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Youth Initiative Hector's Helpers: Quarterly Progress Report, Period Covering February 11, 2010 – April 15, 2011

Hector's Helpers

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QUARTERLY PROGRESS REPORT

University of Nevada, Las Vegas
Period Covering February 11, 2010 – April 15, 2011

Cooperative Agreement Number L10AC20333

Youth Initiative Hector's Helpers

Executive Summary

The third quarter has progressed with the Hector's Helpers program. We took action with hands-on classroom activities and lead three clean-up field trips. Students learned how to protect public lands in Southern Nevada through our anti-litter and desert dumping initiative. West Career Technical Academy students completed various GIS projects and finished the Adopt-A-Block Handbook. The Hector's Helpers staff also submitted a formal proposal to study pre- and post-program surveys of students participating in the Hector's Helpers program.

Summary of Attachments

- Curriculum Table
- Baseline surveys (Pre-test)
- Post-program surveys (Post-test)

Collaboration with Interagency Teams

The Hector's Helpers team continues to meet on a regular basis and is providing direction on all three tasks as detailed below.

Task 1: Implement Hector's Helpers Service Learning Curriculum

Field Work with GPS Units and Classroom Work with GIS Databases

GIS students at West CTA continued throughout the school year working on different GIS projects. This included situational projects of how GIS can be used in federal agencies and for the protection of public land. This quarter included the process and planning for next year's curriculum. It was discussed that some of the students will be enrolled in a GIS for a second year, and that there will a whole new class with no experience in GIS. Discussions of what two levels of instruction will be implemented at West CTA and how the Hector's Helpers program can be involved.

Adopt-A-Block

This deliverable was completed in the last quarter with classroom presentations and through the final showcase for the marketing students. Due to the need to gather final numbers on the amount cleaned up, it was not documented in the last quarterly report but a large scale desert clean up was conducted on February 5th, with the students of West CTA and community volunteers. The promotion of the clean up utilized one of the marketing

campaigns of the students from West CTA- ‘Pick up your Shoot.’ During this event 109 volunteers removed 40 cubic yards of recyclables and 60 cubic yards of garbage and debris from Sloan Canyon.

Development of Materials for an Adopt-A-Block/Parcel Handbook and Materials for Corporate Outreach

This deliverable was completed in the last quarter with students from the WCTA’s marketing program developing marketing campaigns with emphasis on different target markets including businesses. During this quarter time was spent in preparation for next year. Preparations for conducting research on the Hector’s Helpers project, as well as discussions about lesson plans for the next year were made. It was discussed that perhaps next year the majority of the project will take place in the third and fourth quarter of the school year to allow students to gain the fundamentals of marketing in the first two quarters. It was noted, however, that as students progressed through the marketing curriculum this year, the students could see how they were immediately applying what they learned during the project-based learning project. It was also noted that this year, being that West CTA was a new school, the students did not have the background experience and knowledge as future students in the program. Therefore, next year’s sophomores will have already been through the fundamentals of marketing, and the teacher has high hopes for creativity and innovation from the students.

Classroom Activity

Each participating school receives a visit from a Public Lands Institute employee once a week to conduct the Hector’s Helper lesson of the day. Currently, we are working with Bailey Middle School, Roy Martin Middle School, and East Career Technical Academy. This 14 week enrichment program is based on our own curriculum combined with Earth Force’s project-based environmental education (see attachment). Lessons are held for an hour and a half either during or after school.

In the classroom, students learn about environmental issues including: littering, desert dumping, environmental ethics, public lands, and climate change. In addition, they will engage in student development lessons that include team-building, leadership, and message evaluation. The students will improve their writing skills through weekly journal entries. During this time, they will also participate in a key project. Each class will create a project designed to prevent or increase awareness of the litter and desert dumping issue in Southern Nevada. Students themselves will choose the class project, and ideas include a Podcast, graphic novel, Text to Speech cartoon, video, or a student panel discussion with city policy makers.

The benefits of our Hector’s Helper program include student learning with hands-on experience. In addition to traditional lecture students conduct case studies, experiments, and games to enhance their learning experience. Through the program students will improve their academic skills, communication, team-building, and critical-thinking. It will build their self-esteem and develop their sense of community.

Task 2: Research Proposal

A formal proposal to the UNLV Institutional Review Board for the Protection of Human Subjects was developed by the Hectors Helpers team to do research for the Hector’s Helper program. The study is designed to provide outcome data for the Hector's Helpers Youth Initiative program that incorporates the Earth Force CAPS (Community Action and Problem-Solving) curriculum into an anti-litter and desert dumping setting, select a problem to address, research local policies and practices, develop and implement an action project, and reflect on the results of their efforts. An evaluation instrument to assess the outcomes of the Earth Force CAPS curriculum has been developed by Brandeis University. The proposed study will use this instrument and follow the Brandeis protocol to collect data on the impacts of applying the Earth Force CAPS curriculum within the context of litter and desert dumping.

The major focus of the proposed study is administration of a set of pre- and post-program surveys to students participating in the Hector's Helpers program (see attachment). The participant surveys are designed to assess changes in student environmental and civic attitudes, knowledge, and skills associated with the Earth Force curriculum.

The participant survey process will be conducted by the UNLV graduate assistants that deliver the curriculum to the students. Teachers are also instructed to read the survey instructions to students and to make sure that students understand that the surveys are confidential and voluntary. The completed surveys will then be returned by the classroom teachers to the graduate assistant, who will be responsible for submitting the surveys to the Public Lands Institute facilitator for processing and analysis. Post-program surveys will be distributed towards the end of the semester and administered under the same procedures/guidelines as the baseline surveys.

Task 3: Litter and Desert Dumping Clean-up Field Trips

Field Trips During Quarter				
Date	School	Number of Students	Yards of Trash Collected	Field Trip Location
2/15/11	Bailey Middle School	60	4 cubic yards	Great Unconformity
2/23/11	Valley High School	32	N/A	Great Unconformity
4/5/11	Bailey Middle School	43	2 cubic yards	Great Unconformity

In the course of the Hector's Helper program, we coordinate field trips to Bureau of Land Management land. Our department schedules the bus transportation, port-a-potties, and dumpster rental for the field trips. While at the location, students can visualize first-hand the effects of littering and dessert dumping has on wildlife. Moreover, students will learn how to conserve the environment, and should gain a greater appreciation for it.

Sample Field Trip Schedule	
Time	Activity
8:00 am	Prep site – get cameras ready – walk site for safety School prep – give students overview of day – introduce project expectations
8:30 am	STUDENTS will leave High School Meet at school to meet group and do some pre-site questions. Walking Tour overview.
9:00	Brief orientation, groups assigned, pass out cameras, flip cameras, SAFETY
9:00-10:10	PAST – First Rotation: Up the Mountain Trail <ul style="list-style-type: none"> • Interpretative hike of mountain • Sketch what you see. What do you think this area use to look like? • Use notes from interpretative hike – on Dr. Rowland website
10:15-11:20	FUTURE – Second Rotation: The Wash <ul style="list-style-type: none"> • What is a wash? Sedimentary layers – document what you see? • What kinds of trash did you find? Why should people not litter? • Mapping the area – using the compass • GPS where the trash is that you find

11:20-11:50	Lunch
11:50-1:05	PRESENT – Third Rotation: Walking Tour (Tortoise and other animals of the desert & wash information) Geology and the present How does the geology relate to the animals and plants? What are some native plants and animals in this area? Walk by the wash and look for fossils.
1:05-1:15	Fourth Rotation: All students Discussion, review of day so far and importance. Wrap up, complete journaling <ul style="list-style-type: none"> • What data was collected? • Why is it important to collect data? • Why is the great unconformity important?
1:15	Leave Field Trip Site
2:00	Return to High School

ATTACHMENTS

For each statement below, please tell us if you feel that the statement is **Very True** for you, **Sort of True** for you, **Not Very True**, or **Not True at All**. Please be sure to fill in the circle completely

Not True at All	Not Very True	Sort of True	Very True
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1. I am aware of environmental issues in my school or community.
2. I am familiar with the kinds of organizations that work on issues that are important to the community where I live.
3. When community issues or problems are being discussed, I usually have something to say.
4. I know where to find information on community issues where I live.
5. I feel that it is my responsibility to help solve environmental problems in my community.
6. At school, I pay attention in class.
7. I believe young people can persuade others to do things to improve the environment.
8. I think each person in a community should do what he or she can to solve community problems.
9. I am committed to working on community issues now and later in life.
10. I am aware of how my every day actions affect the environment.
11. I would be willing to change my personal habits if it helped improve the environment.
12. I know how to contact adults in my community to get information on community or environmental issues.
13. I know what it takes to change the rules and laws that affect my community.
14. I know how to work with others to solve a problem in my school or community.
15. I believe I can personally make a difference in my school or community.
16. It is very important to me to do the best I can in school.
17. When I am in class, I try very hard.
18. I believe that people working together can solve community problems better than people working alone.
19. I think it is important to look for ways to help the environment for a long time and not just do something that will make a difference for only a few days.
20. I am confident in expressing my opinions in front of a group of adults.
21. I try to learn as much as I can about my school subjects.
22. To solve most community problems, it is important to learn how to work with others.
23. Adults in my community value my opinion.
24. I feel like I am an important part of my community.
25. It is important to understand the different points of view on a community issue if we want to find a solution that will work.
26. I work very hard on my schoolwork.
27. I will use what I have learned in school when I am an adult.

Please tell us a little about yourself

1. How old are you? (Please fill in the circle for your age)

- 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 Other

2. What grade are you in? (Please fill in the circle for your grade this year)

- 5 6 7 8 9 10 11 12

3. How would you describe your racial or ethnic background? Please feel free to mark all the answers that apply.

- African-American Hispanic/Latino
 Alaskan/Native American White
 Asian/Pacific Islander Other

4. Have you participated in an Hector's Helper project before?

- Yes
 No

That's It!
THANK YOU FOR TAKING THE TIME
TO ANSWER THE SURVEY!

For each statement below, please tell us if you feel that the statement is **Very True** for you, **Sort of True** for you, **Not Very True**, or **Not True at All**. Please be sure to fill in the circle completely

Not True at All	Not Very True	Sort of True	Very True
------------------------------------	------------------------------	-----------------------------	----------------------

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2. I am familiar with the kinds of organizations that work on issues that are important to the community where I live.
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23. Adults in my community value my opinion.
24. I feel like I am an important part of my community.
25. It is important to understand the different points of view on a community issue if we want to find a solution that will work.
26. I work very hard on my schoolwork.
27. I will use what I have learned in school when I am an adult.
28. My Earth Force experience makes me want to learn more about the environment.
29. I feel like I have a better understanding of environmental issues in my community as a result of my experience with Earth Force.
30. Being in Earth Force makes me feel like part of a larger, national movement to improve communities and the environment.
31. I want to continue to work on the issues from my Earth Force project, either on my own or with my Earth Force group.

Please tell us a little about your Earth Force experience

Quarterly Report

32. Did you work on one or more Earth Force projects in your school or community this year?

- Yes No (Skip to Question 34)

33. If **YES**, please tell us about your experience with your Earth Force project. For each statement, please tell us if you feel that the statement is **Very True** for you, **Sort of True** for you, **Not Very True**, or **Not True at All** for you.

Not True at All	Not Very True	Sort of True	Very True
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- a. We had a say in choosing the issue that we worked on.
- b. We had a chance to discuss or research our issue before we took action.
- c. We met with people in the community in order to learn more about the problem.
- d. We learned about public policy as part of our project.
- e. We had a chance to discuss different ways to make a difference on our issue before deciding what we were going to do for our project.
- f. I felt like the project we worked on was important.
- g. I felt like we had real responsibilities on our project.
- h. We had a chance to talk or write about our experiences on our project.
- i. Our teacher talked about how our project related to the subjects we were studying in class.
- j. We completed all the steps on our project that we had planned.
- k. I felt like our project made a difference.
- l. We presented and/or discussed the results of our project with one or more members of the community.
- m. People in my school or community thought the work we did on our project was important.
- n. We tried to find out whether our project made a difference.
- o. I paid attention more in my Earth Force class than in most of my other classes.
- p. I learned more in my Earth Force class than in most of my other classes.

34. How would you rate your experience in Hector's Helpers?

- Excellent Good Fair Poor

35. If possible, do you want to be in Hector's Helpers again?

- Yes No Not Sure

36. **Finally, we would like to know more about some of the skills you learned as a result of being in Earth Force this year.** For each of the following questions, please tell us how well you could do each type of task at the **beginning** of the school year and **now**. Could you do it **Not at all?** **A little?** **Pretty well?** Or **Very well?**

For example, in the sample question below, we ask you how well you could “identify an environmental problem in your community.” To answer, **first you need to fill in one of the circles on the left side of the page** to tell us how well you could identify an issue **at the beginning of the year**. Then, you would **fill in one of the circles on the right side of the page** to tell us how well you think you can identify an issue **now**. In the example below, we have filled in the circle indicating that you could identify an issue “a little” at the beginning of the year and “very well” now.

At the beginning of the school year				How well could you do each of the following?	Now			
Not at All	A Little	Pretty Well	Very Well		Not at All	A Little	Pretty Well	Very Well
				a. Identify an environmental issue in your community (sample question)				
				b. Find the right person to give information on a community or environmental issue?				
				c. Identify community or environmental issues that are important to your school or community?				
				d. Make phone calls or conduct interviews to gather information on a school or community problem?				
				e. Find information on public policies that are related to an environmental issue in your school or community?				
				f. Figure out whether a source of information is biased?				
				g. Talk to people you don't know about an issue you think is important?				
				h. Use a democratic process (like voting) to make decisions with others in a group?				
				i. Work with other youth and adults to identify and solve a community or environmental problem?				
				j. Identify and use the skills that are needed to make a team work well together?				
				k. Change what you are doing on a project to make it work better?				
				l. Identify the steps you need to take to put a project into action?				
				m. Manage your time so you can get all of the steps in a project done?				
				n. Write letters, brochures or stories to inform people about a community or environmental issue?				
				o. Compare the pros and cons of different solutions to a community or environmental issue in your school or community?				
				p. Make decisions based on clear criteria?				
				q. Evaluate your project to figure out what worked and what didn't?				

THANK YOU FOR TAKING THE TIME TO ANSWER THE SURVEY!

Hector's Helpers Curriculum

	Question	Objective	Activities	Curriculum Code
Week 1	Why do I care about the environment, littering, and recycling?	Students gain a sense of personal responsibility for the environment. They will see the costs of littering and the benefit of recycling.	<ul style="list-style-type: none"> - Introduce purpose of course - Ask the class about a special place - Environmental Citizen handout - Inspirational local story - Presentation about recycling/littering - Recycling quiz - Journal: Why do I care about public lands? How can I prevent littering and encourage recycling in my community? 	N.12.B.2
Week 2	How to establish team building?	Learn the importance of team building and develop group skills.	<ul style="list-style-type: none"> - Presentation about team building - Interactive team building exercises <ul style="list-style-type: none"> - Human Knot Game - Labels Head Game - Inventory of their community - Journal: Write down observations of a littered area in your community, 	N.8.A.7
Week 3	What is leadership?	Introduce the main principles of leadership and the class will choose their littering/dumping issue.	<ul style="list-style-type: none"> - Presentation about leadership - Leadership quiz - Leadership style skits - Decide on class issue with selection grid worksheet - Journal: What type of leader am I? 	N.8.A.7
Week 4	How do I communicate and motivate others to change?	Understand the keys to effective communication and marketing techniques. Differentiate between policies and practices.	<ul style="list-style-type: none"> - Presentation about communication and motivation - Impromptu speeches - Policies & practices handout - Journal: How can I motivate someone 	N.8.A.2/N.12.B.2

			to volunteer at a clean-up event?	
Week 5	<p>What is the Southern Nevada Agency Partnership (SNAP)?</p> <p>What are environmental careers?</p>	<p>Connect to Southern Nevada's public lands, animals and plants.</p> <p>Help students recognize the stakeholders involved with their selected issue.</p>	<ul style="list-style-type: none"> - Presentation of SNAP & Careers - Pass out brochures of all four federal answers to questions - Stakeholder Web worksheets - Journal: What did I learn about Southern Nevada's public lands and its careers? 	N.8.A.1/N.12.B.2
Week 6	What is environmental ethics?	<p>Develop students with a positive environmental ethics and motivate them to take desirable actions. Begin ant-litter and dumping project.</p>	<ul style="list-style-type: none"> - Hand out student field trip permission - Presentation about environmental ethics - Case study activity - Course of Action worksheet - Journal write an environmental code of ethics for your family 	N.12.B.2
Week 7	How can I take action?	Effects of trash on wildlife activity.	<ul style="list-style-type: none"> - Trash clean-up - Guided exploration 	N.12.B.2
Week 8	What is a podcast?	Learn about podcasts and how it is used to inform and influence a greater audience	<ul style="list-style-type: none"> - Presentation about podcasts - Listen to clips of podcasts on web - Introduce podcast project - Action Planning worksheets - Journal: Brainstorm ideas for podcast project 	N.8.A.5/N.12.B.1

Week 9	How to write a podcast script?	Improve writing skills.	<ul style="list-style-type: none"> - Research topics for podcast - Write scripts for podcast 	N.8.A.3
Week 10	How to edit a podcast script?	Strengthen editing techniques.	<ul style="list-style-type: none"> - Students edit podcast scripts - Groups listen and give feedback on how to improve the quality of writing 	N.8.A.2
Week 11	How to create a podcast?	Use technology to produce podcasts to promote public lands in Southern Nevada from a student's point of view.	<ul style="list-style-type: none"> - Teach how to create podcast project - Students work in computer lab on podcasts 	N.8.A.5/N.12.B.1
Week 12	How to create a podcast?	Use technology to produce podcasts to promote public lands in Southern Nevada from a student's point of view.	<ul style="list-style-type: none"> - Students continue to work in computer lab on podcasts 	N.8.A.5/N.12.B.1
Week 13	How to give a presentation?	Improve public speaking skills and listen to diverse student ideas.	<ul style="list-style-type: none"> - Students introduce their podcast and then present it to the class 	N.8.A.3
Week 14	What have you learned?	Celebrate the last day by eating pizza while watching an environmental responsibility film.	<ul style="list-style-type: none"> - Give pizza to students - Watch environmental stewardship film - Students discuss what they learned over the program 	N.12.B.2