



Lean on Me for Haiti

Written by Molly Miely, Jones Middle School, Upper Arlington Schools — Upper Arlington, Ohio

“ I was able to help lots of people who needed it. I can do anything. I feel unstoppable, and no one can take that away from me. ”

-- Sarah S., 6th grader at Jones Middle School

What?

A few fast facts . . .

- ▶ Students and teachers wanted to provide crutches, canes and walkers for earthquake victims in Haiti.
- ▶ 104 sixth-graders
- ▶ Teachers: Scott Hall, Mandy Mangini, Molly Miely, Jean Reese, Richard Wharton
- ▶ Curriculum Area(s): Social Studies, Science, Math, Language Arts, Reading, Art, Health, Physical Education, Global Languages, Technology Education

This publication was created by the Legacy Group, Partnerships Make A Difference for Learn and Serve Ohio. Funds for this project came from the Corporation for National and Community Service.



The Big Idea

Sixth graders at Jones Middle School used their collective academic and natural gifts to address a critical medical need in Haiti, and in doing so, realized they can make a difference in the lives of others.

Investigation

The day after the devastating earthquake in Haiti in January 2010, **students came to school consumed with worry and concern for the Haitian people.** In social studies, they viewed a *Kids CNN* current events report about the earthquake. The story and photographs of the victims compelled them to learn more, so we began to **read and research.** Students learned more about the country of Haiti, the January 12th earthquake, and the needs of the victims. One of the most intriguing facts to the students was that before the tragic earthquake, **Haiti was already the poorest country in the Western hemisphere.**

The students also were very concerned as each of the many aftershocks took place. They learned that



even before the earthquake, **there were many Haitians with amputations and so there was already a huge need for mobility devices.** Now, after the earthquake, there was a much bigger incidence of amputations due to the many crushing injuries and to infection. The specific fact that made the most impact on the students was that of the 250,000

Rigor, Relevance and Relationships

Service-learning has demonstrated the potential to provide a curriculum that is rich in rigor, relevance and relationships—three elements of learning that play a crucial role in the school improvement process, according to Bill Daggett and his associates at the *International Center for Leadership in Education*. Consistent with these elements, research clearly shows that students who participate in high quality service-learning experiences become more engaged in learning, more committed to their communities, and more empowered to make positive life and career choices.

International Center for Leadership in Education, www.leadered.com

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injured in the Haiti earthquake, **150,000 lost limbs or will lose limbs from infection**. Crutches, canes, walkers and prostheses were needed in Haiti even more now, and the **students were more determined than ever to help however they could.** ▶

Preparation

The students learned about Haiti through current events articles on the Internet, and newspapers and magazines provided additional written accounts and photographs of the conditions there. The students learned about the **Haitians' needs, the weather, the land, the culture, and the native languages**. Every day, a different student posted a "Did you know?" fact about Haiti on the whiteboard in the classroom. Each fact generated quite a bit of interest, discussion, and further research among the students.

Students used the Internet and books to **research all aspects of earthquakes**. They learned about aftershocks, where earthquakes are most likely to occur, and where and when the most tragic earthquakes have taken place in the world throughout history. The students learned **new vocabulary words like magnitude, fester, amputation, prostheses, prosthetist, and prosthetic**.

Through the Internet, **students found Dr. Alan Koslow, a vascular surgeon from Des Moines, Iowa**, who had been to Haiti twice since the earthquake to perform amputations and provide medical care. We read about him and viewed photos of his endeavors on his website. Students wrote business letters to contact him for a Skype session. Before the Skype session, students planned a schedule of events, wrote a welcome, introductions, questions,

and planned follow-up questions. They planned to sing "Lean on Me" as students entered the room for

RIGOR . . . *At this point in the project, students were motivating each other; and their level of work and engagement increased in an amazing way. I think also at this point, I became facilitator of this project. The students were teaching each other and I, too, was learning from them.*

-- Molly Miely

the Skype session, and they planned thank-yous, appreciations and good-byes at the end. As the planning for the Skype session took place, students worked together in pairs or small groups to write and edit their presentations.

During the Skype session, Dr. Koslow told stories of his experiences in Haiti and shared firsthand information about the people and their needs. One story included a 7-month-old baby named Moses whom he had helped save. **Dr. Koslow discussed the high number of amputations and suggested that our students could help by providing mobility devices for patients in Haiti.** Students were intrigued by this idea. It was concrete, and a small amount of money they had already raised from having a candy sale could be used in a meaningful way. The students also knew that many of them had crutches no longer being used at their homes and they were ready to donate.

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The students got much more from Dr. Koslow than great information and ideas for how to help. **His hard work and passion motivated and inspired my students to want to help immediately.** ▶

Action

Based on what the students learned from Dr. Koslow about the number of amputations in Haiti and the need for mobility devices, **they decided to collect crutches, decorate them with messages of love, hope, support, and encouragement, and send them to Haiti.** Dr. Koslow had suggested that students send the crutches to **Physicians for Peace**, c/o the organization's headquarters in Norfolk, Virginia.

As the crutch collection got underway, the students became immersed in this project. They set up and decorated donation boxes. They contacted the media and other businesses for their help through email, business letters, phone calls or personal visits. They designed, wrote, edited, decorated, and posted fliers around the school and in nearby businesses.

Some students assumed responsibility for making daily announcements about our collection to the school. Two students wrote, edited, and sent a news article "for immediate release," and a reporter contacted them for an interview and printed the article.

The students were absolutely thrilled, and the **publicity generated additional donations** from around Columbus. Another student wrote a business letter to a local orthopedic center, requesting support with donations of crutches. To our students' delight, the **Ohio Orthopedic Center of Excellence (OOCE)** responded, and through this part-

nership, many donations came in. **OOCE posted information about our crutch collection on their Facebook page, which boosted our momentum further.**

Soon the 6th graders were featured in news articles in **The Columbus Dispatch** and **The Upper Arlington News.** **Students learned the importance of social networking and the media.** Visitors from all over central Ohio came to Jones Middle School or the OOCE to donate crutches and sometimes, monetary funds as well.

Our crutch collection literally took off. Crutches had previously been coming in one pair every other day

RELEVANCE . . . *Now, after the earthquake, there was a much bigger incidence of amputations due to the many crushing injuries and to infection. The specific fact that made the most impact on the students was that of the 250,000 injured in the Haiti earthquake, 150,000 lost limbs or will lose limbs from infection. Crutches, canes, walkers and prostheses were needed in Haiti even more now, and the students were more determined than ever to help however they could.*

-- Molly Miely

or so; **after the news article and the Facebook posting, our collection boxes needed to be emptied many times a day.** The students were totally amazed and empowered by this. Their project was clearly successful, and they had involved many people beyond their own school community of students, staff,

A typical service-learning project includes five components:

Investigation: Teachers and students investigate the community/world problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.

Planning and Preparation: Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.

Action: The "heart" of the project . . . engaging in the meaningful service experience that will help students develop important knowledge, skills, and attitudes, and will benefit the community.

Reflection: Activities that help students understand the service-learning experience and think about its meaning and connection to them, their society, and what they have learned in school.

Demonstration/Celebration: The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service-learning project, and look ahead to the future.

Assessment is part of all activities to ensure that the learning and development that occur through service-learning can be measured, and to help diagnose student needs, provide feedback, and improve instruction.

K-12 Service-Learning Project Planning Toolkit. Created by RMC Research Corporation for Learn and Serve America's National Service-Learning Clearinghouse

K-12 Service-Learning Standards for Quality Practice

Meaningful Service: Service-learning actively engages participants in meaningful and personally relevant service.

Link to Curriculum: Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Reflection: Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Diversity: Service-learning promotes understanding of diversity and mutual respect among all participants.

Youth Voice: Service-learning provides youth with a strong voice in planning, implementing and evaluating service-learning experiences with guidance from adults.

Partnerships: Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Progress Monitoring: Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Duration and Intensity: Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Source: National Youth Leadership Council (www.nylc.org)

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and parents. Crutches and donations coming in from cities even an hour away motivated the 6th graders even further.

During this time, we learned of and invited a prosthetist, **Jason Macedonia**, to visit. He spoke to the students about his job and shared

"After our Skype session with Dr. Koslow, I watched some of his Youtube videos, and they were surprising because I did not know the extent of the earthquake damage. I will remember the information and use it to help Haiti some more in the future." "

-- Charlie M., 6th grader

a wide variety of prosthetic devices, how they were used, and how they were fitted. The 6th graders talked about the demonstration and sharing of prosthetic devices for quite some time. It was a new area of learning for them, and the students were fascinated by the different types of prosthetics and their uses. After the visit with Mr. Macedonia and the Skype session with Dr. Koslow, students wrote and decorated thank-you letters in friendly letter format to both.

The crutch collection was accomplished without any start-up costs; however, money would be needed to mail the crutches from Ohio to **Physicians for Peace** in Norfolk, Virginia. **Physicians for Peace** would then take the crutches to Haiti at no cost to us. Our small amount of already-raised funds from the original candy sale was not going to cover the many donations of crutches that now continually overflowed the boxes at Jones Middle School, so the students brainstormed ways to raise more money for shipping. Students decided to host a crutch-

game festival at their school. They would charge a small entrance fee to those who attended.

Students planned the lunchtime game festival and named it "**Limb-O-Fest.**" The cost would be \$1 or a donation of a pair of crutches to come to the Limb-O-Fest and play games in the football field area. The 6th graders began designing and practicing the games and publicizing the event over the school announcements. They also put up handmade posters in the hallways of the school.

The games planned were a limbo contest with a crutch, crutch baseball, crutch putting—and in honor of Haiti's national sport, soccer. The students included an area for students to try out the use of the crutches. They also set up and ran a card-making station. Cards would be decorated and tied onto each set of donated crutches.

For the cards, **students researched Haiti's languages of French and Creole**, developed appropriate phrases, and made examples for the other students to see. Some of the French phrases the students used were "Restez Forts!" (Stay strong/brave!), "Nous aimons le Haiti!" (We love Haiti!), and "Appuyez-vous sur les Etats-Unis, Haiti!" (Lean on the United States, Haiti.) Some of the Creole phrases used were "Alo" (Hello), "Mwen regret sa" (I'm sorry), and "Mwen renmen 'w" (love).

During the festival, **some students acted as photographers or videographers, some were money/crutch collectors, some were game runners, and some were information givers.** At the end of the Limb-o-Fest the students cleaned up and

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returned the crutches to the school where they were stored for shipping.

A few days after the Limb-O-Fest, the students decorated the crutches, walkers, and canes with messages. The art department at Jones helped to determine the best medium to use for decorating the crutches. They decided on permanent sharpie markers of all different colors and sizes. The students used the already generated list of appropriate French and Haitian Creole words to write phrases on them. They also drew pictures and symbols known universally, like hearts and smiley faces. While crutches were being decorated, some students sized, organized, measured, and counted the items to get them ready for shipment.

During the month-long crutch drive, the **6th graders collected over 220 pairs of crutches, as well as over two dozen walkers, more than two dozen canes, some boots and a**

few braces. A total of \$500 was also collected, some from the original small candy sale and loose change collection.

We hoped that \$500 would be enough to mail our crutches to Norfolk. However, before we could ship them, we found another contact through the Internet. Dan from ***Life-line Christian Mission*** was willing to pick up our entire collection of crutches and deliver them to ***Physicians for Peace*** at no cost to us! The students were soon calling this person “Dan the Man,” and he became a true ***Everyday Hero*** to them. After a few phone calls to make arrangements, “Dan The Man” came to our school, and students helped load his truck. Later he followed up with an email of photos to us. **Because of Dan, 100% of the money we raised went toward the purchase of medical parts to attach prostheses.** ▶

Reflection

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In each of the months April, May, and June, students did reflective writing about one or more events at school and decorated the pages with original artwork and photos depicting the writing topic of the page. The prompts were, “Think about what you did this past _____ (April and May) for others and write about it. What did you do? How did it make you feel? Be descriptive. Include clip art, photos or original artwork,” and for June, “Think about your year at Jones Middle School. What did you do that was meaningful? What did you do that was important to you? Write about it. Be descriptive. Include original artwork and a recent photo of yourself.” Students compiled their reflections in scrapbooks.

The scrapbook pages from April, May, and June **revealed the students’ feelings of fascination, success, and empowerment** surrounding this project. One student wrote, ***“We’ve done service-learning before, but no project this big or this fun!”*** Students also wrote and decorated thank-you letters to representatives of all partnerships involved. ▶



So What?

Results and impact . . .

- ▶ 6,032 service and learning hours contributed
- ▶ Collected over 220 pairs of crutches, as well as over two dozen walkers, more than two dozen canes, some boots and a few braces.
- ▶ \$500 raised to benefit Haiti

Now What?

A Call to Action:

Now that you have read about Molly's students and their efforts to help Haitian people in need, what could you and your students do to make a difference? Just like Molly and her kids, there are people everywhere making a difference. Let us know what you and others in your community are doing by posting your information on . . .
partnershipsmakeadifference.org

To learn more about how to help people affected by natural disaster, read or log on to . . .

Earthquakes (J. and D. Fradin)
Selavi: A Haitian Story of Hope (Youme)

3 Cups of Tea (Mortenson)
14 Cows for America (Deedy)
Circles of Hope (Williams)
Lifeline Christian Mission,
lifeline.org
Physicians for Peace,
physiciansforpeace.org/haiti.html

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Celebration/Demonstration

We celebrated in the classroom daily with the posting of a current count of the crutches and other mobility items collected. At first, small success was celebrated. When the boxes were continually being filled multiple times a day, we celebrated in amazement with each new update on the crutch count board.

The ringing of our classroom phone soon became cause for celebration. Most often the call was from our building secretary letting us know that the crutch collection box was again overflowing or that someone had recently dropped off a batch of crutches and/or a monetary donation for us. A student would answer the phone, take the message and then relay the message to all in the room. Students would cheer,

"I want to congratulate you on the Haiti project. You are doing great, meaningful work."

-- Columbus attorney

and then head out the door to pick up the donations.

The Limb-o-Fest was a demonstration/celebration in itself. This event was well planned and executed because the students hosted it—they owned it. It was a huge celebration for the 6th graders because as they said, **"It was a blast, and we were making a difference helping others."**

The students also celebrated when they were featured in the news. When the articles appeared, a number of students brought them in and posted them in the classroom.

Students were able to celebrate often because throughout this project we received kind and congratulatory

"I read the article in the newspaper. OUTSTANDING! What I could sense was that the students are truly inspired! This is very real for them—they are very connected."

--Jones Middle School mom

emails from various people in the central Ohio area. Some of these people had seen the article in **The Dispatch**, and some had seen the **Facebook** posting. Some wanted to simply tell the 6th graders "Good job," while others wanted an update on the crutch count. As students read and reacted to the emails, their faces were full of pride.

Finally, when the crutches were picked up by **"Dan The Man"** to be sent to **Physicians for Peace**, students celebrated. Some students carried crutches while the other students directed and held doors. As the crutches exited the building and were placed in Dan's truck, the **visual of the truck stuffed with crutches was hugely significant** because the students realized all of

"BRAVO!! I am so impressed with the effort to help those struggling in Haiti. Congratulations on a wonderful job!"

--retired principal

their hard work was going out the door to the people they intended to help. A group photo was taken, and the students cheered and high-fived each other. The students were realizing the fruits of their labor. ▶

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Assessment/Evaluation

Factual knowledge about Haiti and earthquakes was demonstrated through informational writing. French and Haitian Creole phrases were learned, written, and taught to others appropriately. Sharing of information took place through news articles that were written and published. The skills learned and practiced included: **interviewing, business and friendly letter writing, announcement writing and delivery, Skype session planning, flier making and posting, poster making, and emailing.** Self and peer editing of all student work occurred throughout the project.

Student reflection journals and drawings were completed monthly and were a part of a bigger 6th grade yearly scrapbook project detailing the events of the students' 6th grade year.

Individual and group assessments occurred through each student's involvement in this project. Each student was involved in a meaningful way and contributed significantly in the amount of time committed to making this project work. Students demonstrated **collaboration by organizing the group, helping others, listening, problem solving, compromising, and cooperating.** Successful completion of the tasks was evidence of this teamwork.

In addition, students verbalized and demonstrated an understanding of real-world work by collaboratively planning and carrying out a complex project to meet a tangible need. And they did so with compassion, insight, and commitment! ▶

Curriculum Connections/Standards

Social Studies: research skills; knowledge of current events; geography, history and culture of Haiti

Language Arts: business and friendly letter writing; persuasive writing; public speaking; vocabulary

Math: measurement; currency

Science/Health: game design; question writing; infectious diseases; body parts; weather

Global Language: reading; writing; French and Haitian Creole phrases

Physical Education: soccer; baseball; golf

Art: drawings on crutches; scrapbooks and cards; research of best medium for crutch decorating

Reading: literature connections; author study ▶

Lean on Me for Haiti Service-Learning Project Contact Info

Name:
Molly Miely

Position:
Language Arts/Reading
Teacher

School:
Jones Middle School

School District:
Upper Arlington Schools

School Address:
2100 Arlington Avenue
Upper Arlington, OH 43221

School Phone:
614.487.5080

Email: mmiely@uaschools.org

Community Partners:
Ohio Orthopedic Center of
Excellence, Knab Medical
Supply (Jim Knab), Lifeline
Christian Mission, Jason
Macedonia (Prosthetist),
Physicians for Peace, Dr. Alan
Koslow (Vascular Surgeon),
and Random Kid (Dana and
Talia Leman)

21st Century Skills addressed and demonstrated by the *Lean on Me for Haiti* service-learning project:

- ✔ Global Awareness
- ✔ Financial, Economic, Business, and Entrepreneurial Literacy
- ✔ Civic Literacy
- ✔ Health Literacy
- ✔ Creativity and Innovation
- ✔ Critical Thinking and Problem Solving
- ✔ Information Literacy
- ✔ Media Literacy
- ✔ ICT (Information, Communications, and Technology) Literacy
- ✔ Flexibility and Adaptability
- ✔ Initiative and Self-Direction
- ✔ Social and Cross-Cultural Skills
- ✔ Productivity and Accountability
- ✔ Leadership and Responsibility

Source: *The Partnership for 21st Century Skills* (www.p21.org)

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21st Century Skills

The *Partnership for 21st Century Skills* has identified the elements described in the sidebar on the left as the critical systems necessary to ensure 21st century readiness for every student. Though the *Lean on Me for Haiti* service-learning project clearly demonstrates connections to many of the skills, the following outlines two skills in detail.

Initiative and Self-Direction: For the Skype session with Dr. Koslow, students self-selected various elements of the Skype session in which to be involved. The order of events planned by the students was a welcome, introduction/bio of Dr. Koslow, questions, follow-up questions, thank-yous, appreciations and good-byes.

One student who struggled in Language Arts volunteered to write

and deliver one of the longer parts of the session, and I was not sure the final product would be appropriate. She was, however, unwavering and extremely motivated to deliver this portion of the session.

After researching about Dr. Koslow, she wrote and edited her part independently and practiced at home. Most importantly, she did a beautiful job presenting her portion of the Skype session! **No one would ever have guessed that Language Arts was not one of her strengths. I celebrated her success, and so did her peers.** Many of the students chose to write about the Skype session as part of their reflection, and they included the wonderful job this student did. This student raised her own level of rigor and was extremely proud of herself in the end. ▶

Impact: Kids Using Their “Best Stuff” to Make A Difference

Students had opportunities to “do the work of real people” in a variety of ways:

Announcers—Mackenzie, Fiona, Samantha, and Taylor made announcements daily to everyone at Jones Middle School.

News article editors/writers—Mackenzie and Madeline wrote to the *UA News* the first day of this project. Their intent was simply to publicize that we needed crutches donated. Instead, the reporter called, and the students were interviewed for an article.

Letter writing/email—Students wrote and e-mailed letters in business format

Photographers/videographers; Collectors/organizers; Game designers/planners/runners; and Artists—on crutches, cards, posters, and fliers

Students worked during class time, but they also spontaneously came in during lunch, after school, and in between classes to work on the project. They had great ideas to improve and move the project forward. **I became the facilitator, and they ran**

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the project. Each student found his/her own strength and passionately used it in some way.

Students learned a lot about teamwork. They worked in pairs, small groups, and large groups on this

"We collected hundreds of crutches. We helped a lot of Haitians walk again. Ads went in the newspaper, people posted things on Facebook, and the whole community helped. To think that this all started with 6th graders at Jones Middle School is really surprising."

-- C.J.K., 6th grader

project by brainstorming, talking to each other, listening to each other's views and ideas, and then compromising. **They realized that by putting their ideas together, they could make a difference in the lives of others.**

They could see concrete evidence of their work toward this project by numbers of crutches collected and money raised. The students were also utterly amazed that they could gain support from others throughout the central Ohio area.

The difference they made was huge in the lives of others and to the students themselves. **They found a real-world need and answered it with concrete, tangible help and artistic expression.** They felt that the fruits of their labors were able to make a difference both physically and emotionally for those less fortunate than themselves.

Donations began to come in from various parts of the city. The donations also came from a variety of people, many of them seniors in the community who needed help

getting the donation into the school building. The 6th graders helped these people with their donations by going to the car with them, unloading the car, and visiting with them along the way. The young adults and older adults were mutually appreciative.

In terms of how I saw some individual students grow throughout the project, Dr. Koslow and "Dan the Man" both had an enormous impact. **Students began to talk about how they were looking to the future and were thinking seriously about wanting to do what these two men did to help others.** My students have benefited from seeing these examples of real adults doing work that they love.

Because of the intense interest in this project, **students were motivated and therefore, they learned at a faster pace and at a high level.** They were taking knowledge learned, applying it, and then learning more. **And they were choosing to do so even during their non-school hours.**

As Charlie M. said, "After our Skype session with Dr. Koslow, I watched

"In the month of May, our entire 'house' of 104 students did a fundraiser for Haiti, where a terrible earthquake had occurred. Many people in Haiti had lost limbs and needed crutches. We collected so many crutches they all didn't fit in Mrs. Miely's room. We're just a bunch of kids in UA, but we did a lot for Haiti and I'm glad we could help."

-- Jack C., 6th grader

some of his **Youtube** videos, and they were surprising because I did not know the extent of the earth-

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quake damage. I will remember the information and use it to help Haiti some more in the future." Charlie M. ▶

Next Steps/Call to Action

The **Ohio Orthopedic Center of Excellence** was a huge support to us with this project, and they would love to work with us again. **Physicians for Peace** will be sending back photos and video of our crutches being used in Haiti, and the students look forward to that.

We certainly hope that there is no new disaster, but should there be one, students want to do this type of project again, and a lunchtime game festival would be easy to implement. ▶

Other Insights . . . Reflections of the Teacher

Overall, it feels great to help others. The giver and the receiver both benefit so much. At the end of this project, I read this reflection from one of my most challenged students. It was truly inspiring: **"I was so astonished when Dr. Ko-**

It was magical when the classroom phone would ring and I would see the wide-eyed look of surprise, pleasure, amazement, and pride on my students' faces. **Kids were so immediately engaged, connected, and empowered by this project.**

Relationships . . . *Students learned about themselves, getting along with others, and others' needs in the real world . . . "I realize how lucky I have it. I know I can help, and I want to do this again."*

-- D.H., 6th grader

slow talked about the Haiti people and how kind and wonderful they are even though they are not very fortunate. Someday I'd like to go to Haiti. Not to go on vacation, but to help! This project has inspired me." **Gabriella A.**

I was totally surprised at how quickly the phrase **"Dan The Man"** was picked up by the students and used with respect and admiration. "Dan the Man" became an **"Everyday Hero."**

Without my request and starting the very first day, students came after school or before school to write and edit announcements and articles for the newspaper, create fliers and posters, and decorate boxes. **At night, I received emails from students sharing ideas or requesting editing.** It amazed me that that level of motivation did not wane.

The biggest aha moment was when I realized I was facilitator and part onlooker and not in charge of the action. The magic was totally felt when this **Columbus Dispatch** article appeared. The article was well written, kids were quoted, and the photos were fabulous. After this article appeared, we heard from many, many people.

To read the complete article, log on to: dispatch.com/live/content/

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local_news/stories/2010/05/12/
lightening-haitis-load.html

I discovered that when students are truly engaged, they do not care about or want the end of the school day or school year to come.

Timing is key and can be both good and bad. It was important to listen to student voice, which drove this project. **However, sometimes the “regular” school or team schedule does not fit well with the immediacy of planning and completing a project such as this—so adjustments must be negotiated.**

The next time this type of project is conducted, it will need to be run as an **International Baccalaureate, Middle Years Program (IB MYP) unit of study** (Jones is becoming a IB MYP school). So that will be a new challenge.

“Lean on Me for Haiti” really got to the heart of it all. Students answered a real medical need and combined it with artistic expression.

It sometimes seems risky to take on a project such as this. We, as a teaching team, discussed it and decided that even if we got just ten pairs of crutches, we would be successful. We never imagined that we would collect over 220 pairs of crutches,

“I’ve done service projects before, but nothing this big or educational or fun. It was all a great thing to do, and I hope we do something like it again. I know I will.”

-- Jake A., 6th grader

along with many walkers and canes. That was a wonderful, concrete outcome, but even better was the non-concrete but still visible impression this project left on the 6th graders. **They will remember this project and are changed because of it. ▶**

“Someday I want to go to Haiti to help the Haitians when I’m old enough. A person can change another person’s life, but together we can change the world. Dr. Koslow has saved lives and made a difference. I want to do that! ”

— CJK., Jones Middle School 6th grader

What Ideas Can You Add?

**For more information,
contact:**

Ellen Erlanger
Kathy Meyer
The Legacy Group,
Partnerships Make A
Difference
1601 W. Fifth Ave., #106
Columbus, Ohio 43212
(P) 614.488.3459
(F) 614.488.1864
info@partnershipsmakea
difference.org
partnershipsmakeadifference.
org

Charlotte Jones-Ward
Ohio Department of Education
Learn and Serve Ohio
25 South Front Street, MS403
Columbus, Ohio 43215
(P) 614.466.8920
(F) 614.387.0963
Charlotte.jones-ward@ode.
state.oh.us
learnandserveohio.org

