

# Get in on the Action... Pitch in, Help out!

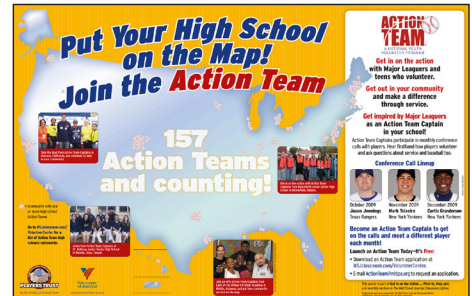
A  
Service-Learning  
Program



## Taking Action for Haiti

The Classroom Edition offers a service-learning section presented by the Major League Baseball Players Trust. March components:

- ▶ **Articles from *The Wall Street Journal*:** Click links to access full text.
  - » "Haiti Moves, Haltingly, to Reopen Schools"
  - » "After Quake, a Lesson in Persistence"
  - » "Quake Dashes Hopes for Haiti's Fragile Economy"
  - » "A Haitian's Quest to Save His Family"
- ▶ **Raising Funds and Planning Next Projects:** Action Team schools demonstrate what teens can do to make a difference for Haitians in need.
- ▶ **Helping Today and Long Term with Recovery:** Major Leaguers on their own and through the Players Trust step up with support for Haiti.
- ▶ **Action Team Conference Call:** Action Team Captains participate in monthly calls on volunteering with players like Philadelphia Phillies Shane Victorino.
- ▶ **161 Action Teams: Add Yours!** Launch an Action Team by April 1 and include your school in the May Classroom Edition. Get an Action Team Application.
- ▶ **BONUS Action Team® Poster:** Excite students to put your high school on the map and join the Action Team!  
E-mail [Classroom.Edition@dowjones.com](mailto:Classroom.Edition@dowjones.com) [Subject line: Poster] to request free copies.



### Curriculum Connection: Calculating School Costs

**Objective:** Estimate costs to rebuild education in Haiti.

1. Have students read *The Wall Street Journal* article "Haiti Moves, Haltingly, to Reopen Schools." Discuss the role of education in Haiti's long-term recovery. Also read "After Quake, a Lesson in Persistence" about [Louverture Cleary School](#), an example of pre-quake support for education in Haiti and the potential of educated young Haitians as leaders in rebuilding.
2. Have students investigate costs involved in restoring schools in Haiti. Get pre-earthquake costs for specific needs from the nonprofit [Education Partnership for Children of Conflict](#). Using numbers for damaged schools in the "Reopen Schools" article, have students create itemized spreadsheets identifying estimated expenses per school and projected total costs for rebuilding schools in Haiti. Share and discuss the spreadsheets.
3. Use [reflection activities](#) to guide students in planning related service projects.

**Action Team Service Connection:** Have students use fundraising ideas from Action Team high schools featured in the *March Classroom Edition* to support a specific school or school project in Haiti. Or organize a school supplies donation drive.

### Curriculum Connection: Microfinance Solutions

**Objective:** Explore the role of microfinance in Haiti's recovery.

1. Have students read *The Wall Street Journal* article "Quake Dashes Hopes for Haiti's Fragile Economy." Discuss pre-quake economic conditions for Haitians and post-quake challenges.
2. Review information in the *March Classroom Edition* about [Esperanza International](#), providing microfinance services in Haiti with support from the Major League Baseball Players Trust. Have students investigate microfinance and consider the economic potential in Haiti, using resources from Esperanza (including a pre-quake [blog](#)), [Fonkoze](#), [FINCA International](#) and others. Use available data, such as Esperanza's overall

performance data, to estimate costs and returns from microfinance loans. Have students project social and economic benefits of new businesses created through microfinance.

**Action Team Service Connection:** Plan a microfinance fund-raiser and donate proceeds to lenders in Haiti. Students can also check [Kiva](#) for entrepreneurs in Haiti that students can lend to directly.

### Curriculum Connection: Personal Needs

**Objective:** Investigate ways to help Haitian families near or far.

1. Have students read *The Wall Street Journal* article "A Haitian's Quest to Save His Family." Discuss personal and economic connections between Haiti and America described in the article and implications for the U.S. role in Haiti's long-term recovery.
2. Have students consider the quake impact on Haitian families in your school or community. Contact a local [Volunteers of America](#) office or other groups helping families with Haitian relatives or Haitians relocated to your area. Identify personal needs that students can support through service projects, such as collection drives for clothing and hygiene items.
3. Build in reflection activities before, during, and after volunteering with resources in the [Service Reflection Toolkit](#) from the nonprofit [Northwest Service Academy](#).

**Action Team Service Connection:** Join the Action Team and connect with Action Team high schools planning projects to support ongoing recovery in Haiti through monthly conference calls with Major League baseball players.

For active links to the online resources on this page, go to [WSJclassroom.com](#) and click the March Teacher Guide.

### Connecting to National Content Standards

Activities support economics and social studies standards:

- 10 - Institutions evolve in market economies... not-for-profit organizations are examples of important institutions.

\* Theme X: Civic Ideals and Practices

Sources: NCEE and NCSS

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