

# Service Learning Inquiry Unit

Your Name: Libbie Hayden and Katie Diehl

Grade: 5<sup>th</sup>

Class: Washington Elementary

<p><b>Essential Question:</b></p> <p><b>What do we need to thrive?</b></p>	<p><b>Describe how the essential question accommodates service learning</b></p> <p>Teach others how to live a healthy lifestyle.</p>
<p><b>Conceptual Knowledge:</b></p> <p>1. How do your lifestyle choices affect your health?</p> <p>2. How do food, diet and nutrition affect your health?</p> <p>3. How do media affect your choices?</p>	<p><b>Procedural Knowledge:</b></p> <p>1A. Analyze current lifestyle, evaluate healthy living habits 1B How do I develop healthy relationships 1C Evaluate personal healthy choices (anti-drug/alcohol/tobacco)</p> <p>2A Explain validity of health information products and service 2B Write “food memory” stories, cookie stories, Thanksgiving, Family dinner</p> <p>3A Use claim, data Warrant strategies to analyze media influence minus, pluses and interesting Data activity, Warrant workout- argue data both ways</p>
<p><b>Frontloading Activity:</b> Opinionaire Use quotes about crazy health habits or beliefs</p> <p>ie: Best way to be healthy is to lead a vegan diet</p>	

Healthy means watching only three hours of television per day.....

- How does the frontloading prepare students for service learning/develop an attitude of service, etc.?

Students will recognize misconceptions and want to inform others  
 Students will realize importance of health issues which will affect their lives

**Scaffold of Activities:**

- Explore and practice and consolidate process, concepts, and attitudes of service
- Move from where the students are to where you want them to be
- Mix with modeling, mentoring and monitoring
- Move from small group work to individual work
- Move to gradual release of responsibility
- Leading to culminating project that allows students to visually show their procedural and conceptual knowledge in a creative way and that incorporates service to different levels of community

**Scaffold of Activities:**

Activities	Connection to Knowledge	Assessments
<p>1A Journal: How do you spend your time?            Collect data, mean, median, mode, range, circle charts</p> <p>Writing persuasive Argument:            Claim, Evidence, Warrant            Pluses, Minus, Interesting            Idaho is the unhealthiest state in the Union.</p>	<p>1A. Analyze current lifestyle, evaluate healthy living habits</p>	<p>checklists for journal requirements</p>
<p>1B Role Playing scenarios about relationships, communication, drugs , alcohol, tobacco            Journal after each, what would I do in that situation? Pair, Share, Class share, Discuss</p>	<p>1B How do I develop healthy relationships</p>	<p>Observation</p>

<p><b>1C Refusal skills (see above)</b></p>	<p><b>1C Evaluate personal healthy choices (anti-drug/alcohol/tobacco)</b></p>	
<p><b>2A Reading labels, menus</b></p>	<p><b>2A Explain validity of health information products and service</b></p>	<p><b>create own menu</b></p>
<p><b>Persuade classmates to use sound nutritional choices.</b></p>	<p><b>present and opinion sequencing ideas logically and using appropriate facts and relevant descriptive details</b></p>	<p><b>make ad</b></p>

## **Culminating Project**

### **Project Description**

**Create Public Service Announcements illustrating what it takes to thrive  
Could be in the form of a skit or video, brochure, posters to be placed around the school**

**Whole class Food Memory Stories Read to other classes**

**ABCs of Jivin' Thrivin'**

### **Sequence of Project**

**Students choose topic of what and how to inform students Think about target audience**

**Writing lessons prior to final writing for book**

**Each student chooses a health topic of importance to them to contribute to class ABCs book.**

**How does the sequence and the culminating project develop an attitude of service and provide actual services?**

**Students are researching healthy lifestyles to improve their health as well as to present to others. Also, they will be writing class books to share with each other, future students and students in lower grades. Their food stories book will be used as motivation for peer tutoring with writing in first grade. ABC will be available for checkout in the school library. Students will become more proactive about health issues in their lives and the lives of others.**