



Maryland State Department of Education
Service-Learning
Special Education Unit
Mailings for Many

Primary Subject: Reading/English, Language Arts

Grade Level: 6th – 8th (Alt-MS)

Additional Subject Area Connections: Math

Unit Title: Mailings for Many

Type(s) of Service: Direct, 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: In every community, there are non-profit organizations who can use help preparing mailings. Mailing preparation may include stuffing envelopes with letters, inserts, and/or coupons which must be distributed to the public. Many of these mailings are fundraisers to assist the organization which is meeting a need in the community. In addition, mailings may include attaching labels to envelopes, sealing the envelopes, and sorting by zip code.

Potential Service-Learning Action Experiences:

- Complete mailings for local non-profit organizations on school campus. (*indirect*)
- Complete mailings for local non-profit organizations off campus. (*indirect*)
- Create posters to hang around the school featuring the benefits of the non-profit organization. (*advocacy*)

Maryland Curriculum Standards Met

Reading/English Language Arts:

2.A.1b Read, use, and identify the characteristics of workplace and other real-world documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, and other functional documents

Alignment with Maryland's Best Practices of Service-Learning: *Mailings for Many*

1. **Meet a recognized community need**

Many non-profit organizations do not have the staff necessary to complete the time-consuming task of preparing mailings. Students can perform all or part of the mailing process for the organization.

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

Students can read or review pictures to understand the steps needed to complete the mailing. Students also learn number sequence. They learn to sequence the mailing task, identify numbers, letters, and words. They can count the inserts that go into an envelope. For those students who cannot count, a "jig" can be made with the correct number of inserts so the students can stuff the envelope with the appropriate number of inserts. Students learn to attend to task and improve speed. Special education students can work on this project with or without peer assistance.

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 has helped the community and what else they might do to be of assistance.

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

Students can choose which organizations they wish to serve. They can research how the organizations serve the community and use that information to decide who to contact.



5. **Establish community partnerships**

The students or teacher can contact the organization by letter (written or on the computer) to request work to complete.

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

Once it is decided which organization will provide the mailings, a speaker may come to talk to the students. They may have printed information to send home. Some students may do research on the organization to share with other students. Some students may have personal information to share. Letters will go home to parents to describe the project and its goals.

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

Students will need to practice motor skills to open an envelope and put inserts into the envelopes. Students may need to have counting skills or material adaptations to incorporate one to one correspondence necessary to accumulate the correct number of inserts for each envelope. Students will need to demonstrate appropriate behavior and social skills to complete the task accurately.

Procedures with Resources:

Mailings for Many

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. Introduce the service-learning project by discussing service-learning and citizenship with students and engaging in activities to explore those themes. A resource to support this topic can be found at [Bringing Learning To Life](https://www.youtube.com/watch?v=o2-eoEi6FCo) (<https://www.youtube.com/watch?v=o2-eoEi6FCo>).
2. Choose a non-profit organization and research/describe the service the organization performs for the community.
3. Identify the task to be performed for the organization. Practice tasks can be set up in advance to assist with accuracy.
4. Make a community based instruction trip to the organization to see how the organization functions.
5. Find an age-appropriate book about the topic associated with the organization to be read to the students. The teacher can also make an adapted book from the original book using tools such as Boardmaker.
6. Access the website of the organization to obtain more information.
7. Reflect on the project through pictures taken during the project and at the visit to the organization.
8. Upon completion, analyze the plan to evaluate the successful completion of the objective and overall success of the project. Also, reflect on the project using various reflection activities 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](#).

Additional Interdisciplinary Connections



Math

6·A·1a Read, write and represent whole numbers

6·A·1d Compare, order and describe rational numbers with, or without, relational symbols



Updated: December 2019, December 2014; Created: July 2009

Division of Student Support, Academic Enrichment, and Educational Policy
Youth Development Branch
200 West Baltimore Street
Baltimore, Maryland 21201
410-767-0357

[Maryland Public Schools Service-Learning Website](http://www.mdservice-learning.org) (www.mdservice-learning.org)
[Maryland Public Schools](http://www.marylandpublicschools.org) (www.marylandpublicschools.org)



**This material is based upon a template for service-learning experiences created by the Maryland State Department of Education. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Maryland State Department of Education or constitute an endorsement.*