



**Maryland State Department of Education**  
**Service-Learning Unit**  
**Disability Awareness/  
Health Fair**

**Primary Subject:** Reading & Language Arts

**Grade Level:** 6<sup>th</sup>

**Additional Subject Area Connections:** Visual Arts, Health & Math

**Unit Title:** Disability Awareness/Health Fair

**Type(s) of Service:** Indirect & Advocacy

**Unit Description:** Childhood diseases and disabilities impact many middle school students. This unit is designed to introduce sixth grade students to a variety of diseases and disabilities that children may suffer from or encounter in their school population. The unit incorporates research, compositions both written and visual, analysis of civic duty and culture, and an analysis of computations and statistics. The unit is designed to culminate in a student-run health fair.

**Potential Service-Learning Action Experiences:**

- Hold a health fair for the school and community. (*direct, indirect, advocacy*)
- Find any charity that fundraises for the benefit of children with a disease or disability. Look to choose a charity that may directly impact a student in your school or community. (*indirect*)

Examples:

- Kids Helping Hopkins, [www.hopkinschildrens.org](http://www.hopkinschildrens.org)
- Casey Cares, [www.caseycares.org](http://www.caseycares.org)
- Susan Komen Breast Cancer Foundation, [www.komen.org](http://www.komen.org)
- Pathfinders for Autism, [www.pathfindersforautism.org](http://www.pathfindersforautism.org)

**VSC Indicators Met**

**Reading and Language Arts:**

- 1.C.1 Read orally at an appropriate rate.
- 1.C.2 Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression.
- 1.D.1 Develop and apply vocabulary through exposure to a variety of texts.
- 1.D.2 Apply a conceptual understanding of new words.
- 1.D.3 Understand, acquire, and use new vocabulary.
- 1.E.1 Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic resources.
- 1.E.2 Use strategies to prepare for reading (before reading).
- 1.E.3 Use strategies to make meaning from text (during reading).
- 1.E.4 Use strategies to demonstrate understanding of the text (after reading).
- 2.A.1 Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts.
- 2.A.2 Identify and use text features to facilitate understanding of informational texts.
- 2.A.3 Develop and apply knowledge of organizational structure of informational text to facilitate understanding.
- 2.D.4 Determine and analyze important ideas and messages in informational texts.
- 2.D.5 Analyze purposeful use of language.
- 2.D.6 Read critically to evaluate informational text.

**Additional VCS follow.**

- American Diabetes Association, [www.diabetes.org](http://www.diabetes.org)
- Children’s Cancer Foundation Bowl-a-thon, [www.childrenscancerfoundation.org](http://www.childrenscancerfoundation.org)
- American Red Cross, [www.my-redcross.org](http://www.my-redcross.org)
- National Kidney Foundation, [www.kidney.org](http://www.kidney.org)
- ARC of Baltimore, [www.arcofbaltimore.org](http://www.arcofbaltimore.org)
- Arthritis Foundation, [www.arthritis.org](http://www.arthritis.org)
- United States Fund for UNICEF,  
[www.unicefusa.org/site/pp.asp?c=duLRI8O0H&b=132700](http://www.unicefusa.org/site/pp.asp?c=duLRI8O0H&b=132700)

### **Additional VSC Indicators Met**

#### **Reading and Language Arts Continued:**

- 3.A.1 Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts.
- 3.A.2 Analyze text features to facilitate understanding of literary texts.
- 3.A.3 Analyze elements of narrative texts to facilitate understanding and interpretation.
- 3.A.4 Analyze elements of poetry to facilitate understanding and interpretation.
- 3.A.6 Determine important ideas and messages in literary texts.
- 3.A.7 Analyze the author’s purposeful use of language.
- 3.A.8 Read critically to evaluate literary texts.
- 4.A.1 Compose texts using the prewriting and drafting strategies of effective writers and speakers.
- 4.A.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.
- 4.A.3 Compose texts using the revising and editing strategies of effective writers and speakers.
- 4.A.4 Identify how language choices in writing and speaking affect thoughts and feelings.
- 4.A.5 Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student’s own composing.
- 4.A.6 Explain how textual changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose.
- 4.A.7 Locate, retrieve, and use information from various sources to accomplish a purpose.

### **Additional VSC Indicators Met**

#### **Reading and Language Arts Continued:**

- 5.A.2 Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language.
- 5.B.2 Comprehend and apply standard English usage in oral and written language.
- 5.C.2 Apply standard English punctuation and capitalization in written language.
- 5.D.2 Apply conventional spelling in written language
- 6.A.1 Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes.
- 6.A.2 Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings.
- 7.A.1 Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes.
- 7.A.2 Make an oral presentation

#### **Health:**

- 1.6.1 Demonstrate ways to communicate respect for diversity. (Mental and physical disabilities, Culture, Race/ Ethnicity)
- 3.6.1.a Demonstrate the ability to locate resources from your new school’s community that provide valid health information concerning consumer health issues and services.

#### **Math:**

- 4.1.a Organize and display data.

### **Additional Course VSC follows**

# Alignment with Maryland's Best Practices of Service-Learning: *Disability Awareness/Health Fair*

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**1. Meet a recognized community need**

Many schools have students with medical problems or learning disabilities. These students often feel “different” because of these physical or mental challenges. This is an opportunity for everyone to learn and gain understanding about these differences. Students will complete tri-fold displays or PowerPoints, bookmarks for distribution at local public libraries, and create and participate in a school based health fair. Students might also raise money for an organization working to address disease or disability.

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

A variety of curriculum needs are met through student selected research that students will use to educate the school community (which includes students, parents, and residents of the local area) about various childhood diseases and disabilities.

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

Students will complete daily journals that detail their experiences researching, completing their tri-fold displays or PowerPoint presentations, and sharing their information at the health fair.

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

Students are responsible for choosing their research topic, completing their project, completing an entry for the writing contest, setting up and designing the health fair, and inviting participants to the health fair.



**5. Establish community partnerships**

Students will involve parents, special educators, and local health professionals such as doctors, dentists, chiropractors and emergency medical technicians to have booths at the health fair. They will also partner with local community based organizations to be featured at the fair.

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

Students will view the “Learn and Serve” video as an opening activity. This video explains service-learning and shows the impact students can make on their community. This entire unit would be about 6-8 months in length. Planning and scheduling would be started at the beginning of the year. Students would have time to work on their projects and tri-folds for the days after MSA testing, and the actual health fair would be scheduled for the afternoon before spring break.

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

This unit would meet the above listed VSC indicators. Students will have the opportunity to utilize cross disciplinary knowledge and skills. Students will have opportunities to use the school media center for print and internet sources. They will have the opportunity to interview various health professionals. Students will also explore concepts of service, service-learning, and citizenship.



**Additional VSC Indicators Met**

**Visual Arts:**

- 1.3.b Use selected design concepts to organize the elements of art and principals of design to convey ideas, thoughts, and feelings.
- 3.1.b Select and use a variety of tools, materials, processes, and techniques safely to solve specific visual problems.
- 3.2.a Experiment with visual ideas and concepts by manipulating the elements of arts in visual compositions.

## Procedures with Resources: *Disability Awareness/Health Fair*

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These procedures represent an example of a service-learning lesson on this specific topic, but can be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt this unit 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 [www.servicelearning.org/resources/bring\\_learning/](http://www.servicelearning.org/resources/bring_learning/).
2. Health introduction to diseases/disabilities.
3. Explanation of health fair - recommended at lunch, homeroom, or assembly.
4. Plan health fair using the Health Fair Planning Guide, [http://fcs.tamu.edu/Health/health\\_fair\\_planning\\_guide/objectives\\_and\\_planning.php](http://fcs.tamu.edu/Health/health_fair_planning_guide/objectives_and_planning.php). Also recommended is the Arthritis Foundation Health Fair Aid, [www.arthritis.org](http://www.arthritis.org) and the Alzheimer's Association, [www.alzmd.org](http://www.alzmd.org).
5. Read and discuss informational texts/ research in reading class split into groups to research a variety of disabilities and diseases. Resource:
  - o Texas Department of Assistive and Rehabilitative Services, [www.dars.state.tx.us/ecis/resources/links/DisabilitiesRelatedSites.shtml](http://www.dars.state.tx.us/ecis/resources/links/DisabilitiesRelatedSites.shtml)
  - o *Teens with Physical Disabilities: Real-Life Stories of Meeting the Challenges* by Glenn Alan Cheney
  - o U.S. Department of Health and Human Services, [www.hhs.gov](http://www.hhs.gov)
  - o See Librarian for book based and other suggestions
6. Read and discuss literary texts in language arts, focus on texts with children who have disabilities or diseases that will be featured in the health fair.
  - o *Listen for the Bus* by Patricia McMahan (children's literature, visual impairment)
  - o *Dancing Wheels* by Patricia McMahan (children's literature, wheelchairs)
  - o *Miracle Worker* by William Gibson (drama, hearing and speaking impairment)



- Disabilities in Children's/Young Adult Literature (book list), [www.ehs.cmich.edu/imc/files/Disabilities.pdf](http://www.ehs.cmich.edu/imc/files/Disabilities.pdf)
  - *Running on Dreams* by Herb Heiman (autism) – Not Reviewed by Teacher
  - “The Day My Silent Brother Spoke” in *Reader's Digest* (autism), [www.ecampus.com/bk\\_detail.asp?isbn=0762188545&referrer=CJ](http://www.ecampus.com/bk_detail.asp?isbn=0762188545&referrer=CJ)
  - See Librarian for other resources and suggestions
7. I-Search in language arts, [www2.edc.org/FSC/MIH/i-search.html](http://www2.edc.org/FSC/MIH/i-search.html).
  8. Work with the school nurse as a resource on your project.
  9. Design posters promoting the health fair, disease/disability awareness in art class.
  10. Design tri-fold pamphlets and poster boards for the health fair using research.
  11. Invite parents, health professionals, and the community to fair.
  12. Health fair set-up, event, and clean-up.
  13. Compose thank you letters to outside parties.
  14. “Together We're Better” essay contest and reflection piece, ARC of Maryland, [www.thearcmd.org](http://www.thearcmd.org).
  15. 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).

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