



Maryland State Department of Education  
**Service-Learning**  
**Special Education Unit**  
**Healthy Me, Healthy You**

**Primary Subject:** Health Education

**Grade Level:** 6<sup>th</sup> - 8<sup>th</sup> (Alt-MSA)

**Additional Subject Area Connections:**

Social Studies, Visual Arts, Language Arts, Math, Technology

**Unit Title:** Healthy Me, Healthy You

**Type(s) of Service:** Indirect and Direct

*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:** As students study hygiene and homelessness, students will learn the importance of personal hygiene, a daily living skill. In addition to learning this daily living skill, the students will learn how to purchase and collect hygiene items to donate to a local homeless shelter.

**Potential Service-Learning Action Experiences:**

- Conduct a school-wide fundraiser to purchase hygiene items. (*indirect*)
- Organize a school-wide collection of travel sized hygiene products. (*indirect*)
- Send a letter to a company that makes personal hygiene products to request that they make a donation to a local homeless shelter. (*indirect*)
- Visit a shelter to investigate what kind of products may be needed and help at the shelter. (*direct*)

**Maryland State Curriculum Indicators**

**Health Education:**

3.A.1.a Evaluate personal health behaviors.  
3.A.1.b Examine how personal health habits affect social wellness.

**Social Studies:**

4.A.4.b Describe the standard of living and the quality of life in a world region using data, such as Gross National Product (GNP), Gross Domestic Product (GDP), per capita income and the Human Development Index (HDI).

**Visual Arts:**

3.1.A Experiment with art media, processes, and techniques, and demonstrate a variety of ways that can be used to express meaning.  
3.1.B Manipulate art media, materials, and tools safely.

**Language Arts:**

1.D.1a Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational text.  
4.A.2.a Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone.

**Mathematics:**

6.A.3.b Determine the value of a given set of mixed currency.  
4.A.1.d Organize and display data to make single bar graphs using a variety of categories and intervals.

**Technology:**

Design and use instruments to gather data.

# Alignment with Maryland's Best Practices of Service-Learning: *Healthy Me, Healthy You*

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**1. Meet a recognized community need**

Students will create an awareness of the importance of improving and maintaining personal health behaviors. Students will assume responsibility for personal hygiene and daily living skills. Students will apply knowledge learned in the classroom to assist residents in a community homeless shelter with maintaining personal hygiene.

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

Students will advocate and raise funds for personal hygiene products through the use of journaling, data collection and analysis, technology, visual arts, motor skills, posters, and Community Based Instruction. Items may also be donated from home. Students may practice communication skills through sign language or the use of augmentative communication when making purchases at local stores. Students may practice functional reading skills by using a picture list of items to be bought. Functional money handling skills may also be practiced.

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

Students will use the process of journaling to reflect throughout the service-learning experience. Based on the students' abilities, the students will construct a written or visual journal to express thoughts and feelings. The journal may be completed using pictures taken throughout the project.

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

Students will work together to decide on hygiene products to purchase at the store and how to raise funds. Given a variety of art supplies, students will decide what materials will be used to decorate the bags that will contain the hygiene products they donate to the shelter.



**5. Establish community partnerships**

Students will establish partnerships with a local homeless shelter, the community to raise funds, and local and/or national businesses.

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

Students will collaborate with their teachers to create timelines and organize materials. Guest speakers can be invited to discuss the need for hygiene products at local shelters. The shelter to be served by the project should be contacted or visited in advance so students know exactly what the shelter needs, thereby allowing students to better target their purchases or product drives.

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

Students will become familiar with the seven best practices of service-learning. Students will learn about the importance of personal hygiene and the impact of homelessness on citizens in the community. Students will be taught how to journal their reflections during the project. Students will also use previously taught skills of functional Reading, Math, and Community Based skills to successfully complete the project. Students will demonstrate responsibility through the planning and implementation of the project. A home and school connection will be developed through a school newsletter, morning announcements, and school website. Letters will go home to parents to explain the service-learning project and its goals. Students will learn about the concept of citizenship and being a “good neighbor.”



# Procedures with Resources:

## *Healthy Me, Healthy You*

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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 those 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. Students study personal hygiene in health class.
  - a. Vocabulary
  - b. Products
  - c. Process/Routine
3. Students will study homelessness and the impact of homelessness on citizens in the community.
4. Students will learn how to journal thoughts for the reflection process. (This will continue for the duration of the project.)
5. The class will contact or visit the local shelter to benefit from the project so the specific product needs of the shelter are best met. Students should determine what personal hygiene resources are available at the shelter, including things like a washer and dryer or sink where clothes can be washed and lines for drying clothes.
6. Students will decide on the process of raising funds to be used for purchasing toiletry items for the homeless. Students may choose to ask for donations.

### Additional Interdisciplinary Connections



- **Math**- Students count the money earned from the fundraiser and create a chart or a graph that displays the amount of money earned. Students could also graph the number and type of products raised.
- **Music**-Students could sing a song that would help reinforce hygiene skills.
- **Library**-Students could research topics related to hygiene.
- **Science** – Students could make soap.

7. Students will design and construct a burlap drawstring bag in Art class to make personal hygiene kits for donation to the shelter.
8. Students will conduct the fundraiser of their choice to raise funds in order to purchase toiletries.
9. The class will determine a budget and which hygiene products to purchase at a local store based on the total funds raised.
10. Students will go on a community based trip to a local store to purchase hygiene products.
11. Students will organize the hygiene products by type of product and fill the bags made in art class. Depending on student ability levels, bags could be filled using various methods (e.g. an assembly line strategy, or by making students responsible for following a written or picture depicted direction sheet, etc.).
12. Students will write a friendly letter to the recipients of the bags.
13. Students will visit a local homeless shelter to deliver the bags of hygiene products.
14. Students will complete their reflection journal (written or photos). Students will discuss positive aspects of the project and areas of improvement for the next time. The class will 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).

### **Resources**

*Fly Away Home*

By: Eve Bundy and Ronald Hinler

*Let's Talk About Staying in a Shelter*

By: Elizabeth Weitzman

*Shelter in Our Car*

By: Monica Gunniy and Elain Pedler

*Germs are Not for Sharing*

By: Elizabeth Verdick and Morieka Heinlen

*Hygiene and Health*

By: Claire Llewely

*Keep it Clean: A Look at Hygiene*

By: Katie S. Bayle

Listing of homeless shelters in Maryland

[www.homelessshelterdirectory.org/maryland.html](http://www.homelessshelterdirectory.org/maryland.html)

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