



*Maryland State Department of Education*  
**Service-Learning**  
**Special Education Unit**  
**Once Lost and Now Found...**

**Primary Subject:** Social Studies

**Grade Level:** 6<sup>th</sup> – 12<sup>th</sup> (Alt-MSA & HSA)

**Additional Subject Area Connections:** Health, Math, Science, Family and Consumer Sciences, Life Skills, Technology, and Business/Computers

**Unit Title:** Once Lost and Now Found...

**Type(s) of Service:** Direct, Indirect, and/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:** Students explore the concepts of economic decision-making and supply and demand through this service-learning project. Depending on the contents of the collection, schools could support charities such as the Salvation Army, Goodwill, Bea Gaddy (in Baltimore), the Learn Shop (Montgomery County), Purple Heart, AmVets, homeless shelters, or other local organizations.

**Maryland State Curriculum Indicators**

**Social Studies:**

Standard 4: Economics:

Topic: Scarcity and Economic Decision-making

1. Explain that people must make choices because resources are limited to unlimited wants for **goods** and **services**
  - a. Explain why people must make economic choices
  - b. Identify and apply the steps in the **decision-making process**
  - c. Identify the **opportunity cost** of a choice or decision

**Potential Service-Learning Action Experiences:**

- Gather items not claimed from the school's Lost and Found and/or conduct a clothing drive for a local, national, or international organization. (*indirect*)
- Prepare clothing donated to an organization by cleaning, folding, sorting, packaging, and hanging the donated clothing. (*indirect*)
- Deliver clothing to identified organizations and, if possible, help distribute the clothing. (*direct*)
- Educate peers about poverty and homelessness and how they can help (participate in clothing drive, etc.). (*advocacy*)
- Find local businesses willing to donate surplus clothing items to organizations needing clothing. (*indirect*)

# Alignment with Maryland's Best Practices of Service-Learning: *Once Lost and Now Found...*

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**1. Meet a recognized community need**

Students will identify local, national, or international groups or organizations that have a recognized need for donated clothing items. They will collect and prepare appropriate clothing to donate to meet the identified need (e.g. children's clothes, adult business wear, baby clothes, sports clothes/equipment, cold weather items, etc.). Additional items can be solicited from local businesses.

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

Students will learn about the impact of the scarcity of economic resources and supply and demand. Students will develop and practice categorization, communication, life, and motor skills.

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

Students could make a collage of various types of clothing and of situations where people might need clothing (disasters, poverty, etc.). They will discuss how the project helps people who need assistance and the importance of helping others. Frequent reflections on the process of supply and demand will help the students in evaluating the project.



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

Students and staff will create an action plan. The action plan should include necessary tasks, resources needed, and students' responsibilities. Students will log the donations and itemize them. Students will decide on appropriate donation sites and/or populations needing collected items.

**5. Establish community partnerships**

Students will contact organizations in need of clothing. They will contact businesses and potential partner schools to participate in the collection and cleaning of donated items. Community partners who could provide guest speakers or information resources should be identified to help with the project. School related groups, like the Parent Teacher Association or the Student Government Association, could also assist with the project.

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

Students will address and seek approval and/or support from their peers through student organizations, school, family, and the community. Students will advertise the project by designing and making posters and flyers for community and school distribution. Letters will be sent to parents describing the project and its goals.

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

Students will arrange for guest speakers to visit the school to explain the needs of their organizations. Students could submit an article to the school newspaper informing the school community about the project. They could also speak at a Parent Teacher Association (PTA) meeting about the project and request the PTA's support.



**Additional Interdisciplinary Connections**



- **Technology** - video/media production
- **Language Arts/English** - letter writing, communication and networking (life skills)
- **Math** -graphs/tables
- **Family and Consumer Sciences** – laundry
- **Health** - sanitation
- **Social Studies** - geography/maps

## **Procedures with Resources:** ***Once Lost and Now Found...***

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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 service-learning and citizenship with students and engaging in activities to explore these themes. A resource to support this topic can be found at [http://www.servicelearning.org/lisa/bring\\_learning/fullvideo.php](http://www.servicelearning.org/lisa/bring_learning/fullvideo.php)
2. Explore the concepts of excess and scarcity of economic resources and supply and demand by looking at the school's surplus of lost and found items.
3. Identify local organizations in need of clothing donations.
4. Identify small businesses or large, well-equipped schools that could assist students in cleaning the items to be donated.
5. Use the school's lost and found collection as the initial source of items to donate.
6. Create a public service announcement (PSA) about the project. Staff will seek parental permission for recording/photographing participants. Students may make the PSA through the use of augmentative communication devices.
7. Sort, wash, clean, fold, size, hang/package, and inventory items collected. These activities reinforce life skills. Directions may be given in sign language or sequential pictures. Depending on the school's circumstances and scheduling issues, this may be an appropriate time to reach out to local laundries or partner schools for assistance.
8. Contact local organizations through letters, phone calls, or e-mail, once inventory to be donated is determined, to find an appropriate donation site(s) based on need. Or you could target the collection of a particular category of clothing based on a particular organization's need (e.g. children's winter clothes, business attire, etc.).
9. Invite guest speakers from the selected organizations to share the organizations' intended use of the donated items with students.

10. Arrange scheduling and transportation of items to the designated organization (by partnering with a local business, school family or community members).
11. Edit and create a public service announcement (PSA) to advertise future drives and seek community/business involvement. Student may use an alter nature methods, an augmentative device, to deliver the PSA.
12. Assess the outcome and effectiveness of the entire project. Create a “clothing and need” collage. Discuss why this project was important, who it helped, and why people should help one another.
13. 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).

**Possible Extensions:**

- Solicit businesses for specific types of donations (for example, professional/business attire, weather-related clothing, and formal/prom attire)
- Conduct drives for other types of items (toiletries, domestic items, military/troops needs)

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