

Talbot County Public Schools

Service-Learning Unit

From Poverty to Prosperity

Primary Subject: Social Studies

Grade Level: Seventh Grade

Teachers:

Additional Subject Area Connections:

Reading/Language Arts, Science/Environmental Literacy, Math and Visual Arts

Unit Title: From Poverty to Prosperity

Type(s) of Service: Indirect

Unit Description:

MORE Foundation Group www.morefoundationgroup.org is a not for profit organization that collects and recycles used athletic shoes and cleats through the “Adopt-A-Family” program. This program meets not only a local need but also, an international need. In this program, students collect used athletic shoes and donate them to MORE Foundation Group. By recycling the used shoes, they are kept from local landfills, resold by the MORE foundation in Ghana, West Africa and the proceeds are used to establish scholarship funds to send the poorest rural farmers to an award winning agricultural institute for training in **Modular Organic Regenerative Environments**. This program teaches the farmers to create regenerative environments, while conserving year round income and to raise these farmers out of poverty.

Potential Service-Learning Action Experiences:

- Local shoe collection through school and community partnerships
- Local environmental service-learning projects that correlate with social studies and environmental literacy
- Create publicity posters, to be displayed in the community, for the MORE project.

Social Studies:

Standard 3.0 Geography

- D.1.a. Identify trade offs of using resources to pursue economic opportunities v. preserving the environment such as water use, the burning of fossil fuels, deforestation, and strip mining.
- D.1.b. Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change.
- D.1.c. Identify and explain land use issues that illustrate the conflict between economic growth, deforestation, mining and burning of fossil fuels.
- D.1.d. Explain how land use and environmental issues such as burning the rain forest and environmental preservation are addressed by government policy.

Science:

Standard 6.0 Environmental Science

- A.1.a. Based on data identify the positive and negative impact of an increasing population on the use of natural resources
- B.1.a. Identify and describe a local, regional, or global environmental issue.
- B.1.b. Identify and describe that different individual people or groups of people that are affected by an issue in different ways.

Reading/Language Arts:

Standard 1.0 General Reading Processes

- E.1.a. Listen critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective including areas such as race, gender, disability, religion, and socio-economic background.

Standard 4.0 Writing

- A.2.c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within and between paragraphs.

Math:

Standard 4.0 Knowledge of Statistics

- A.1.b. Organize and display data to make circle graphs

Standard 7.0 Processes of Mathematics

- C.1.e. Express solutions using pictorial, tabular, graphical, or algebraic methods
- D.1.b. Identify mathematical concepts in relationship to other disciplines

Visual Arts:

Standard 2.0 Historical, Cultural, and Social Context

- 1.a. Identify the roles and functions of the visual arts in expressing ideas, events, and universal themes within among cultural groups.
- 2.a. Describe historical, social, and cultural themes in selected artworks that communicate beliefs, customs, or values of a society.
- 2.b. Plan artworks that use symbolic images and forms to convey selected beliefs, customs, or values.

Standard 4.0 Creative Expression and Production

- 1.c. Describe ways that beliefs and values are communicated and reflected by the artworks of various cultures.

Alignment with Maryland's Best Practices of Service-Learning:
From Poverty to Prosperity

1. Meet a recognized community need

This project meets not only a local need but also, an international need. The MORE Foundation Group "Adopt-A-Family" Program recycles used athletic shoes and cleats preventing them from reaching local landfills. Many of these shoes are reconditioned and resold in third world countries. The proceeds from the shoe sales are used to establish scholarships for poor rural farmers (currently in Ghana) to attend an award winning agricultural institute. There, the farmers are taught modular organic regenerative farming techniques that reduce the necessity for slash and burn farming thus, preserving the rainforests. In addition, they are trained in several other profit centers such as rabbit farming, mushroom farming, fruit trees, chicken farming, etc. not only providing a means for year round sales at the local villages, but year round food sources for the families that help to improve nutrition and health. The replanting of trees, crops, and regenerative environments helps in the fight against global warming.

2. Achieve curricular objectives through service-learning

This unit allows for an interdisciplinary approach to meeting an array of curriculum objectives. With increased awareness to global community needs and other cultures, students are immersed through the reading of African folktales, examining African art work, studying the culture and geography of the African continent, gaining an understanding of the effects of recycling and preservation, and nutritional and health issues that affect our world. Students are encouraged to collect used athletic shoes from their homes and in naturally occurring opportunities in the community such as with scout troops, dance schools, sports teams, and religious organizations. As shoes are collected, students sort and count the shoes tracking them and graphing results.

3. Reflect throughout the service-learning experience

Students complete reflection entries as they experience different aspects of the unit across the curriculum. They create announcements, articles for the school newsletter, posters advertising the collection effort, and artwork reflective of their experiences.

4. Develop student responsibility

Students work initially to advertise the shoe collection project by working in small groups to create posters to display within the school building. They then brainstorm ways and places in which they could potentially collect shoes. Friendly competitions are created between classes to encourage the shoe collection progress. Student sort, count, and pack the shoes for delivery to MORE Foundation Group.

5. Establish community partnerships

Students will contact MORE Foundation Group to acquire supplies needed for the collection process such as a collection drum, brochures, and procedures for the delivery of the collected shoes. Students develop ideas, from group brainstorming sessions, ways to advertise their collection efforts outside of school reaching out to the local community and community groups.

6. Plan ahead for service-learning

Students will view introductory video clips and Powerpoint for background about service-learning. A poster size collection thermometer downloaded from the MORE Foundation Group site will be made and displayed. This project is an ongoing unit lasting throughout the Sub-Saharan Africa Unit and continues until 600 pairs of used athletic shoes are collected which converts to the adoption of one family.

7. Equip students with knowledge and skills needed for service

Students will view video clips and Powerpoint about Ghana and about the Perpetual Prosperity Pumps Foundation to develop background information for the project. A representative from MORE Foundation Group may be invited as a guest speaker.

Procedures with Resources and Websites:

From Poverty to Prosperity

These procedures represent examples of various service-learning lessons on this specific topic, but can be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt this unit to fit your unique classroom and community and to solicit student input in planning and decision-making.

1. Contact MORE Foundation Group (<http://www.morefoundationgroup.org>) to indicate interest in the project, establish your organization as a collection site, gain materials for implementation (collection drum), establish a contact, and download an informational brochure. Prepare an information packet to be used during introduction of the project with the students. The packet may include the downloadable brochure, Ghana facts page, and Ghanaian flag to color.
2. Introduce service-learning as a student requirement for high school graduation. “Present the Seven Best Practices for Service- Learning” from MSDE. Discuss how service- learning can make a difference in the student’s life as well as the lives of others.
3. Present the project “From Poverty to Prosperity” by visiting the website www.morefoundationgroup.org View the video clip embedded on the site. Arrange for a guest speaker from the MORE organization or a local community person, who has visited Ghana, to speak to the class.

4. Access United streaming (Discovery Education) to view video clips about Ghana for background knowledge. Clips such as “Africa Today: Environment” on United Streaming.
5. Develop student work groups. Each group will design and produce an informative poster to display in the school building, encouraging the school community’s participation and the potential results of their contributions.
6. Student groups can brainstorm ideas of ways to advertise and collect used shoes in their communities. Examples introduced can solicit shoes from scout groups, sporting teams, neighborhoods (article in the local newsletter) and community organizations.
7. Language Arts classes can present African literature or sharing of stories such as *One Hen* by Katie Smith Milway. Individual raising themselves out of poverty and how when one helps another, the prosperity grows.
8. Students can write announcements and broadcast throughout the school for collection updates. Articles will be written and covered by the local newspaper.
9. Reflect and evaluate the effectiveness of the project by completing the *Rubric for Assessing the Use of the Maryland’s Seven Best Practices of Service-Learning* which can be found at www.mdservice-learning.org.

Additional Interdisciplinary Connections

- Visual Arts - create kente cloth replica patterns
<http://www.webexhibits.org/colorart/african-kente.html>
- Language Arts - design persuasive posters advertising the effort. Write articles and send photos to community newspaper.
- Math - Design graph representation of daily shoe collection and post outside of classroom
- Social Studies - establish partnership with Embassy of Ghana and also other environmental agencies in the community (possibly field trip).