



# Maryland State Department of Education **Service-Learning Unit**

## **Kids Helping Hopkins** *Johns Hopkins Children's Center*

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**Primary Subject:** English

**Grade Level:** 9<sup>th</sup> -12<sup>th</sup>

**Additional Subject Area Connections:** Art, Health, Math, and Science

**Unit Title:** Kids Helping Hopkins- Johns Hopkins Children's Center

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

**Unit Description:** Kids Helping Hopkins is a local educational program sponsored by many area schools throughout Maryland to support Johns Hopkins Children's Center. The program is designed to provide students of all ages the opportunity to help others without personal gain and to teach the values of compassion and respect for others. Students, who participate in the Kids Helping Hopkins campaign, gain a new understanding of the Hopkins Children's Center and the many services it provides in Maryland and throughout the world. This service-learning project will combine persuasive writing in English and a variety of projects in art class to benefit this organization. This can be used in any grade level, but it has been written for high school students in the 9<sup>th</sup> -12<sup>th</sup> grades.

**Potential Service-Learning Action Experiences:**

**Sample Fund Raising Activities**

- Math-a-thon
- Reading Really Helps

### **Maryland State Curriculum Indicators Met**

#### **Reading and Language Arts:**

- 4.A.1 Compose texts using the prewriting and drafting strategies of effective writers and speakers.
- 4.A.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.
- 4.A.3 Compose texts using the revising and editing strategies of effective writers and speakers.
- 4.A.4 Identify how language choices in writing and speaking affect thoughts and feelings.
- 4.A.5 Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing.
- 4.A.6 Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose.
- 4.A.7 Locate, retrieve, and use information from various sources to accomplish a purpose.
- 5.A.2 Apply knowledge of grammar concepts and skills to control oral and written language.
- 5.B.2 Comprehend and apply standard English usage in oral and written language.
- 5.C.2 Apply standard English punctuation and capitalization in written language.
- 5.D.2 Apply conventional spelling in written language.

- Fact-a-thon
- Hat Day/Casual Day
- Hearts for Hopkins
- The Good Will Chain
- Kiss-a-Pig
- Bucket Brigade
- Hop for Hopkins

### **Sample Child Life Activities**

- Kids Care
- Donations of bookmarks, tapes, CDs, craft and art supplies
- Kits for Kids
- Bead kits for jewelry making
- Tee shirt kits
- Origami paper with instructions
- Dream Catcher kits

# Alignment with Maryland's Best Practices of Service-Learning: *Kids Helping Hopkins*

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## 1. Meet a recognized community need

As the pediatric hospital of the Johns Hopkins Medical Institutions, Hopkins Children's Center, develops and delivers world-class pediatric medicine in a nurturing environment for patients and their families. Kids Helping Hopkins provides an opportunity for students to touch the lives of countless young patients and their families by providing fun activities for students to do while receiving medical attention.

## 2. Achieve curricular objectives through service-learning

- The student will use a variety of prewriting strategies to generate and develop ideas.
- The student will select and organize ideas for specific audiences and purposes.
- The student will revise and edit texts for clarity, completeness, and effectiveness.
- The student will differentiate grammatically complete sentences from non-sentences.
- The student will choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose.
- The student will edit texts for spelling, capitalization, and punctuation.

## 3. Reflect throughout the service-learning experience

Students created a notebook that helped them to organize their responsibilities and keep track of correspondences. Using students' writing folders, we kept drafts of letters that were sent to local business soliciting donations of crayons. In addition, while students were preparing the coloring books, the "All About Me" books, as well as the necklace and bracelet kits, students took pictures to document the moment. The teacher organized the photos to create a PowerPoint presentation.



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

During this project, students brainstormed a list of local businesses they felt would contribute donations of crayons for kits. At first, they contacted managers at local restaurants such as Chili's and Friday's. Students followed up their telephone conversations with a letter to the manager or in some cases the district manager of the restaurants. Once we had all of the items, several students organized stations for arranging the coloring books the "All About Me" books, as well as the necklace and bracelet kits. At each station, a student took the lead and delegated work to other students.

**5. Establish community partnerships**

Students contacted the following restaurants to request donations of crayons, Chili's, Friday's, Red Lobster, Applebee's, and Bob Evans. These restaurants were located in the White Marsh and Towson areas of Baltimore County. In addition, due to the high quantity needed to reproduce the coloring books and "All About Me" books, a partnership was made with Morgan State University's Print Center to duplicate the necessary quantities.

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

Students were shown a "Kids Helping Hopkins" video provided to us by the foundation. Students decided that they wanted to create something fun for pediatric patients. Therefore, they liked the suggestion from the "Kids Helping Hopkins" booklet of creating coloring books, and "All About Me" books. They also wanted older children to have a fun activity, so they decided on bracelet and necklace kits. Using the local school system calendar, we looked at dates that were non-negotiable. For example, dates for testing, holidays, and breaks. We merged those dates with the events and functions that were taking place at school. After looking at both calendars we created one calendar and created a time line to complete important tasks. For example, a list of businesses they were interested in contacting, making telephone calls, drafts of letters, and final dates to submit donations, and complete printing. Materials that were donated were purchased though funds given by teachers and students.

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

This opportunity provided students with a chance to help others without personal gain and to teach life-long values. Students developed compassion for others whose situation is different than their own. They learned selflessness, respect for others opinions, and good citizenship; skills that will help prepare them to become good citizens and community leaders.

## Procedures with Resources: *Kids Helping Hopkins*

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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. 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 [www.servicelearning.org/resources/bring\\_learning/](http://www.servicelearning.org/resources/bring_learning/).
2. Using a TV and VCR show students the “Kids Helping Hopkins” video and pass around the information booklet.
3. Allow students time to select a project they would be interested in completing. Once students have chosen a project, brainstorm strategies to help complete the project.
4. Form committees and duty lists: Research & Communication Committee, Public Affairs Committee, Donation Committee and Supplies Committee.
5. Create a calendar of deadlines to alleviate conflicts and doubling of deadlines.
6. Contact local businesses via telephone to collect important information from the managers or supervisor.
7. Begin drafting letters to managers or district managers of local restaurants soliciting donations of crayons.
8. Make daily announcements during the morning and afternoon announcements requesting monetary donations to offset the costs of other supplies needed.

### Additional Interdisciplinary Connections



- **Art-** Students can create original pictures for patients to color. Students can create arts and crafts with instructions.
- **Health-** Students can study treatments for children with critical illnesses.
- **Math-** Have students create a budget and track gains and loses using a spreadsheet.
- **Science** – Students can study causes of chronic illnesses.

9. Create posters and fliers to be placed around the school and in classrooms to remind students of the need for donations of money, items, or time.
10. Select one day to organize all materials. Since there were a lot of smaller projects that created this one project, students created stations for the organizing and arranging of items.
  - Station #1-an assembly line for students that were creating the necklace and bracelet kits.
  - Station #2- an assembly line to arrange the pages of the coloring books. There was a coloring book for little boys and one for little girls.
  - Station #3- an assembly line to arrange the pages of the “All About Me Books.”
  - Station #4- the brass paper fastener station. Students fastened all of the pages together and placed coloring books in labeled boxes.
11. While students are working, take pictures to document students’ efforts during this service learning experience.
12. Make sure that all items have been securely packed and contact the coordinator for “Kids Helping Hopkins” to schedule a drop-off date. The coordinator can be contacted using the information below:

Paula Shell, Development Coordinator II  
Johns Hopkins Children's Center  
Office of Development  
One Charles Center  
100 N. Charles St., Suite 200  
Baltimore, MD 21201  
Phone: (410) 516-4517  
Fax: (410) 516-8003  
Email: pshell1@jhmi.edu
13. Using the pictures that students took with a digital camera, create a PowerPoint presentation and show students.
14. 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).

Created: 2009