How do you decide what is a good book to read? (answers might be a book is good, liking the look of the cover, a topic you want to know about)

  Note: Guide students through a deliberate process of obtaining an overview of the book in a way that stimulates interest, curiosity, and a desire to read, named Flip It. Use chart paper and a different colored marker for each step so the impressions students provide are vivid in this method of visual mapping.

  – Step One: Ask students to look *only at the front cover* of their copy of *Going Blue*. Describe what the book may be about, one idea per person. Record the comments on the chart paper as a visual map.

  – Step Two: Have students look only at the back cover. Now what do they think the book may be about? Record comments in a different color.

  – Step Three: Have them quickly flip the pages of the book from *back to front*. What else do they notice? Responses can be from a word, phrase, or change in how the pages look. Record responses in third color.

  – Step Four: Have them flip through from *back to front* one more time and find words what jump off the page; add this to the same chart paper in a fourth color.
- Discuss how the process helped them gain a sense of what the book is about. How can they use this process for other books?

  Note: This Flip It process of examining a book can be used when selecting a book to read or introducing most any book to help students gain an overview and discover points of interest.
- Now have students open to any page in the book and read for three minutes. Then, with book in hand, have students find a partner. They have one minute to tell each other what they found out. Change partners. Change partners. Change partners.
- Is there anything they would add to their flip list of what the book is about?
- Find a chart or graph somewhere in the book. Turn to a partner. What did you find out?

Process

- Inform students that *Going Blue* will be read on their own and in class. They may read more than is assigned, however keeping up with assignments will be essential for class participation. If students anticipate not keeping up with assignments, they should inform you.
- Show the questions from page 6 of the book on chart paper or whiteboard. Divide the class into five groups. Assign each group one question to answer; they can work in pairs or threes. Allow students one minute to come up with their responses. Gather responses.

- Read aloud pages 6–7. If desired, have students volunteer to take turns using *reading flow:* when one reader stops, the next starts. Readers end at punctuation marks. In this case, you could have students read a full paragraph for continuity. Answers to the five questions are on page 7.
- To explore the service learning concept, begin by writing the words on the board: "Service," "Learning."
  Have students brainstorm what words come to mind for each. Write responses.
  Ask students to consider what would occur when the two words combine as *Service Learning*.
- To introduce the five stages of service learning, ask all students to stand up. As you name each stage, have students take a posture that *shows* what each stage look likes: Find Out → Investigate; Dive In → Prepare; Get Going → Act; Think Back → Reflect; Tell It → Demonstrate
- To further understand the first three stages, have students work in six small groups. Two groups are assigned a section to read and do one or more of the described interactions as time allows, from 7–10 minutes.
  - The two Group Ones read about Stage 1: Find Out → Investigate.
  - The two Group Twos read about Stage 2: Dive In → Prepare.
  - The two Group Threes read about Stage 3: Get Going → Act.
- To debrief, students form groups of three with one person representing each stage. Allow two minutes each for students to explain their stage to the others. Encourage students to be physically animated in their descriptions.
- Let students know the additional two stages of service learning are Think Back → Reflect and Tell It → Demonstrate. These will be understood as students experience the service learning process.

Closing

- Review the "Word Discovery: *Going Blue*" sheet with students. They can use this page to record unfamiliar words or concepts. Several are noted. For each word, students should give the page number and rewrite the phrase for deeper understanding and to trigger memory. Call attention to the Cousteau quote at the bottom of the page.
- Assign home reading. Have students look at their document "Stage 1: Your Turn."
  - Pages 2–4, A Call to Action from Philippe Cousteau; answer the prompt.
  - Pages 18–26. Students should complete page 24 Your Turn.
  - Option: Students add to their Word Discovery page as they go.
  - Option: Students may read, by choice, more of Stage 1: Find Out → Investigate

  Note: Adjust assignments as needed to be appropriate for your students.

Sample Common Core Standards

English Language Arts Standards » College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

English Language Arts Standards » Science & Technical Subjects » Grade 7

Key Ideas and Details

RST.7.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.7.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Craft and Structure

RST.7.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

RST.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.7.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Word Discovery: *Going Blue*

While reading Going Blue, you may find unfamiliar words or concepts. Most are explained. Use this chart to keep track of new words or concepts for easy review.

1. Note the word and page number. A few words are provided.
2. Rewrite the phrase in your own words. Read aloud to a peer to see if the meaning is clear.

Word and Page	Rewrite for Understanding and to Trigger Memory
hydrologic cycle p 28	
water privatization p 35	
bioaccumulation p 49	
pH level p 64	
thermohaline circulation p 66	
eutrofication p 95	

What is more important: Going Green or Going Blue? Defend your response with three reasons.

"We forget that the water cycle and the life cycle are one."
—Jacques Yves Cousteau, underwater explorer

Stage 1: Your Turn

Read pages 2–4 of *Going Blue*. Copy up to 10 words from Philippe Cousteau's A Call to Action. Why do these words matter to you?

Page 24 Your Turn, How Do I Love Water? Let Me Count the Ways!

You have already learned important information about water.
What might you do differently because of something you read?

Your Turn, page 43 Know Your Watershed

"The frog does not drink up the pond in which he lives."
—Sioux Proverb

FACTS, QUESTIONS, ACTION RESEARCH

Purpose

- To develop comprehension skills that lead to environmental literacy
- To analyze content
- To experience action research methods
- To develop ability for inquiry
- To recognize books as a catalyst for action
- To build vocabulary through understanding of scientific words or phrases
- To cite and determine central ideas of text
- To enjoy reading

21st Century Competencies of Learning and Innovation are developed as students:

- ask questions
- listen effectively
- are observant
- discern what has value
- express opinions
- think critically
- organize, generate, and extend ideas

Materials

Going Blue by Cathryn Berger Kaye with Philippe Cousteau
Student documents:

- *Going Blue*: Why Our Oceans and Waterways Matter
- Gathering Information About a Community Need
- Stage 1: Your Turn (from Introducing: *Going Blue*)

Index-card-size Post-Its or similar product
Markers
A wall to post the Post-Its that has space around it for students to congregate
Wall labels for seven themes: Environmental Disasters; Water Shortage; Climate Change; Trash and Plastics; Everyday Actions: What You Buy, What You Eat; E-Waste; Your Watershed

Time

50 minutes

Background

To achieve the ideal of a person with 21st century skills who exhibits as a self-directed learner, students need to understand processes for acting with initiative. Participating in action research provides essential elements of these underlying abilities.

For many students the idea of "research" appears daunting. Often a teacher hears the same questions when a research assignment is given, beginning with "How long does it have to be?" and "What am I supposed to do?" These questions reveal that the student may be thinking about how to be done with the least amount of work. The student also has not internalized the process of what to do: they want the teacher to say what and how to do the work. The imperative from the student's perspective may be to please the teacher rather than to accomplish a worthwhile assignment.

Today the issue of research is further challenged by students thinking research = Google or another search engine. Through this Action Research set of experiences, students learn that research ≠ Google and gain competencies in four approaches to action research.

Also consider that using a search engine always includes some form of plagiarism since students are usually simply collecting existing research someone else has conducted. However, authentic research requires students to add to the body of knowledge and this requires action research as modeled in this lesson.

When the idea of research is given in the context of addressing authentic community needs, several essential aspects to engage the learner in research occur.

- The idea of "research" is made transparent and easier through this transparency. Students realize there are four ways to conduct research: using **media, interviewing** an expert, conducting a **survey**, or drawing upon one's own **observation and experience,** past and present. As students use this language, the framework of research makes sense. The transference occurs when, with repetition of the process, students' response to a research assignment changes from "How long does it have to be?" to "Which of the four methods do I get to use?"
- When students have someone depending upon them for the research and students have a sense of purpose, the incentive for grades and doing just what is expected may be replaced with an intrinsic desire to do something of value for someone else or a cause. This is a huge shift. The question, "When is it due?" may then be replaced with, "When can I get started?" particularly when they have internalized the process.
- Students become eager to implement their research ideas. As teacher, you will determine if their ideas for action research are carried through while reading *Going Blue* or with a service learning plan that follows reading the book.
- When implementing this Action Research method, as far as classroom practice, the teacher can decide how many methods will be used. Some classrooms will implement four, with students selecting which method they join. In some classrooms, the teacher may determine to implement two methods; allow the students to select at least one method so they have a choice. A second method can be determined by the teacher as you strive to vary their skills. The next time two other methods can be used.

This process supported by the transparency of language builds student ability to succeed with the often elusive "research" and gain the confidence needed to do outstanding work both in the class and community. Once learned, students often transfer this approach to other classrooms with ease.

As students learn this process, they begin with information deliberately selected to provoke curiosity; curiosity can provoke questions. Identifying critical information that stimulates a desire to learn more creates self-generated learners.

Students select topics of interest for group exploration. The process includes developing questions, discussing methods of research to find out answers, reading for further details, and coming up with ideas for action. This lesson begins this sequence.

Opening

- Have students report on responses from their at-home Your Turn: How Do I Love Water? Let Me Count the Ways! assignment. What are all the different ways water is used?
- If not mentioned, ask students what they think are the two greatest consumers of water? (agriculture and electricity) Can they now add more ways they use or depend on water?

Process

Facts and Questions: The Post-It Wall

- Have students look at the document "*Going Blue*: Why Our Oceans and Waterways Matter." They will see seven topics. Students read the topics first. For the topics of greatest interest, students read the fact(s) presented. Then they write two questions. The two questions can be for the same category or different categories.
  Note: You always have the discretion to allow students to work collaboratively.
- Distribute two index-card-size Post-Its and a marker for each student. Students write **one question** on each Post-It using a marker so this is readable from a distance.
- Once students are done, they gather at the Post-It wall and place their questions under the appropriate category. Let students know this is their information to sort and arrange. Are there similar questions that belong near each other? If any new categories emerge, have students add headers. Do any new questions emerge? Have more Post-Its available. Students will likely need to see *you* interact with the wall to understand what this looks like.
- Once the wall is settled, let students know they will now form groups based on these categories. Have students think of which category they want to know more about. Name each category and have students raise their hands. It is completely acceptable for a category *not* to be selected.
  Note: Ideally groups will have a minimum of four people, though three is doable. However, most important is that students get to work on topics of interest. Groups will likely not be even. If a group is very large, divide the questions into two or even three groups. Aim for group size that will encourage interaction and participation.

Action Research

- In small groups, students look at their questions and see if there is an emerging sub-theme to this topic. What seems most compelling to find out? Allow 3–5 minutes for discussion.
- Ask students how they could find the answers to their questions? Typically the answer is through Google or another search engine. Write on the board:
  research = Google
  Let them know you have a new idea about research that can change their approach forever:
  research ≠ Google

Ask, What is problematic about relying on the Internet as the only or most reliable resource?

Note: Key to this lesson is the understanding of action research, accomplished through four modalities as noted in the Background section. Sole reliance on the Internet limits students' access to authentic and authenticated research.

- Let students know there are four ways to do authentic action research. Ask: What are four ways to "find out"? Let the students come up with the answers. If needed, provide prompts. Allow ample time for coming up with these:
  - **Media**—including books, Internet, radio, film, magazines, newspapers.
  - **Interviews**—usually with a person who has expertise in the subject matter through experience or study.
  - **Survey**—gathering responses from groups of people who may have varying degrees of information on the subject.
  - **Observation and Experience**—firsthand knowledge.
- In their groups, students use the "Gathering Information About a Community Need" document to come up with ways they could get their questions answered and learn more about the topic. They can work individually or in pairs to come up with ideas, a kind of divide-and-conquer approach. Their choice. Ask how much time is needed. Adjust their suggestion to make sure it is brief enough that they get right to task. You can always ask if more time is needed.
- Conduct "report backs" to find out the diverse ways students would conduct research. These methods can (and will) be used as students move forward in service learning.
- Let students know they will continue in their groups to continue *finding out*.

Closing

- For reflection, discuss how this experience may change how they think about and approach research in their classes. How is this method of Action Research different from only relying on the Internet? Professionals conduct research all the time. Would these same methods work for a scientist? A city planner? An artist? An author? A reporter?
- Assign home reading of pages 27–40. On their "Stage 1: Your Turn" document, students complete the prompt "You have learned important information about water. What might you do differently because of something you read?"
  - Option: Students add to their "Word Discovery" page as they go.
  - Option: Students may read, by choice, more of Stage 1: Find Out → Investigate in *Going Blue*.

  Note: Adjust at-home assignments as needed to be appropriate for your students.

Sample Common Core Standards

English Language Arts Standards » College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

English Language Arts Standards » Science & Technical Subjects » Grade 7

Key Ideas and Details

RST.7.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Craft and Structure

RST.7.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Going Blue: Why Our Oceans and Waterways Matter

The Topics	Questions
Environmental Disasters Oil spills threaten coastlines, ecosystems, and marine life. Containing the damage challenges scientists, environmentalists, and communities.	
Water Shortage As droughts and water shortage increase, so is the likelihood of global conflict over limited natural resources, including water, and the political and economic consequences of this lack of necessities.	
Climate Change Carbon dioxide, CO_2, increases can damage our oceans by causing ocean acidification, affecting the overall health of the ocean and the food chain. Impact reaches from melting glaciers to damaged and destroyed coral reefs, and more.	
Trash and Plastics A full 80% of pollution in the marine environment comes from land-based sources, such as chemical fertilizers, waste products, and litter. It takes over 1,000 years for a plastic bottle to biodegrade, and it never goes away completely.	
Everyday Actions: What You Buy, What You Eat Our choices matter—overfishing can result in loss of jobs, lost biological diversity, and ecosystem collapse. Choosing products that minimize use of chemical fertilizers and pesticides is better for us and our oceans.	
E-Waste When electronic waste is disposed of improperly, toxins enter our waterways. Recycling and refurbishing provides low cost resources and reduces manufacturing waste.	
Your Watershed The entire planet is a watershed in which all the water eventually ends up in the ocean. Knowing about your watershed helps you take care of your corner of the ecosystem.	

"If there is magic on this planet, it is contained in water. It is life."
—Alexandra Cousteau, explorer

Gathering Information About a Community Need

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 your topic.

Interviews

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

An interview with:

Questions:

-
-
-
-

continued

Gathering Information About a Community Need

continued

Survey

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

> "I never perfected an invention that I did not think about in terms of the service it might give others . . . I find out what the world needs, then I proceed to invent."
> —Thomas A. Edison, inventor

DISCUSSION CIRCLE

Purpose

- To develop comprehension skills that lead to environmental literacy
- To analyze content
- To experience action research methods
- To engage in communication for thinking critically and creatively
- To develop social awareness and perspective of others' points of view
- To ask relevant questions that extend thinking
- To build vocabulary through understanding of scientific words or phrases
- To cite and determine central ideas of text
- To enjoy reading

21st Century Competencies of Learning and Innovation are developed as students:

- ask questions
- listen effectively
- discern what has value
- identify similarities and differences, and perspective
- work with groups
- express opinions
- think critically
- organize, generate, and extend ideas

Materials

Going Blue by Cathryn Berger Kaye with Philippe Cousteau
Student documents:

- Stage 1: Your Turn (from Introducing: *Going Blue*)
- Discussion Circle Roles: The Process
- Discussion Circle
- Readings for Discussion Circles
- Being a Social Entrepreneur
  Note: "Being a Social Entrepreneur" is part of the section Who Is Helping? This will be reviewed in Closing as preparation for the next class.

Time

50 minutes

Background

This lesson continues the Action Research investigation process and moves into preparation as students use *media* in the form of text to learn more. Students begin in their topic groups from the prior lesson. They engage in conversations to advance understanding using the Discussion Circle format. They take notes during the conversations, which includes developing questions, discussing methods of research to find out answers, reading for further details, and coming up with responses to community needs.

A Discussion Circle provides a process to develop students' capacity to explore text that can lead to deeper understanding, connections with prior learning, curiosity to learn more,

and the transformation of ideas into action. This Discussion Circle process can be adapted for use across the curriculum with the following benefits:

- promotes relevancy of text to self, related topics, classroom learning, and service
- models effective communication of ideas
- increases awareness of different and similar interpretations or meanings of text
- requires active listening and conversation skills
- illuminates point of view and perspective
- involves leading a discussion and participating as a group member
- encourages students to assume roles of leadership as they develop and integrate diverse skills for communication, gaining social literacy

When we consider how the 21st century student approaches learning today, we recognize differences in their approach. Since many students with access to technology are born as "digital natives," they are used to opening a website and looking at a screen. Then they click and open another screen, revealing a new layer of information. Then click again, and another page. This Discussion Circle model adds layers of continuity of understanding and depth, however the "click" of the mouse happens with the addition of each person's perspective and point of view. A brief review of the roles and the purpose of each follows.

Personal Connector—This conversation centers on, "What does this text have to do with me and the community or world I know?" Students seek relevance and a safe environment to discuss how content has personal meaning. Relating text to personal situations develops mutual respect and understanding among peers.

Topic Connector—To advance learning, students connect prior knowledge to new knowledge and extend this even further into future learning. This process assists with retention and is intended to help students make vital connections.

Service Connector—Every text the students will be reading has a real-world connection to a need and possible response to that need. Identifying this actual need promotes relevance, increases student engagement, and may translate into a student response. Ideas may develop into student-initiated service learning plans.

Learning Connector—Making classroom connections explicit helps students know how learning has relevance and may connect different subject areas. This also assists students to extend their thinking and realize they *can* learn more about a topic on their own.

As students discuss topics in this Discussion Circle format, they explore deeper understandings of text, share the experience of discovery, and engage in peer modeling of how to think about and consider personal and societal connections to content. With experience, students may determine their own discussion roles and questions. Teachers have successfully adapted this Discussion Circle design to reading historical text, newspapers, scientific information, math, or a piece of art. This can also be used in a Literature Circle format with fiction.

A note about process: If there are four or eight students in a Topic Group that's easy to arrange into Discussion Circles of four students. Otherwise, have students read about their topic and *participate in a Discussion Group with students reading about another topic!*

Opening

- Have students report on responses from their at-home Your Turn: How Do I Love Water? Let Me Count the Ways! assignment. What are all the different ways water is used?
- If not mentioned, ask students what they think are the two greatest consumers of water? (agriculture and electricity) Can they now add more ways they use or depend on water?
- Have students open to page 41 and together discuss the idea of *watersheds* through page 43. Discuss the watershed in your locale and the proximity to diverse waterways. Have students either in class or at home complete Your Turn: Know Your Watershed (from page 43) on the handout "Stage 1: Your Turn."

Process

- Students meet in their topic group. Now they will use *Going Blue* as a resource for exploring their topic and questions.
- Have students look at the document "Discussion Circle Roles: The Process." Review the overview provided in the introductory paragraph.

  Note: When explaining this to students, have four students model how this process works. They sit away from a table so they form a tight small group. Move to each student while reviewing roles as the rest of the class follows on "Discussion Circle Roles: The Process." Seeing the visual of how students sit and who has each role assists in students seeing themselves in this process.
- Let students know they will be forming Discussion Circles. In groups of four, students take turns leading a discussion for 4–6 minutes in a designated role.

  Note: If groups are larger or smaller than four, have students volunteer to change groups for the Discussion Circle process. They can still read about their topics.
- Students will read select pages from *Going Blue* based on their theme. Each student then takes a role and leads a four-minute conversation, asking each person a relevant question, and then answering the question also.
- For each role read the title and ask what they think is the purpose of this role. Review the questions enough so students understand their role and process.
- Students record their ideas and those of others on the companion Discussion Circle form, reinforcing note-taking skills.
- Review the four tips for effective group discussions.
- Students look at "Readings for Discussion Circles" and decide who will read what. Then begin.

  1. Read. Allow 5–7 minutes for reading; adjust time as needed.
  2. Begin Discussion Circles with the Personal Connector. After 4–5 minutes, inform students to continue with the Topic Connector, and so on. Adjust as is necessary for the groupings.
  3. Continue through the four Connectors.

- Discuss the Discussion Circle process. What was helpful? What did they learn? Did they come up with ideas that would help meet any needs they identified?
- Begin a list of ideas for action that emerge to respond to the issues they are discovering. Have students look at the Service Connector ideas. Consider the following questions:
  - Who would need to be involved for this idea to happen?
  - Consider the word *response-ability:* Is there a role for government, individuals, and children to improve situations?
  - How are the different themes discussed interconnected?
- Have students return to the handout "Discussion Circle" and respond to the prompt: How does the book structure and information presented keep you engaged and interested? Discuss.

Closing

Note: If time permits, introduce the concept of *social entrepreneur*, the Opening activity for the lesson Who Is Helping?, or students can begin preparing for this next assignment in class, or participate.

- As part of the next session, students will assume the roles of people profiled in *Going Blue* and, using first person, share *their* story. In addition to reading from the book, students are encouraged to do additional research on this person using the Internet and by asking other adults what they know of these people. The three adults—Cousteau, Earle, and Cousteau—plus student Lin can be found on the Internet. Information can be found about all the topics they represent.

Jacques Cousteau	p. 89–90	Underwater Explorer and Filmmaker
Sylvia Earle	p. 91	Oceanographer and Aquanaut
Alexandra Cousteau	p. 93–95	Modern Day Explorer
Alex Lin	p. 96–98	Modern Innovator

  Once students have their *identity*, reference the handout "Being a Social Entrepreneur." This will be their guide as they read and prepare to tell their story. Props and other support material can also be brought in and are optional.

  Note: How students present is your choice, or perhaps the student's choice.

  Option One: Students who take on one person meet together and plan how they will present together *as this person* to the class.

  Option Two: Students take on the role individually and meet in groups of four. Each student then will introduce themselves and share their information.

  Which role do students take on? This can be random or any other method you and/or the students decide.

- Following the presentation, whichever format is used, the presenter will be interviewed: one question by each member of the small group or three questions if the larger group model is used.
- Additional reading assignment: Pages 61–78. Students add to their "Word Discovery" page.

Sample Common Core Standards

English Language Arts Standards » College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

English Language Arts Standards » Science & Technical Subjects » Grade 7

Key Ideas and Details

RST.7.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.7.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Craft and Structure

RST.7.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 7 texts and topics.

RST.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.7.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Discussion Circle Roles—The Process

Form groups of four for your discussion.

Assign each person in the group one of the four "connector" roles below. Each connector leads a portion of the group discussion regarding the content. During your time as discussion leader, ask the questions below (along with others that come to mind) and encourage group members to respond. Establish the time allotment, for example, each person could lead his or her share of the conversation for four minutes, allowing approximately one minute for each person to answer and one minute for the connector to answer as well. Write notes and ideas on the Discussion Circle page.

Personal Connector

Ask questions that connect the content to group members' experiences, such as:

1. What does this information have to do with you or others you know?
2. Are you reminded of any situations you have been in or know about similar to those described in the article? What happened?
3. How have you or people you know resolved similar situations?

Topic Connector

Ask questions that connect this content to other information you know about this topic, such as:

1. What new ideas did you learn about this topic?
2. What situations described are you familiar with from personal experience?
3. What additional questions do you have about this topic?

Service Connector

Ask questions that connect this content to ideas for service plans, such as:

1. Did any noteworthy, helpful action take place in what you have read?
2. What service ideas did you think of when you read this?
3. What resources did you learn about that could be helpful as you create a plan for action?

Learning Connector

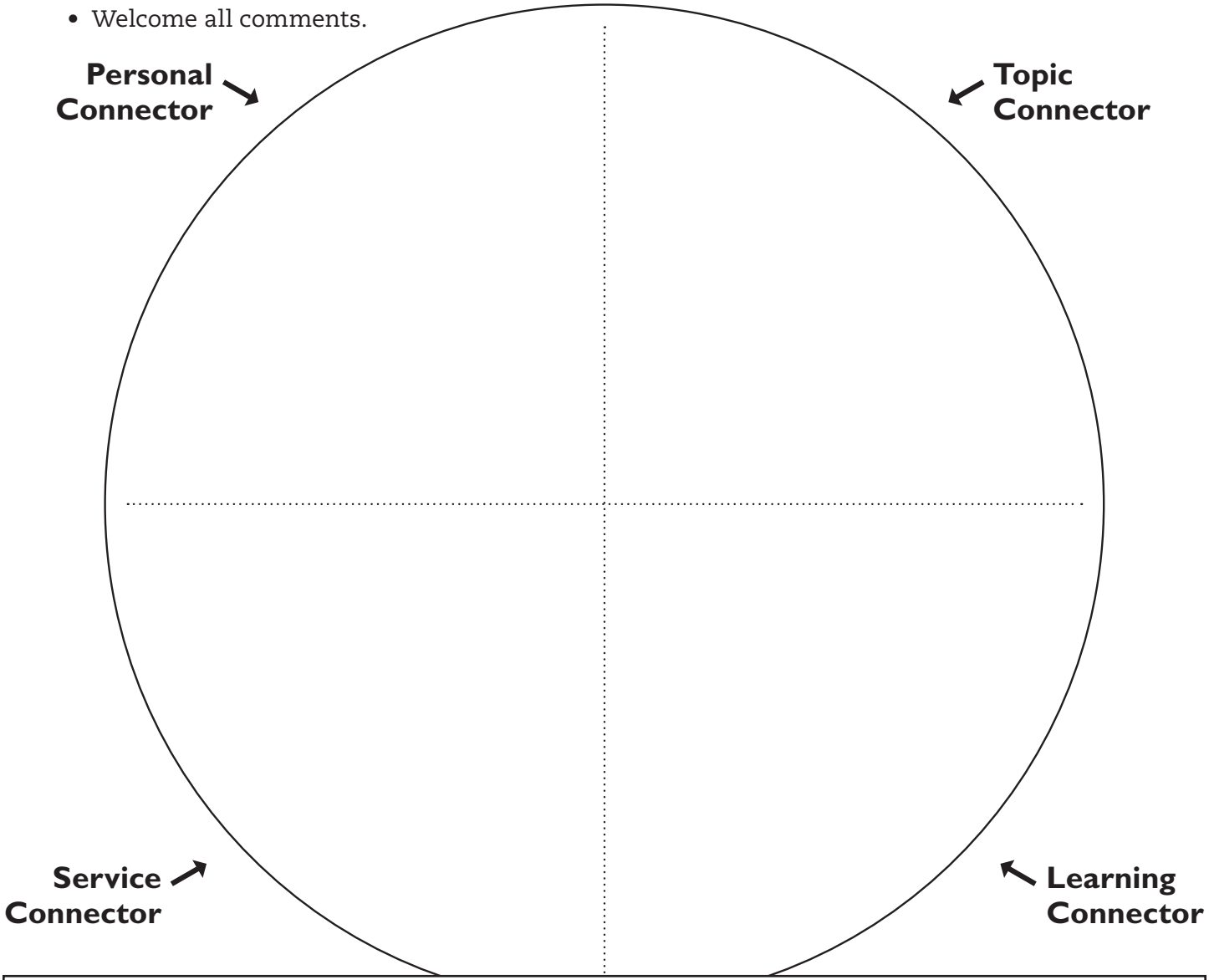
Ask questions that connect this content to learning opportunities, such as:

1. What else would you like to know about this topic or content?
2. What related topics have you learned about or experienced in school?
3. What do you think people your age would learn from reading this?

Discussion Circle

To begin, review these tips for effective group discussions:

- Use active listening skills.
- Ask questions.
- Take turns speaking.
- Welcome all comments.



How does the book structure and information presented keep you engaged and interested?

Readings for Discussion Circles

In your groups, divide the reading so each person is responsible for reading several pages to contribute to the discussion. Pages are provided per category.

Environmental Disasters
Tar Creek (pages 18, 60, 102)
Tar Creek (pages 18, 126, 132)
The Power of Water (pages 69–70)
Runoff Pollution (pages 76–77)

Water Shortage
World Water (pages 26, 31)
Community Water Needs (pages 29–30)
Teens in Action (pages 32–33)
World Water & Teens in Action p26, p34

Climate Change
The Amazing Ocean (pages 61–63)
The Carbon Conundrum—Part 1 (pages 64–65)
The Carbon Conundrum—Part 2 (pages 66–67)
I'm Melting! (pages 68–69)

Trash and Plastics
Bottled Water (pages 37–40)
Plastics, Pollution, & Trash (pages 71–73)
The Great Pacific Garbage Patch (pages 73–75)
Runoff Pollution (pages 76–78)

Everyday Actions
Teens in Action (pages 104–105)
Farming & Food (pages 106–107)
Overfishing (pages 107–109)
Eating Local (pages 110–111)

Everyday Actions
Runoff Pollution (pages 76–77)
Teens in Action (pages 77–78)
Your Little Choices & Electronics Recycling (pages 102–103)
Electronics Recycling & Teens in Action (pages 103–104)

Your Watershed
Your Piece of the Watershed (pages 44–47)
Estuaries & Teens in Action (pages 47–49)
Lakes (pages 50–52)
Coastal Areas (pages 53–57)

WHO IS HELPING?

Purpose

- To gain civic literacy and global awareness by clarifying the roles of social entrepreneurs, government, organizations, and students
- To develop ability for inquiry with verbal clarity
- To cite specific textual evidence to analyze, summarize, and extend to new ideas
- To examine causes of current environmental challenges
- To analyze and compare issues on local, state, national, and international levels
- To encourage civic responsibility
- To generate and extend ideas for the common good

21st Century Competencies of Learning and Innovation are developed as students:

- ask questions
- increase vocabulary
- develop interests
- heighten curiosity
- discern what has value
- extend ideas
- understand what is required to solve problems
- exhibit resourcefulness
- collaborate
- organize and present ideas
- develop verbal and written communication skills
- incorporate change as a constructive process to learning and to life

Materials

Complete Guide to Service Learning by Cathryn Berger Kaye, M.A.
Student documents:

- Being a Social Entrepreneur
- Ideals and Skills for Social Entrepreneurs
- Who Is Helping?
- What Government and Community Organizations Are Doing About _____
- Introducing Teens in Action
- From Ideas to Action
- What's Your Elevator Speech
- Proposal for Action
- Four Square Reflection Tool

Easel paper and markers

Time

Three class periods, with additional time for research

Background

Participation in problem solving of authentic societal issues creates the potential to develop civic knowledge, community awareness, and social entrepreneurship, all 21st century skills. Enliven the idea of civic responsibility through activities that promote understanding and knowledge about the different roles that government, community organizations, and individuals (or a collaboration of two or more individuals working together toward

a common purpose) all play in a thriving society. These activities lead to a foundation of response-ability, transforming ideas into action.

Take a moment to read the section of *The Complete Guide to Service Learning* found on page 31: *How can I encourage students to develop a sense of civic responsibility?* This narrative suggests this occurs by exposing students to the importance of understanding:

- Personal Impact, stories of individuals who have made contributions to the well-being and advancement of society through their initiative and collaborative efforts. This can lead to seeing themselves in this role. This is explored in the section on *social entrepreneurs*.
- Collaborative Experience, appears even in social entrepreneurship and also in the examples of Teens in Action.
- The Role of Government and A Thriving Democracy (with the example of how nonprofit organizations play an essential part of our society) show the importance of how everyday people and the agencies that support us can and do contribute.

Students begin with *social entrepreneurship*, a concept that coalesces many ideas and skills students are acquiring through these experiences. Bill Drayton, founder of the international organizations Ashoka and Youth Venture, is credited with coining and popularizing the term *social entrepreneurship* to describe individuals who combine results-oriented business entrepreneur models with the ideals of a social reformer. Students use *Going Blue*, however, you are encouraged to supplement this information in a variety of ways:

- News articles about individuals, organizations, and/or government responding to water-related issues in your community and elsewhere.
- Video, especially regarding Jacques Cousteau. There are numerous outstanding resources about him or made by Cousteau that may have been viewed by the students' parents, however the students may be unaware of his extremely dramatic contributions; YouTube also has excellent material; www.WaterPlanetChallenge.org is another resource.
- Guests. Whenever a guest does visit, the recommended format is with students receiving the person's résumé ahead of the visit to develop questions, and then be in the role of environmental journalists. Information about this process can be found in *The Complete Guide to Service Learning*, Success with Speakers–Guaranteed!, on page 24.
- Field experiences. Depending on your location there may be places within walking distance to view water-related situations or remedies already in place.

Utilizing various teaching tools integrates multiple intelligences and allows for differentiation.

Being a Social Entrepreneur

Opening

- Could a person, regardless of his or her profession, find a way to use his or her knowledge, skills, and talents to benefit the community and help others?
- Write *social* and *entrepreneur* on the board as students look at Being an Entrepreneur.

- Ask students what is meant by the word *entrepreneur*. Have them look up the word roots to determine the definition. From these roots, what can the students surmise? Have them also confirm what *entrepreneur* references today. Have students also look at the term *social*, both its roots and what this word means in current use. Students copy the definitions on their page.

  Note: These definitions may prove helpful:

  > *Entrepreneur*: from the 13th century French word *entrepreneur* meaning to do or undertake something; now references a person initiating with a business enterprise
  > *Social*: from the Latin *socii* meaning *allies*; can reference how people work together taking into account the needs of others

- Have students form groups of four; each student group needs easel paper and four markers.
- On this paper, students make a simple t-chart as seen on the document Being a Social Entrepreneur, without the section for definitions. The vertical line only goes three-quarters down the page. Students fill in the words Social and Entrepreneur, as noted on this page.
- In small groups, students write as many words as come to mind when they hear the word *social* and as many words as come to mind when they hear the word *entrepreneur*. Allow two minutes.
  Note: Elaborating on directions usually stifles student thinking, creativity, and expression. If they ask, *What do you want us to do?* respond with the identical directions. If, however, a group is truly struggling to complete the task, coach them in as few words as possible to help them get started. By being less directive with the assignment, each group will self-determine how to work on the chart. They decide if one person writes a list or all people write in a free-form design.
- Next, have students work on the lower part of the page to write a definition of Social Entrepreneur in 10 words or less and include an image. If students used the entire paper for their list, provide a second piece of paper. Ask how much time they need? Typically this takes about 3–4 minutes allowing more time if needed.
- Post the papers on the wall and have students gather to look at their collective work. Initially, look at the list. What is in common? What is unique? Any comments about these words?
- Read aloud the definitions and look at the images.
- Discuss what was learned from the process. Did this assist with understanding? What is different about exploring word roots and coming up with your own definitions? How does adding an image assist with retention?
- Having reviewed their definition, be certain the understanding is a *social entrepreneur* describes an individual who combines being business minded with meeting community needs. Social entrepreneurs exhibit *social response-ability*. The term also includes a person who maintains environmental sustainability in their actions rather than depleting natural resources.

Process

Note: Throughout this lesson, intersperse local, national, and international stories about social entrepreneurs using newspapers and videos as noted in Background.

- Allow time for students to complete their presentation on one of four social entrepreneurs showcased in *Going Blue*, as described in the Closing section of Discussion Circle.
- Following the presentations, have students use the Being a Social Entrepreneur to note:
  - the person's background
  - an action of importance
  - a BIG idea
- Social entrepreneurs have the reputation of having Big Ideas. Have students select a community concern discussed in the presentations. Practice growing a Big Idea as a class. Start with an idea like *reduce pollution in our water.* Create a visual on paper or the board. What would be a Bigger Idea? (Reduce trash by decreasing use of single-use plastic bottles, compost food waste into new usable soil, eat less meat to reduce animal agriculture and runoff, upcycle disposable waste into new products) When a student has an idea, they come and *extend* the visual.
- Look at the document Ideals and Skills for Social Entrepreneurs. In small groups students read one of the two selections and respond to: What ideal is represented? What skills would a person need to bring the ideal presented in this narrative to life? What would this look like if *kids* put this ideal and skills into action? Have students report.

Closing

- The next reading assignment is Stage 3: Get Going → Act, pages 101–123. Please note, if students have not read the ongoing story about Tar Creek, include pages 18 and 60 in the assignment. Students add to their "Word Discovery" page. Encourage students to pay special attention to What's Your Elevator Speech? (page 112), The Four Steps to Action (page117), and Write a Proposal (page 119).
- Have students find an example of social entrepreneurship as they watch television and listen to music. Can they think of any people in the news, sports figures, musicians, or popular celebrities who are social entrepreneurs? Bring in evidence!

Government and Organizations

Opening

- Review any evidence of social entrepreneurs brought in by students.
- Write *government* and *community organizations* on the board and ask if students can provide examples of each. List their responses.
- Let students know that government and community organizations both work toward assisting people to improve their lives by addressing needs.

Process

- Have students follow as you read aloud the introduction on "Who Is Helping?" Ask for examples of local, regional, national, and international government and community organizations.
- Have students open to any section in *Going Blue*. What organizations do they find?
- Form student groups to take on specific themes from *Going Blue* to go more in-depth regarding who is helping. Have students form groups with these topics:
  - Coral Reefs
  - Food, Farming, and Overfishing
  - Trash and Single-Use Plastics
  - Everyday Water Use
  - Potable Water

  Students begin by looking through *Going Blue* to find where their topic is presented and find any organizations and government agencies referenced. Page numbers are intentionally not provided since many of the topics overlap.
- Refer students to the chart "What Government and Community Organizations Are Doing About _____." Have groups brainstorm collaborative ways to complete this chart. These ideas could be shared to help each group adopt the approach that best suits their group so everyone participates. Remind students they can use the four action research methods as a way to learn about organizations and agencies. Remind students to use the Resource and Phone Call Tips already reviewed.
- Decide on an appropriate time frame to conduct this research, then gather for report backs. At this time, all students complete their charts.
- Encourage students to make at least one phone call as part of their research. This requires thought and preparation. Be sure students write out a brief script and role-play this call for practice. A follow-up thank-you note should be sent by email or regular mail after any call.
- Students will be taking their research and preparing a three-minute presentation. Students can follow along as you review the handout "From Ideas to Action" to be clear on what their presentation is to include. The handouts "From Ideas to Action," "What's Your Elevator Speech?" and "Proposal for Action" will be their guides. Allow class time and at-home time to prepare. The Elevator Speech process is reviewed in the next lesson. Students can (and should) divide the tasks and work in pairs to complete this assignment.

Closing

- Read in *Going Blue* pages 125–142. Also read "Introducing Teens in Action" by the author of *Going Blue*, Cathryn Berger Kaye, M.A.

Teens in Action

Opening

- Post the quote: "Never doubt that a small group of thoughtful committed citizens can change the world. Indeed it is the only thing that ever has." Margaret Mead, anthropologist. If this is true, what would be a BIG idea to remember as we begin to look at Teens in Action?
- Have students skim *Going Blue* and together make a class list of all the different kinds of ways teens are taking action.
- What other ideas have students heard about of teens taking action in ways that preserve or protect our water resources?

Process

- Look at the Teens in Actions stories from different angles; this could include:
  - What makes these Teens in Action stories helpful?
  - Does anything appear to be unique about these teens?
  - What skills do students develop as they get involved?
  - Do students have to have these skills to get started?
- The ability to communicate effectively—both spoken and written communication—develops as teens take action.
- Have students practice with the Elevator Speech idea using the document by that name to develop an idea as a class. This will assist in their small group work.
- Similarly, review the "Proposal for Action" handout. They can base this on a Teens in Action example or one of their own design.
- After time is allowed in class and at home, students become Teens in Action through developing ideas and sharing them.
- Consider inviting others from the school community or others already invested in your students' success to see these presentations.

Closing

- Discuss!
- Students complete the Four Square Reflection Tool.
- Be certain to keep their plans as possible future action.

Sample Common Core Standards

English Language Arts Standards » College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

English Language Arts Standards » Science & Technical Subjects » Writing » Grades 7

Text Types and Purposes

WHST.7.1. Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

Research to Build and Present Knowledge

WHST.7.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.7.9. Draw evidence from informational texts to support analysis reflection, and research.

English Language Arts Standards » Science & Technical Subjects » Grade 7

Key Ideas and Details

RST.7.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.7.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Craft and Structure

RST.7.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 7 texts and topics.

RST.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.7.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Range of Reading and Level of Text Complexity

RST.7.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Being a Social Entrepreneur

Take on the identity of one of these social entrepreneurs. Prepare to share your important work! Include:

- Two facts about your background
- What you did of importance
- A BIG idea

Jacques Cousteau

Sylvia Earle

Alexandra Cousteau

Alex Lin

Social + **Entrepreneur**

from the Latin **socii** meaning allies; can reference how people work together taking into account the needs of others

from the 13th century French word **entrepreneur** meaning to do or undertake something; now references a business enterprise

= Social Entrepreneur

> "What is the most powerful lever you can imagine? A big idea, but only if it's in the hands of a truly outstanding entrepreneur. It starts with the person and the idea, and then grows to the institution. All three are intertwined."
> —Bill Drayton, social entrepreneur

BIG ideas

Ideals and Skills for Social Entrepreneur

You can be entrepreneurial even if you don't want to be in business. You can be a social entrepreneur focused on the not-for-profit sector. You can be an agriculture entrepreneur if you want to change how people think about farming. You can be a policy entrepreneur if you want to go into government. The idea of an entrepreneur is really thinking out of the box and taking risks and stepping up to major challenges. Trying to instill that sense of entrepreneurship in areas other than business is one of the areas I want to focus on in the years ahead.

—Steve Case, founder of AOL

The core psychology of a social entrepreneur is someone who cannot come to rest, in a very deep sense, until he or she has changed the pattern in an area of social concern all across society. Social entrepreneurs are married to a vision of, for example, a better way of helping young people grow up or of delivering global healthcare. They simply will not stop because they cannot be happy until their vision becomes the new pattern. They will persist for decades. And they are as realistic as they are visionary. As a result, they are very good listeners. They have to hear if something isn't working; and, whenever they do, they just keep changing the idea and/or the environment until their idea works. They are intensely concerned with the how-tos: How do I get from here to there? How do I solve this problem? How do these pieces fit together?

—Bill Drayton, social entrepreneur, founder of Ashoka

The Ideal

Ideal = standard of excellence

The Skills

If *we* put this ideal and skills into action, this would happen:

Who Is Helping?

Who already helps with community needs?

Government agencies and community organizations are two kinds of groups that help everywhere. They work to meet immediate needs (like making sure that in emergencies there are shelters for people to sleep) and long-term solutions (like helping people find jobs to pay for housing). They are:

- **local**—where you live
- **regional**—in your state or province
- **national**—across your country
- **international**—across the globe. (While no single government is "international," the United Nations is an example of many nations working together on common problems.)

Where to begin?

Look in *Going Blue*. Both government agencies and nonprofit organizations are listed with websites to learn more. Also, the section Blue Books & Websites has, you guessed it, websites and a description of what this resource offers.

Resource Tips

Phone Book—the front pages often list local, state, and national government offices.

The Internet—government offices and many community organizations have easy-to-use Web pages with information about issues and how to learn more.

School Office—ask if there are lists of community organizations your school already works with.

Elected Officials—they often have people on staff to answer questions and provide contact information and resources.

Making Calls? Phone Call Tips

1. Write a script of what you want to say including questions to ask.
2. Practice in class before making calls.
3. Begin by introducing yourself and briefly describing what you are working on. Then ask if this is a good time to talk.
4. Let the person know how long the call will take.
5. Follow up with a thank-you card or email.
6. One more tip:

Complete the "What Government and Community Organizations Are Doing About _____" chart. Work in small groups. Several spaces are filled in to get you started.

What Government and Community Organizations Are Doing About_____

Identify a Group that is:	Key Issue	Websites/Other Contact Info	What They Are Doing	How Students Can Help
Local				
Regional				
National				
International The United Nations		cyberschoolbus.un.org		

Introducing Teens in Action

by author of *Going Blue* Cathryn Berger Kaye, M.A.

During the writing of *Going Blue* with Philippe Cousteau and his organization EarthEcho International, a lot had to be done. The research, as you can see, is extensive. Compiling information into text that is engaging and compelling adds another challenge. The editing and design by Free Spirit Publishing is all part of the process leading to an end result: a book meant to involve you and prepare you with the knowledge to turn your ideas into action.

My favorite part of the book: Teens in Action stories. How did I find these? I first learned about the Tar Creek story over 15 years ago, and have followed the work of students year after year in doing all they can against great odds to restore their environment and protect the health of their families and neighbors. I visited Miami, Oklahoma, and met students and their teachers including Rebecca Jim who has been involved from the beginning. I saw young children swimming in orange Tar Creek and decided this story needed to be told. I also attended a National Tar Creek Conference put on by teens with participation from the United States Environmental Protection Agency, the Oklahoma governor's office, and the Harvard School of Public Health, and saw firsthand the power of young people.

The idea of diving during school hours? Wow! I knew the work done by David Makepeace's students in Coral Shores High would be in this book the minute the idea for the book popped into my head. What a great example of students learning and taking action.

To find each story I made calls, wrote countless emails, read about schools across the globe, and sought assistance from teachers and organizations to help me find examples to get you inspired. To show what is possible. To lead you to say *I can do this!* And to help you find the best idea to move you and others to saving our oceans, lakes, rivers, and wetlands.

Philippe Cousteau has given you a Call to Action. Now you have the knowledge and the tools. Dive in! Our Water Planet and future generations are depending on you doing your part. This book is just the beginning of your *Going Blue* story!

From Ideas to Action

Prepare to present your resources, ideas, and action plan! Involve the class for 3 minutes of lively activity as you:

- ❑ Share at least three facts on your topic
- ❑ Use at least one visual aid (other than *Going Blue*); if PowerPoint or similar presentation is used, a maximum of 10 words per slide
- ❑ Engage students in the presentation
- ❑ Include a Teens in Action story from the book or your own idea
- ❑ Incorporate an Elevator Speech
- ❑ Use Props
- ❑ Tell your Plan for Action
- ❑ Have Fun!

Share responsibilities! What will you do to contribute?

Our Topic

Three Topic Facts

1

2

3

Ideas for ENGAGING Students

What I will be doing:

Teens in Action Story

What's Your Elevator Speech?

Read this first!

Imagine you step into an elevator and the president of your country is there. The president asks, **"What's on your mind?"**

As you ride the elevator you have about 5 seconds before the elevator stops at the next floor and the president gets out. That's about 20 words (or less). And then what if the president stays on? Another message. That's your "elevator speech." Have one ready! Go to the bottom of this page to ride the elevator and prepare your message.

5th Floor *(Be sure to say "Thank You for listening!")*

I bet you care about

Will you help us?

4th Floor *(Speak slowly)*

As a result of our plan we will

3rd Floor *(Be colorful in your words)*

At our school, we have a plan to

2nd Floor *(Be sure to smile)*

We have good ideas to help by

1st Floor *(Be sure to make eye contact)*

Did you know that

is important in my community?

Proposal for Action

Student names:

Teacher:

School:

Address:

Phone: Fax: Email:

Our idea:

Need: Why this plan is needed.

Purpose: How this plan will help.

Participation: Who will be involved and what they will do.

Students:

Teachers:

Other adults:

Organizations or groups:

Outcomes: What we expect to happen as the result of our work.

Signatures:

Four Square Reflection Tool

What happened?

How do I feel?

Ideas?

Questions?

About the Authors of *Going Blue*

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 *Make a Splash! A Kid's Guide to Protecting Our Oceans, Lakes, Rivers, & Wetlands* (with Philippe Cousteau), *The Complete Guide to Service Learning*, and the How to Take Action! series of student workbooks. She presents at conferences, via Skype, or through webinars, and works with state education departments, university faculty and students, school districts, and classroom teachers. Her workshop topics include cross-curriculum connections between content, skills, and service; service learning as teaching methodology; creating a respectful learning environment through service; and developing a schoolwide strategy for service learning. Contact Cathryn at **www.cbkassociates.com**.

Explorer, social entrepreneur, and environmental advocate **Philippe Cousteau** is the son of Jan and Philippe Cousteau Sr. and the grandson of Captain Jacques Cousteau. As a member of the legendary family, Philippe is continuing the work of his father and grandfather through EarthEcho International, a leading nonprofit environmental education organization. Philippe is also founder of The Global Echo Foundation, which provides resources to solve many of the challenges facing the world community. He is a special correspondent for CNN International and has written for publications, including *National* Geographic, and has lectured at such institutions as the United Nations, Harvard University, and Woods Hole Oceanographic Institution. He is a frequent contributor to CNN.com, Huffington Post, and TreeHugger.com. Philippe serves on the Board of Directors of the Ocean Conservancy, Marine Conservation Biology Institute, the National Environmental Education Foundation, and the National Council of the World Wildlife Fund. He holds a master's degree in history from the University of St. Andrews. He is a regular speaker at conferences around the world. For more information, contact him at **www.philippecousteau.com**.

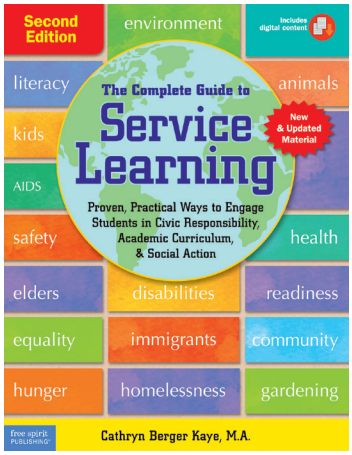
Books from Free Spirit Publishing

Make a Splash!

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

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

128 pp., full-color, illust. & photos, PB, 8" x 8". Ages 8–12.

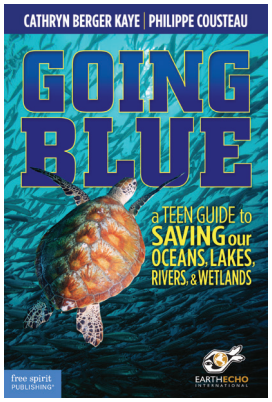


The Complete Guide to Service Learning

Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action (Revised & Updated 2nd Edition)

by Cathryn Berger Kaye, M.A.

288 pp., PB, 8½" x 11". Teachers grades K–12.



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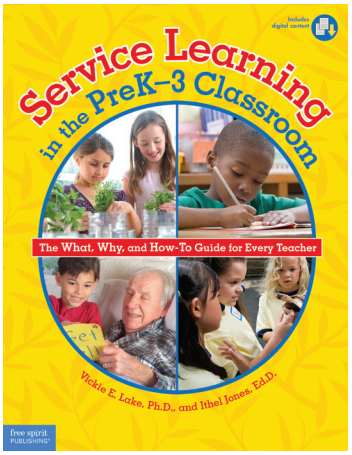

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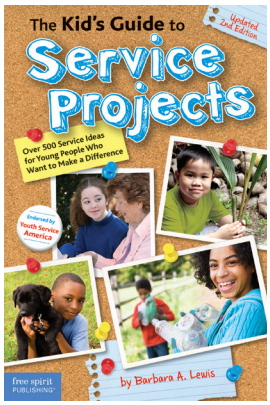

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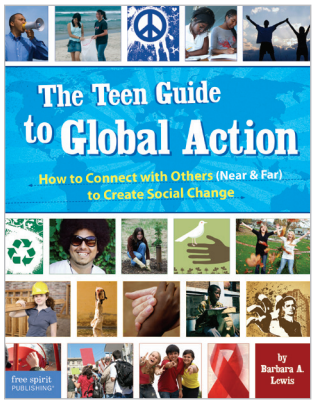

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