



**Maryland State Department of Education**  
**Service-Learning Unit**  
**Nutrition and Fitness**

**Primary Subject:** Health

**Grade Level:** 6<sup>th</sup> and/or 7<sup>th</sup>

**Additional Subject Area Connections:** Math, Science, Language Arts

**Unit Title:** Nutrition and Fitness

**Type(s) of Service:** Indirect &/or Direct

**Unit Description:** As students learn about the relationship between nutrition and health/fitness, they will select a homeless shelter, soup kitchen, etc., and develop a plan of action to meet the nutritional needs of the various age groups served by the selected organization.

**Potential Service-Learning Action Experience:**

- Students can perform a scientific study on the nutritional needs of a population. They will then organize and implement a plan of action (fundraiser, food drive, etc.) to specifically support the nutritional needs of the group (indirect).
- Deliver the food to the organization and/or help serve/distribute the food at the organization (direct).
- Advocate for food access and food equity by writing to legislators, and/or creating skits or stories or public service announcements that are shared with the community, etc.

**Additional Content Standards Met**

**Health:**

6.0 Nutrition and Fitness - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

**(Grade 6)**

I. Goal Setting

1. Apply the Dietary Guidelines for Americans in meal planning.

a. Describe the basic principles of meal planning.

b. Explain how to create a healthy meal plan using the Food Guide Pyramid and Dietary Guidelines for Americans.

**(Grade 7)**

D. Nutrients

1. Explain the role of nutrients.

a. Describe the function of the six major nutrients.

b. List and explain how nutrients affect the risk factors for common chronic diseases, including cancer, cardiovascular disease, osteoporosis, and Type II Diabetes.

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# Alignment with Maryland's Best Practices of Service-Learning: *Nutrition and Fitness*

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- 1. Meet a recognized community need**  
Provide a homeless shelter, soup kitchen, or food pantry with food that targets their specific nutritional needs.
- 2. Achieve curricular objectives through service-learning**  
See Voluntary State Curriculum standards listed in lesson.
- 3. Reflect throughout the service-learning experience**  
Options include preparing a budget with the money amassed from the fundraiser to purchase food needed to meet the nutritional needs of the group.  
Complete a photo essay on the project. Write fiction, non-fiction, or poetry pieces related to hunger and food inequality either locally or globally.
- 4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)**  
Students will decide on the homeless shelter, develop the action plan, and implement the project.
- 5. Establish community partnerships**  
Students will contact a local homeless shelter to partner with during the project. A grocery store should be contacted for purchasing foods at a possible discount. Local businesses may also be contacted for donations.
- 6. Plan ahead for service-learning**  
Students need to obtain information about the nutritional needs of different age groups. They must be involved in formulating a relevant objective, and then devise an organized plan to implement the project.
- 7. Equip students with knowledge and skills needed for service**  
Students will need to learn about proper nutrition and health/fitness and why they are important to the human body. This will help them understand why it is important to provide the community organization with specific nutritious foods. Research, and read stories related to, poor nutrition/hunger and nutrition/hunger solutions. Students should also understand the scientific



process when engaging the initial investigation. Provide students with ad flyers from a local grocery store and then have them try to plan a nutritionally acceptable meal(s) based on the allotment of food stamps for one family of four.

### **Additional Content Standards Met**

#### **Language Arts – Writing:**

##### ***Grade 6 Production and Distribution of Writing:***

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

CCSS.ELA-Literacy.W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

##### ***Grade 7 Production and Distribution of Writing:***

CCSS.ELA-Literacy.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

CCSS.ELA-Literacy.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### **Additional Content Standards Met**

#### **Health:**

6.0 Nutrition and Fitness - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

#### **(cont'd)**

#### **(Grade 7)**

F. Nutrition and Physical Activity Guidelines

1. Investigate the differences in the Dietary Guidelines for Americans related to culture and age groups.

a. Compare healthy eating plans from other cultures.

b. Compare different nutritional requirements for various age groups.

I. Goal Setting

1. Apply the Dietary Guidelines for Americans in meal planning.

a. Apply the Dietary Guidelines for Americans in making healthy food choices at home meals, school meals, fast food restaurants, restaurants, parties/events, and movies.

b. Develop and assess a healthy eating plan based on the Dietary Guidelines.

## **Additional Content Standards Met**

### **Math:**

#### ***Standards for Mathematical Practice***

1. Students make sense of problems and persevere in solving them by explaining to themselves the meaning of a problem, analyzing givens and constraints, making conjectures about the form and meaning of the solution, monitoring and evaluating and asking if the solution makes sense.
2. Students reason abstractly and quantitatively by making sense of quantities and their relationships in problem situations.
3. Students construct viable arguments and critique the reasoning of others.
4. Students model with mathematics.
5. Students use appropriate tools strategically by considering the available tools when solving a mathematical problem.
6. Students attend to precision by communicating precisely to others using the language of mathematics and calculating accurately and efficiently.
7. Students look for and make use of structure by identifying a pattern or structure.
8. Students look for and express regularity in repeated reasoning by looking for generalized methods and shortcuts.

## **Additional Content Standards Met**

### ***Science and Engineering Practices in the Next Generation Science Standards***

#### **Science:**

##### ***Practice 1: Asking Questions and Defining Problems***

Students at any grade level should be able to ask questions of each other about the texts they read, the features of the phenomena they observe, and the conclusions they draw from their models or scientific investigations. For engineering, they should ask questions to define the problem to be solved and to elicit ideas that lead to the constraints and specifications for its solutions. (NRC Framework 2012, p.56)

##### ***Practice3: Planning and Carrying Out Investigations***

Students should have opportunities to plan and carry out several different kinds of investigations during their K-12 years. At all levels, they should engage in investigations that range from those structured by the teacher – in order to expose an issue or question that they would be unlikely to explore on their own (e.g., measuring specific properties of materials) – to those that emerge from students' own questions. (NRC Framework, 2012, p.61)

## Procedures with Resources: *Nutrition and Fitness*

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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 <http://www.youtube.com/watch?v=o2-eoEi6FCo>.
2. Research the nutritional requirements for all of the various age groups.
  - <http://www.health.gov/dietaryguidelines/> or [www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)
  - [www.choosemyplate.gov](http://www.choosemyplate.gov)
  - [www.cnpp.usda.gov](http://www.cnpp.usda.gov)
  - [www.fao.org](http://www.fao.org)
3. Brainstorm or continue research to create a list of local homeless shelter, soup kitchen, or outreach program.
  - [www.artistshelpingchildren.org/shelters.html#maryland](http://www.artistshelpingchildren.org/shelters.html#maryland)
  - [www.nationalhomeless.org/references/directory](http://www.nationalhomeless.org/references/directory)
  - [www.dhcd.maryland.gov/website/about/publicinfo/publications/documents/2009-11-10%20md%20pantry%20list%20wo%20phones.pdf](http://www.dhcd.maryland.gov/website/about/publicinfo/publications/documents/2009-11-10%20md%20pantry%20list%20wo%20phones.pdf)
4. Choose one shelter per class. (Classes can then compete for a “prize”.)
5. The class must then select a student speaker for contact purposes.
6. Contact the shelter by phone. Dialogue should include:
  - Stating the name, school, and a synopsis of the project.
  - Asking the representative if the organization would like to participate in the project.

- Having the representative:
    - Identify major age groups served by the organization.
    - Identify the foods being served on a daily basis.
    - Identify any nutritional shortages.
7. Have each class develop an objective targeted at the particular focus for each organization.
  8. Develop a plan of action. (Examples: Fundraiser, food drive)
  9. Complete project Worksheet:  
[www.goodcharacter.com/SERVICE/primer-9.html](http://www.goodcharacter.com/SERVICE/primer-9.html)
  10. Successful Examples in Maryland:
    - Guideline for service-learning action plans,  
[www.goodcharacter.com/SERVICE/primer-3.html](http://www.goodcharacter.com/SERVICE/primer-3.html)
    - Website with the true story involving an 8 year-old Maryland girl who had a vision and ultimately accomplished her goal,  
[http://www.happyhelpersforthehomeless.com/?page\\_id=552](http://www.happyhelpersforthehomeless.com/?page_id=552)
    - Website for the Bea Gaddy Family Center, [www.bea-gaddy-family-center.org/index.shtml](http://www.bea-gaddy-family-center.org/index.shtml), <http://www.bea-gaddy.org/about.html>, <http://www.wbaltv.com/education/bea-gaddy-center-helping-homeless-students-get-school-supplies/21373290#!bfuOsh>, and <http://msa.maryland.gov/megafile/msa/speccol/sc3500/sc3520/014500/014532/html/14532bio.html>
  11. The plan for each class must include procedures to obtain the necessary food items for each shelter and a way for the students to deliver the food and participate in serving one meal (not necessarily the food raised).
  12. Implement the action plan.
  13. 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).

### Additional Interdisciplinary Connections



**Reading & Language Arts**  
– Action plan writing embedded in the writing curriculum.

**Math** – Developing a budget to purchase the necessary foods. Food stamps activity.

**Science** -- Use scientific investigation to determine the needs of the various age groups in the designated shelter.

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