



Service-Learning Unit

Rebounding Haiti

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Primary Subject: English

Grade Level: 8th

Additional Subject Area Connections:
Social Studies, Physical Education

Unit Title: Rebounding Haiti

Type(s) of Service: Indirect

Unit Description: Two students organized a faculty basketball game to raise funds to support the World Food Programme's efforts in Haiti.

Potential Service-Learning Action Experiences:

- Create posters, pamphlets, and announcements to advocate for the cause.
- Compose a proposal for the basketball game.
- Schedule the event, includes establishing a time line of the event.
- Hold a fundraiser.

Maryland Curriculum Standards Met

English

- 1.C.1 Read orally at an appropriate rate
- 4.1 Compose texts using the prewriting and drafting strategies of effective writers and speakers.
- 4.2 Compose oral, written and visual presentations that express personal ideas, inform, and persuade
- 4.3 Compose texts using the revising and editing strategies of effective writers and speakers
- 4.7 Locate, retrieve, and use information from various sources to accomplish a purpose
- 6.1 Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purpose.
- 7.1 Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes

Physical Education

- 6.C.1 Evaluate effective relationship skills in physical activity settings.
- 6.E.1 Apply effective time management strategies.

Alignment with Maryland's Best Practices of Service-Learning: *Rebounding Haiti*

1. **Meet a recognized community need**

After the earthquake in Haiti, I was approached by two students who said they would like to do something to help the victims of the earthquake. Haiti was already a poor country, which was making the recovery from the earthquake even slower. There was trouble getting basic supplies, and because of the enormous death toll, many children had become orphans.

2. **Achieve curricular objectives through service-learning**

The students wrote a proposal for the event and prepared an oral presentation for the principal. They then orally presented the idea to the assistant principal and the head of the physical education department to secure the Master Calendar date and the gym time. They then presented the idea to the school faculty to persuade them to play in the game. In order to generate more support, they drafted an email asking for volunteers to play and for donations to the concession stand. The students created posters and morning announcements to promote the event throughout the school. They then organized the event and acted as the announcers of the basketball game.

3. **Reflect throughout the service-learning experience**

The students reflected at each stage of the process in an informal discussion with the sponsoring teacher. This included discussions about how to best approach the various audiences to whom they had to present as well as the expected outcome of each step and the overall project.

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

The students were responsible for every stage of the project from writing the proposal to establishing a reasonable timeline for the day of the event. Students were also responsible for researching which charity they would donate the money to.



5. **Establish community partnerships**

A community partnership was established with the University of Maryland's medical staff, because they were sending doctors to Haiti to assist with the recovery efforts. The staff was kind enough to discuss their efforts with the students and provide pictures for them to use on advertising posters. Concessions were donated by teachers and staff throughout the building.

6. Plan ahead for service-learning

The students and the teacher all planned ahead by writing the proposal and rehearsing the various presentations. They organized the event by creating lists of teachers who were playing on each time as well as those who had volunteered to chaperone. They then assigned each chaperone a duty – crowd control, ticket takers, and concession stand operators. They also drafted a minute by minute timeline of the event, which included two twenty minute halves and an intermission where volunteer teachers sold concessions. Money was also collected from the teachers so that T-shirts could be provided to all faculty and student volunteers.

7. Equip students with knowledge and skills needed for service

The students needed to learn more about Haiti and how charities worked. At first, they said they wanted to donate money to the Red Cross, because that is the only organization they knew that was working in Haiti. After being prompted to research the issue a little more thoroughly, the students returned with the intent to donate the money to the World Food Programme, because they were specifically helping school children and orphans in Haiti. The students also had to be taught about the protocol involved in getting an after-school school event approved and organized.

Procedures with Resources:

Rebounding Haiti

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. Have students research the issues surrounding Haiti's recovery from the earthquake. They should use this information to draft a proposal for a fundraiser in the form of an after school faculty basketball game. (Initial surveys should be conducted of the faculty and students to make sure there is sufficient interest in playing and attending a basketball game.)
2. Have students research the different organizations assisting Haiti in their recovery efforts. Have them debate and select an organization to support. (They may also choose to select two organizations and have each team play for one of the organizations. The team that wins gets to donate the money to their organization.)
3. Have students revise their proposal, if necessary, and compose an oral presentation to promote their idea to the principal. They will need to schedule a time with the principal to pitch their idea – this may take several weeks! Similar presentations will need to be made to secure a Master Calendar date, to obtain gym time for the game and for practices, and to persuade faculty members to play in the game.
4. Have students compose an email to local community based organizations to secure donations and promote the game. (Local T-shirt printing companies are a great place to start. We were able to secure a big discount on our T-shirts for the two teams and the chaperones!)
5. Have students establish a reasonable timeline for the day of the game. Decide what events you will have time for, and remember to leave plenty of time for students to enter and exit the gym in an orderly fashion.
6. Have students design, print, and cut tickets based on the capacity of the gym. Students may choose to pre-sell tickets at lunch or after school. Any leftover tickets can be sold at the door on a first come, first serve basis. This will ensure that all students who purchase tickets can be accommodated.

Additional Interdisciplinary Connections



Physical Education

6.C.1 Evaluate effective relationship skills in physical activity settings.

6.E.1 Apply effective time management strategies.

Social Studies

1.B.2 Defend the importance of civic participation as a citizen of the United States

7. Have students separate the teachers onto two teams. They can come and observe teacher practices to set up fair teams, and teacher guidance will help keep the game fair and fun for everyone!
8. Have the students decide on chaperone duties and assign the volunteer teachers to each duty. If there are enough teachers, assign them in shifts so that everyone gets a chance to watch the game.
9. Have students create morning announcements and posters to begin advertising at least a week before the game. We chose to announce a few of the participating teachers each day to generate more interest in the announcements and the game. This also created some positive pressure to help persuade some of the more reluctant teachers to play.
10. Have the students create an agenda or timeline for the event. This needs to be distributed to everyone involved so that the expectations are clear.
11. Have students compose their announcements prior to the game. They should also receive some training in announcing a basketball game. If music is to be played, have the students compile and present the playlist for approval.
12. Implement the event as planned!
13. Have students compose thank you notes to everyone who assisted in the project from the principal and faculty to the community based organizations and the fans who came to the game! One final morning announcement should be made to let everyone involved know how much money was raised and donated to the chosen organization.

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Baltimore County Public Schools



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