

Clothes (6-8)

Language Arts, Mathematics, and Social Studies

Summary: Students study the needs of the homeless and determine what essential clothing items they will collect to donate to the local homeless shelter.

Service and Learning Activities

Preparation: Invite guest speakers from area homeless shelters to talk to students about the clothing needs of the homeless. Discuss what clothing items are essential for the homeless to have such as socks, men's jeans (many homeless work construction or day jobs), jackets, sweaters, coats, hats, gloves, etc.

Action: Students launch a school-wide clothing drive, targeting the items that are needed the most. Students make a plan to advertise and to educate the school population on the needs of the area's homeless citizens. Students sponsor a "sock" hop, a blue jean week, or other event to collect needed items. Students may also establish a clothing store for those students who do not have the resources to buy proper clothes for the winter.

Reflection: Students study what's behind the label on their clothing. Where are their clothes made? How much do the workers who make the clothes get paid? Are the clothes made by child labor? What is a sweatshop? How much does the average American worker make compared to an overseas sweatshop worker? Research on the internet to investigate the sources of their own clothing (<http://www.behindthelabel.org/>, <http://www.cluw.org/label.html>, <http://www.cleanclothes.org/>). Create a report and display and let others know what's the truth behind the label. How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Students write a letter to the editor to urge community residents to donate warm clothing and sleeping bags to homeless shelters before the winter arrives. Students put displays showing their research on clothing manufacturers employment conditions in school common area. Students also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

LA.A.1.3 Uses the reading process effectively.

LA.C.1.3 Uses listening strategies effectively.

LA.B.1.3 Uses writing processes effectively.

LA.D.2.3 Understands the power of language.

Social Studies : The student

SS.C.2.3 Understands the role of the citizen in American democracy.

Mathematics: The student

MA.B.1.3 Measures quantities in the real world and uses the measures to solve problems.

MA.E.3.3 Uses statistical methods to make inferences and valid arguments about real-world situations.

Academic Objectives

- Understand the needs of the homeless population
- Learn and demonstrate proper use of research, reading, and writing skills
- Use knowledge and skills to create a meaningful educational campaign to educate students on issues relating to the area's homeless population
- Understand the world economy and be able to compare rates of pay and statistical data
- Understand the issue of sweatshops and child labor

Assessment(s): Letter to the editor, report and display

Service Objectives

- Understand the needs of the homeless population
- Learn and demonstrate proper use of research, reading, and writing skills
- Use knowledge and skills to create a meaningful educational campaign to educate students on issues relating to the area's homeless population
- Understand the world economy and be able to compare rates of pay and statistical data
- Understand the issue of sweatshops and child labor

Assessment(s): Letter to the editor, report and display