



Maryland State Department of Education  
**Service-Learning**  
**Special Education Unit**  
Helping the Humane Society

**Primary Subject:** Environmental Science

**Grade Level:** 7<sup>th</sup> – 8<sup>th</sup> (Alt-MSA)

**Additional Subject Area Connections:** Language Arts: Reading & Writing

**Unit Title:** Helping the Humane Society

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

*Students participating in service-learning projects have a wide range of abilities, challenges, and needs. Teachers and parents may provide a greater amount of guidance and assistance before, during, and at project completion. Procedures and steps described in the unit may be enhanced, modified, or excluded, as dictated by the needs of the students. Various assistive technologies may be used to meet the individual needs of students in order to complete the project.*

**Unit Description:** A great deal of paper waste is generated by businesses, schools, government, and individuals every day. Our society has become more proficient at recycling a variety of materials, including paper. In addition to shredding paper and taking it to a recycling center, shredded paper can be utilized at local Humane Societies in animal cages.

**Potential Service-Learning Action Experiences:**

- Create and hang posters around the school showing pictures from the local Humane Society and advocating proper animal care. (*advocacy*)
- Create a yearlong paper drive for the Humane Society. (*indirect*)
- Shred paper for the local Humane Society. (*indirect*)

**Maryland State Curriculum Indicators**

**Environmental Science:**

Standard 6.0 Environmental Science  
Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

**B. Environmental Issues**

**1. Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.**

a. Identify and describe a range of local issues that have an impact on people in other places.

b. Recognize and describe how environmental change in one part of the world can have consequences for other parts of the world.

c. Identify and describe that ecosystems can be impacted by human activities.

- Protection of the Chesapeake Bay watershed
- Recycling

**Reading/English Language:**

2.A.2a Analyze print features that contribute to meaning

2.A.2b Analyze organizational aids that contribute to meaning

4.A.1b Select, organize and develop ideas appropriate to topic, audience and purpose

- o Organize information logically

# Alignment with Maryland's Best Practices of Service-Learning: *Helping the Humane Society*

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**1. Meet a recognized community need:**

The Humane Society has an overwhelming job to house and care for as many stray animals as they can. Providing shredded paper for animal cages is one way that students can help this organization achieve its mission.

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

Students can make posters during their art classes by drawing or finding pictures from a variety of media. Sequencing is reinforced through models of the recycling process (science) and through a picture sequence of the directions (through the use of a tool such as Boardmaker) for shredding paper (reading/language arts).

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

Pictures may be taken with students performing the task or the students could be filmed performing the task. Students enjoy watching themselves and they learn from the feedback. Students should discuss how this project helps the community and why it is important to help others.

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

Students can be responsible for collecting the paper, delivering it to shredding areas, and packaging the paper in plastic bags for delivery to the Humane Society. Students may label the bags by writing, typing, or using pictures.



**5. Establish community partnerships:**

The students or teacher can contact the Humane Society (or some other organization that may benefit from the project such as another animal rescue group). Students can take community-based instructional trips to the organization before the project starts to see how the animals are cared for and then they can deliver the shredded paper on a regular basis. This project can be on-going.

**6. Plan ahead for service-learning:**

Students can choose which organization they wish to serve and make a contact. They can research how a Humane Society works, the jobs at the Society, and the needs of the organization. To assist with different learning styles of the students, directions may be in picture form; a related story can be adapted through the use of a tool such as Boardmaker; the shredder may be hooked up to a switch allowing a student to provide electricity to the shredder; and communication may be programmed into a variety of augmentative communication devices. Some students may be able to write or type letters to introduce the students to the organization or to inform parents of the aspects and goals of the project.

**7. Equip students with knowledge and skills needed for service:**

Students may relate stories about their own pets and how they care for them. They can read stories about animals, animal care, and the role of organizations like the Humane Society. Learn about how humans impact and change the environment and the effect that has on other species. Study recycling and why this is important to preserve our environment.

Students will need to practice sequencing, writing, communication, and motor skills. Students will discuss service-learning and citizenship and how this project helps their community.



## Procedures with Resources: *Helping the Humane Society*

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*These procedures represent activities/outcomes that could be incorporated into service-learning lessons on this specific topic, but can also be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt these procedures to fit your unique classroom and community and to solicit student input in planning and decision making.*

1. Introduce the service-learning project by discussing the need for helping local non-profit organizations. Discuss service-learning and why it is important to help others. Explore the concept of citizenship. Resource: [http://www.servicelearning.org/lisa/bring\\_learning/fullvideo.php](http://www.servicelearning.org/lisa/bring_learning/fullvideo.php)
2. Choose a non-profit organization and research/describe the service the organization performs for the community. Students will identify the task to be performed for the organization.
3. Make a community- based instructional trip to the organization to see how the organization is run.
4. Find age-appropriate books about the topic associated with the organization to be read to the students. Adapted books may be appropriate.
5. Access the website of the organization to obtain more information.
6. Write, tell, or draw a story about an animal at the shelter.
7. Create a cycle in pictures of how recycling paper or other products helps the community.
8. Reflect on the project through pictures taken during the project and at a visit to the organization.
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](http://www.mdservice-learning.org).

### Additional Interdisciplinary Connections



**Language Arts** – read and write stories about animals and organizations like the Humane Society.

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