



Maryland State Department of Education

# Service-Learning Fellow's Project

## From Poverty to Prosperity

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**Primary Subject:** Social Studies

**Grade Level:** Middle School

**Additional Subject Area Connections:**

Reading/Language Arts, Science, Math,  
Health, Visual Arts

**Unit Title:** From Poverty to Prosperity

**Type(s) of Service:** Indirect

**Unit Description:** [Perpetual Prosperity Pumps Foundation](#) (PPPF) 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, an international need. In this program, students collect used athletic shoes and donate them to PPPF. By recycling the used shoes, they are kept from local landfills, resold 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, conserving year round income to raise these farmers out of poverty.

**Potential Service-Learning Action Experiences:**

- Shoe collection and fundraising
- Local environmental service-learning projects
- Advocacy projects regarding farming, conservation, and recycling

### Maryland Curriculum Standards Met

**Social Studies:**

Standard 3.0 Geography

D1.a. Identify tradeoffs 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 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.

## Maryland Curriculum Standards Met

### **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.

### **Health Education**

6.0 Nutrition and Fitness

1.b. List and explain how nutrients affect the risk factors for the following four common chronic diseases: Cancer, Cardiovascular disease, Osteoporosis, Type II Diabetes

7.0 Disease Prevention and Control

A.10.a. Explain the impact STI's have on the contraction of other STI's and/or HIV.

A.10.d. Describe the effects on the body

A.10.e. Examine various modes of treatment.

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

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**1. Meet a recognized community need**

This project meets not only a local need but, an international need. The Perpetual Prosperity Pumps Foundation "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 effect 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**

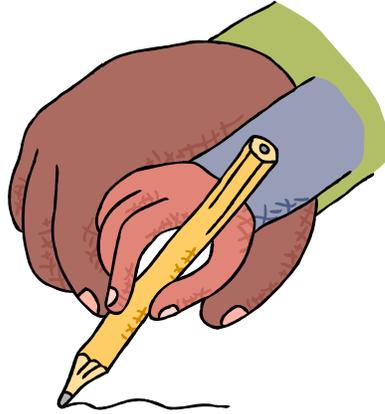
Students complete reflection entries as they experience different aspects of the unit across the curriculum. They create announcements, articles for the school newsletter, posters advertising the collection effort, and artwork reflective of their experiences.

**4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)**

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 Perpetual Prosperity Pumps Foundation.

**5. Establish community partnerships**

Students will contact Perpetual Prosperity Pumps Foundation 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 PowerPoints for background about service-learning. A poster size collection thermometer downloaded from the PPPF site will be made and displayed. This unit is an on going unit lasting throughout the school year 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 PowerPoints about Ghana and about the Perpetual Prosperity Pumps Foundation to develop background information for the project. A representative from Perpetual Prosperity Pumps may be invited as a guest speaker.

# Procedures with Resources:

## *From Poverty to Prosperity*

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*These procedures represent an example of a service-learning lesson 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 Perpetual Prosperity Pumps Foundation ([pppafrika.org](http://pppafrika.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 [pppafrika.org](http://pppafrika.org). View the video clip embedded on the site. Arrange for a guest speaker from the organization.
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 a way of advertising and collection of used shoes in their communities. Examples introduced can be soliciting shoes from scout groups, religious classes, sporting teams, neighborhoods (article in the local newsletter), dance and gym schools, etc.
7. Language Arts classes can present African literature or sharing of stories such as *One Hen* by Katie Smith Milway. Individual students can raise themselves out of poverty and how when one helps another the prosperity grows. Read *One Hen*, by Katie Smith Milway.

### Additional Interdisciplinary Connections



- Visual Arts-create kente cloth replica patterns
- Language Arts-design persuasive posters advertising the effort.
- Write articles to submit to community newspapers
- Math – Design graph representation of shoe collection
- Social Studies-establish partnership with Embassy of Ghana

8. Students can write announcements and broadcast throughout the school for collection updates. Articles can be written for local newspapers.
9. Contact PPPFAfrica.org for further collection efforts.
10. 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 on the [Maryland Service-Learning Website](http://www.mdservice-learning.org) (www.mdservice-learning.org).

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Anne Arundel County



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