



Drive for Supplies™

Primary Subject: Environment

Grade Level: all

Additional Subject Area Connections: Social Studies, Math, Arts

Unit Title: Drive for Supplies™ (or Supply Drive, Supply Recycle Drive, etc.)

Type(s) of Service:

Direct – reduction of waste in landfills/distribution of supplies to families

Advocacy – impact of socioeconomic barriers (educational resources) for disadvantaged children

Indirect – collection of used, yet usable school supplies for needy children

Unit Description:

- The *Drive for Supplies* coordinator should collaborate with the science teachers, social studies teachers, student service learning coordinator, student government group, etc., to emphasize to students the socio-economic and environmental aspects of this project.
- Collect boxes for collection.
 - Organize groups of students and staff to help with this important effort. Schedule a day (or days) for each class, team, or grade level to clean out their lockers, backpacks, and desks.
 - Advertise this collection/recycling project to all students.
 - Assign students to be in the halls collecting the supplies (have donation boxes, paper recycling, commingles recycling, and trash cans). Assign students to stand by both recycling bins and trash cans to ensure that no usable supplies are being thrown away and that recyclable items are not going into trash containers.
 - Ask students to tear out and recycle used pages of composition and spiral notebooks before donating.
- Filled boxes from classes and halls should be delivered to a designated “processing site” that will—
 - Check that supplies are in usable condition. The coordinator should determine the usefulness or condition of the items collected.
 - Check that all used pages in composition/spiral notebooks have been torn out and recycled. (Please check carefully—this is extremely important). Cover names on items with labels or permanent markers.
 - Sort items into similar categories and box accordingly.
 - Seal boxes, indicate content on boxes (weigh boxes if keeping data by weight).
 - (DO NOT box and send clothing. Please wash clothing and donate to local clothing centers.)
- Give student service-learning (SSL) forms to secondary students who are collecting, sorting, boxing, and labeling supplies. For SSL curriculum support, go to www.montgomeryschoolsmd.org/departments/studentaffairs/sao/supplies (bottom of page).

Maryland State Curriculum Indicators Met

Content Title:

- *To increase environmental awareness about community landfills*
- *To promote comprehensive recycling and reuse practices (materials management skills) by reducing the amount of used, yet usable schools supplies that are normally trashed (practice environmental stewardship)*
- *To motivate students to seek ways to reduce disposal costs and maintain an active recycling program by donating used, yet usable school supplies*
- *To understand the economic impact to the school (school system) concerning waste disposal*
- *To provide students with ownership, responsibility, and rewards for contributing used, yet usable school supplies to disadvantaged students*
- *To make students aware of the socio-economic conditions of the population in their own community*

- If working with other schools, transport collection boxes to central location for re-sorting, weighing and distribution. If a single school is collecting and distributing, determine a location for storing boxes until families/organizations pick up supplies.

Potential Service-Learning Action Experiences:

- Recycling programs in school
- SERT/GREEN School Initiatives
- Tutoring/Helping Disadvantaged children in multiply ways

Local School System: Montgomery County Public Schools

LSS Coordinator: Pam Meador

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Alignment with Maryland’s Best Practices of Service-Learning:

Drive for Supplies™

1. Meet a recognized community need

- Students can determine the impact of the large amount of trash (generated by schools at the end of the year when students/teachers throw away used school supplies) on the community landfills. How will reducing the amount of trash from schools be beneficial? How will this lead to a healthier environment?
- Students can also study the socio-economic status of their community – what is the percentage of disadvantaged families in the area? How do these children get the education supplies for school?

2. Achieve curricular objectives through service-learning

- Science-study the environmental impact per ton of school supplies taken to landfills; look at the three R’s of the Environment: Reducing, reusing, recycling
- Math-weigh and graph materials collects
- Arts-public service announcements/posters emphasizing recycling and giving back to the community

3. Reflect throughout the service-learning experience

What are our goals for this project? How is the collection going? How will our collection of materials help socio-disadvantaged children? What is the fiscal savings by reducing the amount of waste disposal fees?

Reflect on the amount of supplies that are normally thrown away.

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

Students take the leadership role by organizing locker clean-outs and collection of used, yet usable school supplies. In sorting materials, they keep usable supplies and recycle used paper from binders, composition books, spiral notebooks, and generally educate other students about recycling while cleaning out lockers.

5. Establish community partnerships

Work with local businesses to sort through their supplies and donate binders, pens, pencils, etc. Work with the local recycling plants and/or the Maryland Dept. of the Environment for materials/speakers on recycling. Work with the local volunteer center to identify nonprofit organizations who could use supplies to support the disadvantaged families they serve.

6. Plan ahead for service-learning

Determine ways to link this project with recycling throughout the year. Could you implement a new school supply drive at the beginning of the year (buy 2 and donate one – especially during the sales on schools supplies in August)?

7. Equip students with knowledge and skills needed for service

Through cooperation and collaboration with students and business partners, students learn and experience how a little effort can result in a great contribution to the community. As students begin to take responsibility for their own actions (trash/recycle/donate) they can see the environmental impact and that helping others does not require a lot of money or fanfare. Students hopefully begin to develop the ability to just reach out a hand and say, “I want to help.”

